

**Oyster River Cooperative School District  
REGULAR MEETING**

**May 2, 2018**

**MAST WAY SCHOOL - Cafeteria**

**7:00 PM**

**o. CALL TO ORDER (7:00 PM)**

**I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING**

- Ia. PUBLIC HEARING: *Per RSA 198:20-b for the acceptance of unanticipated funds from the Public School Infrastructure Fund.***

**II. APPROVAL OF AGENDA**

**III. PUBLIC COMMENTS**

**IV. APPROVAL OF MINUTES**

- Motion to approve 04/18/18 regular meeting minutes.

**V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**

- A. District**
- B. Board**

**VI. DISTRICT REPORTS**

- A. Assistant Superintendent/Curriculum & Instruction Report(s)**
  - Progress on ELO's {Suzanne, Heather, Sean}
- B. Superintendent's Report**
  - Update on Strategic Plan
- C. Business Administrator**
  - FY18 Budget Update
- D. Student Senate Report**
- E. Other: Social Emotional – Felicia Sperry and committee**

**VII. DISCUSSION ITEM**

- Social Emotional presentation
- Laptop Initiative/Rough Draft Cell Phone Policy – Not 1<sup>st</sup> Read
- School Board Master Schedule - Draft

**VIII. ACTIONS**

- A. Superintendent Actions**
- B. Board Action Item**
  - Motion to accept the resignation of two high school teachers.
  - Motion to nominate Mast Way Activity Stipend for Science Coordinator.

**IX. SCHOOL BOARD COMMITTEE UPDATES**

**X. PUBLIC COMMENTS**

**XI. CLOSING ACTIONS**

- A. Future meeting dates:** 05/16/18 – Regular Meeting – **Moharimet School** – 7:00 PM  
05/30/18 – Manifest Meeting – **SAU Conference Room** – 5:30 PM

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

- Consideration of the acquisition, sale or lease of real or personal property...

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

**XIII. ADJOURNMENT:**

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

**Respectfully submitted,  
Superintendent**

**If you require special  
communication aids, please  
notify us 48 hours in  
advance.**

**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   | Term on Board: 2016 - 2019 |
| • Kenneth Rotner   | Term on Board: 2016 - 2019 |
| • Denise Day       | Term on Board: 2017 - 2020 |
| • Michael Williams | Term on Board: 2017 - 2020 |
| • 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.



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

February 9, 2018

James Morse, Superintendent  
SAU 5  
36 Coe Dr.  
Durham, NH 03824-2200

Project for: Mast Way Elementary School

Dear Superintendent Morse,

It is my pleasure to notify you that your recent application to the Public School Infrastructure Fund, established in RSA 198:15-y, for the Mast Way - Main Office Building Expansion has been **approved**. Your award reflects 80% of the project costs, not to exceed \$572,452.00.

At the completion of your project please submit a *Completion of Project and Request for Payment* form with the Department of Education. The form can be found online at: [https://www.education.nh.gov/program/school\\_approval/infrastructure-fund.htm](https://www.education.nh.gov/program/school_approval/infrastructure-fund.htm). Your award must be claimed by **April 1, 2019**. If you are unable to complete your project by that time, please contact the Department for further assistance.

Your dedication to the health and safety of New Hampshire's students and staff is appreciated. Thank you for this commitment. If you have any questions, please do not hesitate to contact me or Amy C. Clark at 271-2037.

Sincerely,

Frank Edelblut  
Commissioner of Education

Cc: Wendy DiFruscio

**Oyster River Cooperative School District  
Regular Meeting  
ORHS Library**

**April 18, 2018**

**7:00 p.m.**

**SCHOOL BOARD:** Denise Day, Brian Cisneros, Tom Newkirk, Kenny Rotner, Dan Klein, Al Howland, and Michael Williams  
Student Representative: Patty Andersen

**ADMINISTRATORS:** Superintendent Morse, Todd Allen, Suzanne Filippone, Sue Caswell, and Jay Richard

There were 18 members of the public present.

**I. CALL TO ORDER:** By Tom Newkirk at 7:00 p.m.

Chair Tom Newkirk took a moment to remember student Jonathan Fairchild. His heart goes out to the family and supporting them in their time of loss. They have been an incredible group of people to work with in their time of loss. Tom also wanted to thank the community for their support. Superintendent Morse detailed that the crisis team was in place within thirty minutes and the next morning NH Behavioral Health was in place for the students and staff. Throughout this process we had professional guidance and advice. He gave credit to the Durham Police Department and the SRO. The SRO worked with the FBI to have the social media posts taken down. We lost a precious soul last week.

**APPROVAL OF MANIFESTS:**

Payroll Manifest #30: \$918,897.09

Vendor Manifest #22: \$217,926.63

**II. APPROVAL OF AGENDA**

**Proposed revision to add the slate of spring coaches for Board's approval.**

**Brian Cisneros moved to approve the agenda with the above proposed revision, 2<sup>nd</sup> by Denise Day. Motion approved 7-0 with the Student Representative voting in the affirmative.**

**III. PUBLIC COMMENTS:**

Dean Rubine of Lee commented on the tragic loss in the community and his heart goes out to the family. We need to do more and there is no bigger issue we need to work on. Our baseball issue with ORYA also needs to be examined.

Jennifer Pribble of Durham has two children in the district and is in support of the cell phone banned policy. With the pressure of a personal device on the student as a resource there is an inequality on them. Other schools in the region are providing students with devices for the classroom.

Erin Hale of Durham wrote the school board last fall regarding the cell phone policy and appreciates that the Board is working on it. She is concerned that the draft states that teachers can allow use of devices if they see fit. Would encourage a policy that is equitable.

Giana Gelsey of Madbury is concerned about the cell phone policy. This is an inadvertent policy of the have and have nots.

Belle Vukovich Kenoyer who is a parent in the District is in favor of the middle school cell phone ban. Using a cell phone is not the only way to reach children during the day. Contacting the office is a method of communication to reach children for an emergency or change of plans.

Mike Stark of Durham spoke about the cell phone use in the Middle School. Feels that the loophole that has been created in the draft policy renders this policy useless. He is disappointed at the size of the loophole and encourages the board to go back and look at this policy again.

Amy Sterndale of Durham would like to see a bell to bell policy of no cell phone use at the middle school.

Lori Bromley of Durham and parent in the District wanted to thank the Administration for caring for the students and staff this past week. She is a teacher at Greenland and they have a bell to bell no cell phone policy and it has never come up as an issue.

John Polagi a resident of Durham urged the Board not to pass the draft policy that has the “loophole” built in. It is not enforceable and would bring forth a lot of challenges.

Kathy Collins of Durham thanked the district for hosting the Greater Reads talk. Thanked the District leaders for allowing the walk out on Friday and allowing them to organize it themselves.

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

**Motion to approve 3/14 regular and 4/4/18 regular and nonpublic meeting minutes.**

**Brian Cisneros moved to approve the March 14<sup>th</sup> minutes with the below revision, 2<sup>nd</sup> by Denise Day.**

**Revision: Page 5 Paragraph five change “Spoked” to “spoke”**

**Motion passed 5-1-1 with Kenny Rotner voting against and Michael Williams abstaining.**

**4/4 Denise Day moved to approve the 4/4 minutes with the below revision, 2<sup>nd</sup> by Brian Cisneros.**

**Page 9 Resilience should be capitalized**

**Page 10 paragraph three insert “abstained.”**

**Motion passed 6-0-1 with Kenny Rotner abstaining**

**April 4<sup>th</sup> Nonpublic Minutes: Brian Cisneros moved to approve the April 4<sup>th</sup> nonpublic minutes, 2<sup>nd</sup> by Denise Day. Motion passed 7-0.**

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

**A. District:** Andy Lathrop, Athletic Director updated the Board on the progress of the football cooperative. The Classification Committee approved the proposal 7-0 and the next step is to meet with the council on May 17<sup>th</sup>. If that passes, then participation is approved for the fall.

**B. Board:** Denise Day attended the social meeting awareness education night on April 9<sup>th</sup> and thanked the Durham Police Department for organizing the evening. Denise Day thanked the Oyster River Community Reads. She attended several events that have been held over the past months and they have done an outstanding job.

Al Howland attended the Moharimet Pancake Breakfast. It was great to see the student's work with this and the Middle School Jazz Band performed. The expansion of the gym works out great.

Brian Cisneros commended Pam Felber who did a great job with the students on Peter Pan Jr.

## **VI. DISTRICT REPORTS**

### **A. Assistant Superintendent/Curriculum and Instruction Report:**

Todd Allen reported that the Middle School has begun their standardized testing. Both elementary schools will be doing their testing in May and the high school will be doing their science portion at the end of May.

The REACH registration process is open and if you are interested, please sign up soon. It runs from July 9<sup>th</sup> to the 1<sup>st</sup> week of August.

All the buildings are going through a technology plan to see how technology will be used. This is a multi-year approach that they are working on. The educational exception that is currently in the cell phone draft is a transitional phase as they move to a one to one module.

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

Tomorrow night there is a strings concert at the high school. Superintendent Morse encouraged everyone to attend. Community Reads was an amazing effort to bring the issue of white privilege front and center. Their culminating activity will be on May 3<sup>rd</sup> to talk about what it next. On May 15<sup>th</sup> Andrew Smith will be coming to the District to talk to parents and the theme will be how to talk about race.

House Bill 193 was voted 7-1 to go to a study.

Superintendent Morse announced that Lori Buckley Mast Way Food Service Manager was named Nutrition Manager of the Year.

### **C. Business Administrator:**

Sue Caswell reviewed the FY17 Audit with the board. She explained GASB 75 for OPEB was recommended for the District to continue planning for the implementation and ensure that actuarial valuations are performed in a timely

manner and in compliance with new requirements. It will also be important for the District to maintain an adequate system of documentation to support the employee census data information provided to the actuary, since this information will now be subject to annual audit testing.

**D. Student Senate Report:**

Student Representative Patty Andersen reported that on Monday April 9<sup>th</sup> Senate speeches were given and April 13<sup>th</sup> was senate election in Student Government. On National History Day competition 5 teams were sent to the state competition. They had two teams place 3<sup>rd</sup>. The Robotics Team competed in the semi-finals. There are two trips for April break: one to Tanzania, and a group of students are leaving for France and Spain. The student walk out is planned for Friday. She thanked the Administration for handling the situation last week and it was appreciated.

**E. Other:** None

**VII. DISCUSSION ITEMS**

**Last Day of School:** Superintendent Morse is proposing that Friday, June 22<sup>nd</sup> will be the students last day of school. This day will be an early dismissal at 12:15 p.m. for all schools. He is working with the Guild on a proposal regarding the two additional work days owed to complete the teachers' contractual obligations. Another option is to have the last day on Wednesday, June 20 and have the teachers work on independent project development.

**Al Howland moved to end the school year on Wednesday June 20, 2<sup>nd</sup> by Brian Cisneros. Motion passed 6-1 with Michael Williams opposing.**

**Rough Draft Cell Phone Policy – Not a first reading**

Superintendent Morse wanted to thank all the parents who have brought this to the forefront. There is a difference between a policy and a procedure. The intent of this policy is to eliminate cell phones and personal devices. The Board approves policies and reviews procedures. Procedure is how the policy is implemented. They reviewed and studied the policies of other schools.

**Rough Draft for Discussion:**

Technology Devices K-8 Cell Phones/Personal Devices – procedures  
Students who carry cell phones and other personal devices must keep them turned off during the school day.



Students who violate the K-8 Cell Phone policy:

1<sup>st</sup> offense: Will have the device taken away by the teachers for the day and returned at the end of the day.

2<sup>nd</sup> offense: the devices will be confiscated by administration and returned to the parent.

3<sup>rd</sup> offense: The student will not be able to possess the devices during the school day for an extended period of time defined by the principal and upon entrance to the school at the beginning of the day will leave the cell phone/technical device with the principal.

Parents/guardians who need to talk to their child during the school day must call the school office. Their child will be given the message to call home. Students will be allowed to use the classroom phone to return calls to parents/guardians.

Exceptions:

IEP

504

Medical

Educational purposes defined by the teacher.

Exeter AUP: "the use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.

Stratham Middle School Handbook – Devices are intended to enhance education with adult permission.

Tom Newkirk and Brian Cisneros talked about their visits to other middle schools. Lebanon has a bell to bell cell phone ban and while the administration was looking to bring back cell phone usage during lunch, they are receiving pushback from the parents. Tom and Brian had a chance to talk to the students during their lunch at Hanover and they are okay with the policy.

Hanover has one to one devices and teachers have the ability to see how the devices are being used in the technology.

Denise Day mentioned the NELMS letter which they received on the Middle School for being a spotlight school, and the students ability to do important work on personal technology in a classroom setting. She feels that they will need to have some sort of a bridge policy until they are able to secure one to one technology. Jay Richard of the Middle School has full faith in the teachers for making the appropriate decisions. Dan Klein is proposing a clarification on what NELMS was referring to in regard to technology. He asked Jay about if they had no personal devices available in the classrooms. Jay replied that it would have a significant impact in the 7<sup>th</sup> and 8<sup>th</sup> grade classes. Students are also using their personal devices for tuning instruments and recording their music for classes. There is a significant need for teachers wanting more devices for use in the classrooms. Al Howland asked how are we not meeting the technology need in the classroom. It is the hope that the inconsistency with cell phones is removed. Brian Cisneros asked what would it look like to transition to a one on one managed devices? Josh Olstead replied that there are models that introduce a grade level at a time or one school at a time. There are a lot of options and every school does it differently. There will be a plan for the Board to consider in August moving forward. Superintendent Morse thinks that it can be done in three to four years.

Tom Newkirk talked about the 1) unmonitored use of cell phones at lunch, 2) the use of parent communication, and 3) for teachers that think that there is a viable use in the classrooms. Al Howland believes that we should eliminate 1 and 2 and 3 would be harder to eliminate. Dan Klein believes that if we leave 3 open, then 2 would be very hard to eliminate. He appreciates the complexity of the situation.

Michael Williams asked about the current policy and believes that items 3,4,5 should be in the new proposed procedure. It is significant where the threshold of exceptions lies.

The Board agreed by consensus on the policy of no cell phones during the day at the middle school. The Board discussed removing the exception of educational purposes defined by the teacher. Michael, Kenny, and Brian are in favor of removing this exception. Tom, Denise and Al agree that the exception should be there. Dan Klein would like to see another draft on how the exceptions would be narrowed down and managed. It is the nature of the personal device and the access that troubles him.

Michael Williams suggested using the revenue savings from the health insurance towards buying \$300 ipads at the middle school for one to one students in the fall. Superintendent Morse will go back and run some analysis and now has a better sense of where we are. At the next conversation, he hopes that the Board can reach a majority on the exceptions to the policy. It was noted that the savings from the health insurance has also been talked about going towards the District's rainy-day fund which has been depleted.

**Superintendent Contract and Benefits: Brian Cisneros moved to approve a one-year extension and three percent increase to the Superintendent's contract, 2<sup>nd</sup> by Denise Day. Motion approved 7-0.**

**VIII. ACTION ITEMS:**

**A. Superintendent Actions:** None

**B. Board Action Items:**

**Motion to approve the spring volunteer coaches:**

**Brian Cisneros moved to approve the below slate of volunteers for spring coaches, 2<sup>nd</sup> by Al Howland:**

<b>Scott Clark</b>	<b>JV Softball</b>
<b>Paul Stenmark</b>	<b>JV Softball</b>
<b>Deirda Brown</b>	<b>Varsity softball</b>
<b>John Cunningham</b>	<b>Varsity softball</b>

**Motion passed 7-0.**

**IX. SCHOOL BOARD COMMITTEE UPDATE:**

Denise Day reported that the Policy Committee met on April 11 and reviewed all the B policies which include Board conduct, minutes, etc. and have no recommendations for changes. They are required to review those annually.

**X. PUBLIC COMMENTS:**

Keith O'Brien commended the presentation of Peter Pan tonight. It was amazing. He thanked the Board for the conversation tonight and thinks that Michael Williams really opened a door this evening in possibly finding a solution. He urged the Board to follow the money to see what they can come up with.

**XI. CLOSING ACTIONS**

**A. Future Meeting Dates:**

- 05/02/18 Mast Way School 7:00 p.m.
- 05/16/18 Moharimet School 7:00 p.m.
- 05/30/18 Manifest Meeting SAU Conference Room 5:30 p.m.

**XII. NONPUBLIC SESSION RSA 91-A:3 II (if needed)**

**NON-MEETING SESSION: RSA 91-A2 I (b) – Consultation with Attorney**

**XIII. ADJOURNMENT**

**Brian Cisneros moved to adjourn the meeting at 9:50 p.m., 2<sup>nd</sup> by Al Howland. Motion passed 7-0.**

Respectfully yours,  
Laura Grasso Dobson  
Recording Secretary



# Extended Learning Opportunities

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SY 2017-2018  
An Endeavor to Embark on a new Expedition

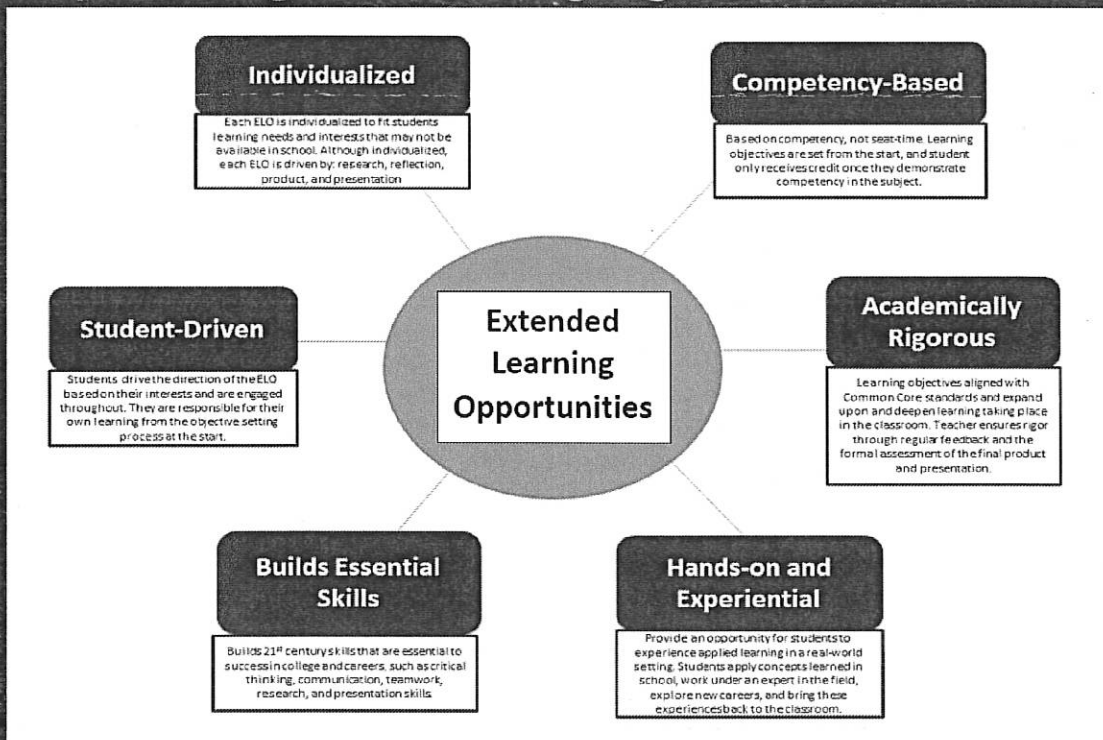
## An Emerging new Era of Education

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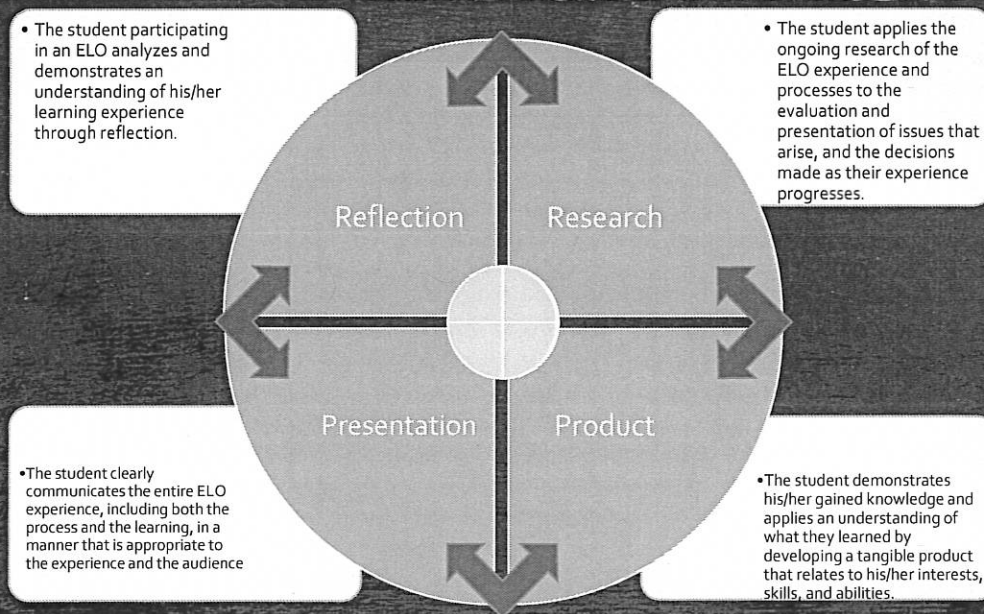
- Individualize 
- Personalize 
- Customize 
- Exposure 
- Explore 
- Experience 
- Enhance 
- Expand 

Working  
Together  
To  
Engage  
Every  
Learner

# Empowering & Encouraging Students

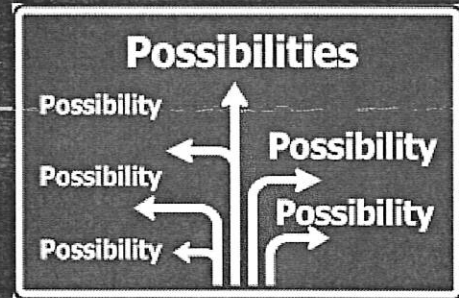


## 4 Components of an ELO



## Examples of our ELOs

- Independent Coursework
- Advanced Study
- Career Exploration
- Internship
- Teaching Assistant [research, development, & design phase]
- Peer Instructor [research, development, & design phase]
- Virtual Learning Academy Charter School (VLACS)
- Career Technical Education (CTE)
- Running Start / Early College / CATS (GBCC, MCC, SNHU, & UNH)



## Expressions of Enthusiasm

### Students

- Owen Hilyard '19
- Madison "Madi" Gass '19

### Parents

- Jay Hilyard
- Thomas & Millissa Gass

### Mentor Teacher / Community Partner

- Laurie Grant



## NH Workforce Development Sector Theme Months

- **September** – Construction & Transportation
  - [will participate 2018]
- **October** – Manufacturing
  - Lindt & Sprüngli
- **March** – Girls in Technology
  - [will participate 2019]
- **April** – Hospitality
  - Flag Hill Winery, Distillery, Catering, & Events and Three Chimneys Inn
- **May** – Healthcare
  - Portsmouth Regional Hospital and Exeter Hospital



## Exciting News

- ORHS is represented on the NH ELO Network Leadership Team
- ORHS was represented on the ELO Coordinator of the Year Selection Committee
- ORHS, for the first time, hosted the Seacoast Regional ELO Coordinators Meeting in February
- ORHS's ELO Program was highlighted in the recent edition of the New Hampshire Business Review Magazine.
  - <http://www.nhbr.com/April-13-2018/Extended-Learning-programs-link-schools-businesses/>
- ORHS brought a team of 5 faculty to a free 2-day ELO Training in April
- ORHS is planning to send another team of 5 more faculty to a free 2-day ELO Training in June
- ORHS, with Winnacunnet HS and White Mountain Regional HS, has been accepted to present a three session series at the NH Education Design Studios summer conference
  - On Your Mark: Initiating a Student-Centered ELO Program
  - Get Set: Developing a Competency-Based ELO
  - Go: Assessing a Performance-Based/Project-Based/Work-Based ELO Program







## Extended Learning Opportunities (ELO) Program

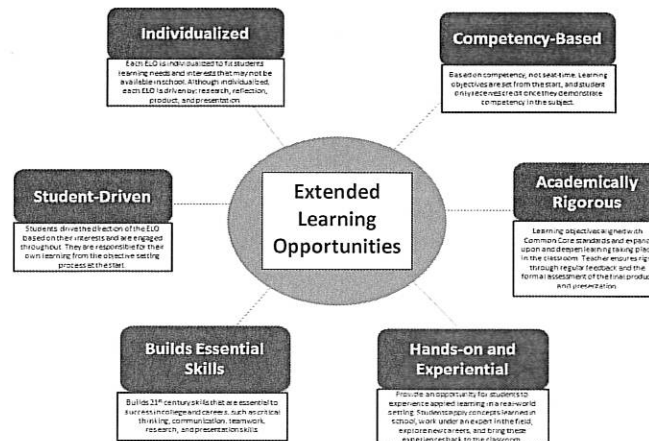
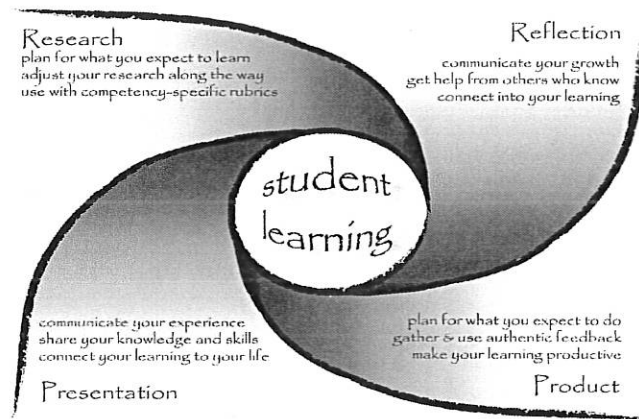
**Philosophy/Purpose**

Extended Learning Opportunities (ELO) are a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology and enhances student opportunity above and beyond available support and resources. The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, ELO's are engaging and intellectually challenging, and enable students to fulfill or exceed the expectations set forth by State minimum standards and incorporate ORHS 21st Century Learning Expectations.

**ELOs the OR way**

- Advanced Study**
  - Is an experience for students who have completed a course or series of courses at ORHS and desire to continue to advance their learning in that subject/content area when there are not future courses available at ORHS. For example, a student who would like to continue beyond Pottery II or Acting II.
- Career Exploration**
  - Is an opportunity for a student to investigate and explore a specific occupation or career path. This learning experience requires the student to conduct independent research, informational interviews with professionals, and job shadow when appropriate.
- Independent Coursework**
  - Is a course of study a student may take if he/she experiences a schedule conflict in his/her ORHS class schedule. A student may also pursue studying a content area of interest that is not currently offered at ORHS.
- Internship**
  - Is a temporary, unpaid, position where a student is paired with a professional in the community to gain practical experience in an occupation or profession.

*ELOs are student-initiated and student-centered learning experiences. The key success of an ELO is the student's involvement and investment in all aspects for the experience from the development of a plan, the learning goals, and the assessment of his/her learning.*





## Extended Learning Opportunities (ELO) Program

### Reflection Information

*A student participating in an ELO analyzes and demonstrates an understanding of his/her learning experience through reflection.*

Reflection is a chance to ponder and share your ELO experience in order to encourage insight and complex learning. Reflection allows you to control your own learning by fostering growth and reviewing your learning experience with your ELO partners in order to make decisions moving forward.

Your reflections should include observations, highlights, questions, concerns, criticisms, explanations, evaluations, recommendations, and references to any research conducted.

Examples of reflection activities:

- Guided reflection
- Video Log
- Blog
- Journaling
- Final reflection paper
- Attendance log
- Face to Face meetings (weekly, biweekly, etc.)

**Here is some suggested content for your reflections**

- What activities did you engage in and how did they go?
- What will you continue to work on and why? What can you change moving forward?
- What are your goals and expectations for this experience? Were they achieved?
- How did your first impressions of the experience change over time?
- Describe the physical environment of your experience. Was this a business/organization? Did you work independently?
- Who did you work most closely with throughout this experience? What was your relationship like? What kind of feedback did you get about your performance?
- What did you like best about your experience? What did you like least?
- Was it hard to maintain other commitments while in this experience?
- What do you feel you did really well in this experience? Where could you have used some improvement?
- How has this experience impacted your education and career goals?
- What new skills have you learned from this experience? Did any of your impressions or attitudes change as a result of this experience?
- What would you do differently if you were to do this again?
- Cite any research you conducted. What did you research? How did it impact your experience?

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://bit.ly/2wv0p0e>

### Reflection Rubric

Critical Component	Exemplary (4) / (A)	Established (3) / (B)	Evolving (2) / (C)	Emerging (1) / (D)
<b>Goal Setting</b>	The student identifies, evaluates, and revises his/her short-term goals as needed, and is able to justify changes made along the way, explaining how this leads to successfully meeting his/her long-term goals.	The student identifies short and long-term goals, adjusts them as necessary, and determines tasks and next steps in achieving his/her goals.	The student identifies short and/or long-term goals and uses them to determine tasks and next steps.	The student identifies short or long-term goals.
<b>Connecting to Learning Goals</b>	The student communicates about and analyzes the connections between experiences and learning goals and predicts future behaviors/decisions based on his/her analysis ("Next time...")	The student communicates about and analyzes the connections between specific experiences and Learning goals.	The student communicates about experiences and makes a connection to learning goals	The student communicates about experiences; however, connections to learning goals are not made.
<b>Problem Solving</b>	The student describes and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of his/her choice.	The student describes and analyzes problems(s), states solutions, and assesses solutions for them problem(s).	The student describes problem(s) and states possible solutions(s).	The student identifies problem(s).
<b>Communication</b>	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Few, if any, errors. Intention of thought is clearly communicated.	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.	The student demonstrates inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Organization of the reflection's structure may or may not be evident. Errors detract from communication.	The student demonstrates a lack of control over media appropriate language including vocabulary, syntax, and grammar. Reflection is not in an organized structure. Errors disrupt the flow of communication.

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://bit.ly/2wv0p0e>



## Extended Learning Opportunities (ELO) Program

### Research Information

*The student applies the ongoing research of the ELO experience and processes to the evaluation and presentation of issues that arise, and the decisions made as their experience progresses.*

Participating in an ELO is a chance to engage in a meaningful, real-world learning experience that allows you to think critically, problem solve and engage with others. Research is an integral component of an ELO. It brings your subject to life and often allows you to work closely with professionals in the field you have chosen. Research requires you to purposefully take on a topic, diligently work on it, and sharpen your deductive reasoning and communication skills which will benefit you throughout your educational and life experiences.

Examples of research activities:

- Utilizing and referencing professional publications/resources
- Participating in job shadows/internship experiences
- Conducting informational interviews
- Utilizing and referencing YouTube videos
- Utilizing and referencing News Articles
- Utilizing and referencing Online/print
- Creating an annotated resource list
- Documenting research weekly through reflective journaling

**Academic Research is a three-step process:**

1. Find the relevant information
2. Assess the quality of the information
3. Use the information either to try to conclude something, uncover something, to prove something or to argue something.

Please go to <http://orcsd.libguides.com/hshome/research> for more information on a variety of resources and search engines. Many will require passwords so please see the library staff for this information.

Do not rely on the Internet exclusively! Research can include observations, interviews, print materials, magazines, newspapers and even your own reflection.

It is important to work with your ELO partners to determine the best way to document your research such as creating a bibliography or annotated resource list. Regardless of the method, every student should use Modern Language Association (MLA) guidelines when citing resources.

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://files.eric.gov/fulltext/ED471013/winnacunnet.nh/schools/research>

### Research Rubric

Critical Component	Exemplary (4) / (A)	Established (3) / (B)	Evolving (2) / (C)	Emerging (1) / (D)
<b>Gather &amp; Use Information</b>	The student evaluates and refines information-gathering strategies to maintain his/her focus on targeted competencies. The student elaborates on: connections between the information gathered; how he/she refines his/her learning based on information gathered; and possible alternate directions for his/her learning.	The student formulates information-gathering strategies to focus learning on targeted competencies. The student communicates how he/she refines his/her learning based on the information gathered.	The student uses an information gathering strategy that allows him/her to add to his/her general body of knowledge. The student communicates the relationship between the information and the direction of his/her learning.	The student compiles information related to the general content of his/her learning goals.
<b>Integrate &amp; Apply</b>	The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to his/her learning goals.	The student uses information from a variety of documented sources that represent multiple perspectives related to his/her learning goals.	The student uses information from sources representing a single perspective related to his/her learning goals.	The student uses information from a single source.
<b>Relevance</b>	The student defends the inclusion/exclusion of information based on relevance to his/her learning goals and/or essential question.	The student describes his/her choices to include/exclude information based on relevance to his/her learning goals and/or essential question.	The student identifies information connected to his/her learning goal and/or essential question.	The student uses information in his/her ELO.
<b>Assess &amp; Analyze the Credibility</b>	The student defends the validity of information by evaluating the degree of objectivity and accuracy of sources.	The student analyzes the validity of information by investigating the degree of objectivity and accuracy of sources.	The student gathers information while checking credibility of sources.	The student uses information from sources without checking credibility.
<b>Composition</b>	The student demonstrates control of and fluency in applicable language, offers a synthesis of the information with his/her essential question, and defends how he/she applies this information to accomplishing his/her learning/project goals.	The student demonstrates a command of applicable language, assesses and organizes the connections he/she has found between the information and his/her essential question, and describes how he/she applies this information to his/her learning/project goals.	The student makes use of applicable terms, concepts or ideas. The student describes connections he/she has found between the information, his/her essential question, and his/her learning/project goals.	The student makes use of applicable terms, concepts or ideas.

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://files.eric.gov/fulltext/ED471013/winnacunnet.nh/schools/research>



## Extended Learning Opportunities (ELO) Program

### Product Information

The student demonstrates his/her gained knowledge and applies an understanding of what they learned by developing a tangible product that relates to his/her interests, skills, and abilities.

A final product is the natural end result of your ELO learning journey. The final product should provide you with a valuable means of processing and exploring your learning goals and essential questions. It should demonstrate your ability to apply the knowledge you have attained leading up to and during your ELO learning experience. Ideally you will be creating a final product that results in an original product or idea, that contributes back to the larger community. In other words, can your product benefit others? Remember that a presentation is NOT a product. The presentation is a way to share your product.

#### Examples of products:

- Portfolio (digital)
- Play Book (sports)
- Lesson Plans
- News Article(s)
- Travel Guide
- Drawing
- Original Experiment
- Quilt
- Painting
- 3-D Model
- Food/Recipe
- Play Script
- Written report
- Game
- Brochure
- Persuasive Letter
- Scientific posters
- Creative writing piece
- Create a website
- Travel Guide
- Visual Graphic
- Song/song lyrics
- Bulletin Board
- Mural

#### 10 Tips in Creating your final Product

1. **Determine how your work can help others:** Create a product that can help others learn. Can future students benefit from your learning experience? Can a professional in the community use your product to help them be more productive?
2. **Focus on your learning goals and essential questions:** Keep the end in mind. What do you want to have accomplished when you're finished? Does your product meet your learning goals and answer your essential questions?
3. **Start small and remained focused:** Don't take on more than you can handle. Make sure your product is achievable in the time-frame you have available.
4. **Take it for a test drive:** Review the functionality of your product regularly. Does it work? Is it useful? Does it function as you it was designed? Remember - what sounds great on paper may not work out so well in reality.
5. **Keep your ELO Partners in the loop:** Be sure to share your deadlines and benchmarks with your ELO partners. It will help you stay on track and allow you to receive feedback moving forward.
6. **Reflect:** Record your experiences. Much like an engineer's notebook, reflecting on your process will help you problem solve and think critically about where you are and where you are headed in your product development.
7. **Set clear deadlines and benchmarks:** Be realistic about what you can accomplish in the time-frame you have. Give yourself deadlines and benchmarks to stay on track. It is easy for anyone to procrastinate and push off tasks. Reflecting and checking in with your ELO partners regularly will help you stay on track.
8. **Utilize your strengths:** Make creating your final product fun and relevant by playing on your own strengths, interests and abilities. We are much more likely to stay engaged in an activity that is authentic to us!
9. **Make connections:** Connect with professionals in the community to get feedback on your product. What better way to determine if your product will function in the "real world" than having it reviewed by someone in the "real world".
10. **A presentation isn't a final product!** Many students mistake the final presentation for their product. Remember that your presentation is a chance to share your final product and learning experience.

**\*\*Students and/or their parents/guardians shall be responsible for all individual ELO expenses.\*\***

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://sites.google.com/a/winnacunnet.com/winnacunnet.edu/elop/product>

### Product Rubric

Critical Component	Exemplary (4) / (A)	Established (3) / (B)	Evolving (2) / (C)	Emerging (1) / (D)
Connection to Learning Goals	The product illustrates discovery of complexity and/or connectivity of the targeted learning goals.	The product independently illustrates relevant connections to all the targeted learning goals.	The product demonstrates connections to the targeted learning goals, dependent on further explanation.	The product is completed with little, if any, evidence of the targeted learning goals.
Design Plan	The product meets the established design plan and additionally reflects modifications made in response to reflection and feedback.	The product meets the established design plan.	The product meets part of the established design plan.	The product has little, if any, evidence of meeting the established design plan.
Feedback	The product has been evaluated by certified school personnel, mentor and/or an authentic audience. Modifications have been made based on feedback.	The product has been evaluated by certified school personnel, mentor and/or an authentic audience within an appropriate environment. Feedback has been collected.	The product has been shared with certified school personnel, mentor and/or an authentic audience within an appropriate context. Possible sources of feedback are identified.	The product has been shared with certified school personnel or mentor for evaluation.
Documentation	The student creates a collection of artifacts used during or describing the process of creating the product and includes clear representation of reflection and feedback. Student's intentional selection of artifacts illustrates key learning breakthroughs.	The student creates a collection of artifacts used during or describing the process of creating the product and includes clear representation of reflection and feedback.	The student creates a collection of artifacts that was used during or describing the process of creating the product.	The student creates a collection of artifacts and/or information but it is unclear how it is used in creating the product.

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://sites.google.com/a/winnacunnet.com/winnacunnet.edu/elop/product>



## Extended Learning Opportunities (ELO) Program

### Presentation Information

The student clearly communicates the entire ELO experience, including both the process and the learning, in a manner that is appropriate to the experience and the audience.

ELOs will require you to prepare a presentation that summarizes your learning experience and introduce your unique product. Presenting your ELO will not only help you reflect on how the entire experience went but it will also help you draw connections between what you learned and your future career and life goals.

Examples of types and methods of presentations:

- o Demonstrations
- o Narrated Video Presentation
- o Create a Prezi, Powerpoint or Google Slide
- o Taste Testing
- o Create a Poster Display
- o Product Demonstration (Food, Play, etc.)
- o VoiceThread
- o Teach a Lesson
- o Dramatic Presentation

#### What should I going to talk about?

- Share your product in detail. Why did you choose this product?
- Overall summary of experience - what was the original design? What were your essential questions/learning goals? Did it change? Who was involved? What research did you conduct and how does it relate to your overall experience?
- How helpful were your reflection activities?
- What problems did you encounter along with resolutions?
- What knowledge and skills were gained? What personal growth did you experience?
- How does your ELO experience influence your future education and career goals?
- What would you do differently if given the opportunity?

#### What method will you use?

- Will you prepare a Microsoft Powerpoint, Google Presentation or a Prezi? Other? What visuals will you use?
- If presenting live, create a display and/or visual aids if appropriate.
- Plan ahead for audiovisual equipment or other technology/equipment if applicable.
- PRACTICE! Time your presentation and make adjustments in content, if necessary to meet the time requirements.

#### Technique

- Thoughtfully plan your introduction and conclusion
- Eye Contact - Maintaining eye contact is fundamental. Practice often enough so that you rarely need to look at your notes.
- Posture - Stand proud, you have accomplished a great deal!
- Voice - Be loud enough to be heard and vary your pitch and tone. Enunciate your words clearly; show confidence.
- Gesture - Use hands to help make a point. Practice to make sure the gesture seems natural.

#### Prepare for Questions

- If you are doing this presentation live, the question and answer segment is essential in enabling the assessment panel to evaluate your presentation. Practice with friends or family and ask them to ask questions.

#### Dress

- Determine whether you should wear clothing appropriate for an interview or wear attire befitting for the experience. Make sure that your appearance doesn't distract from the hard work you put into preparing and giving your presentation.

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://sites.google.com/a/watsons.winnacunnet.org/elo/presentation>

### Presentation Rubric

Critical Component	Exemplary (4) / (A)	Established (3) / (B)	Evolving (2) / (C)	Emerging (1) / (D)
<b>Communication</b>	The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.	The presentation communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience, context, and purpose.	The presentation communicates the information despite inconsistent organization and/or delivery.	The presentation does not communicate intended information because organization, and/or delivery interfere.
<b>Supporting Materials</b>	The student frequently integrates relevant supporting materials that add or clarify information for the presentation.	The student integrates relevant supporting materials that add or clarify information for the presentation.	The student infrequently references supporting materials, which may or may not add information to the presentation.	The student has materials that interfere with the presentation or are not referenced.
<b>Learning Goals</b>	The student explains the reasons for choosing the goals of the learning experience and makes further connections to prior and future learning.	The student explains the reasons for choosing the goals of the learning experience.	The student identifies the goals of the learning experience.	The goals of the learning experience are not clearly communicated.
<b>Research</b>	The student communicates how the information gathered throughout the learning experience is from a variety of credible sources and explains how it impacted the direction of their learning.	The student communicates the information gathered throughout the learning experience and there is sufficient evidence that there is a variety of credible sources.	The student communicates the information gathered throughout the learning experience but there is little to no evidence that there is variety or that the information is from credible sources.	There is little evidence of the information gathered throughout the learning experience.
<b>Reflection</b>	The student communicates what he/she learned through the successes and challenges of the learning experience and how he/she grew as a result of it.	The student communicates what he/she learned through the successes and challenges of the learning experience.	The student identifies a success and a challenge of the learning experience, with few details or commentary.	The student identifies a success or challenge of the learning experience without any details.
<b>Product</b>	The student demonstrates that the product meets the established design plan and connects to the learning goals as well as how he/she made modifications based on feedback.	The student demonstrates that the product meets the established design plan and connects to the learning goals and shows evidence that feedback was collected.	The student shares evidence that the product meets part of the established design plan and little, if any, evidence that feedback was collected.	The student shares little, if any evidence that the product meets the established design plan or connection to the learning goals.

Adapted from Winnacunnet High School's Extended Learning Opportunity Program in Hampton, NH. Retrieved from <https://sites.google.com/a/watsons.winnacunnet.org/elo/presentation>

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# Extended Learning programs link schools, businesses

## Real-world experiences seen as mechanism to build Granite State workforce

BY LIISA RAJALA



COURTESY PHOTOS

When New Hampshire schools shifted to competency-based learning standards in 2009, Karen Thompson was forming business relationships to build Hinsdale High School's new Extended Learning Opportunities program.

"We started to look at what are the needs of our businesses. We hear there are lot of jobs and not enough skilled workers to fill them, and that seems way off when we have amazing students," said Thompson, Hinsdale's ELO coordinator.

So she sought about building those skills. And, as her network of business partners expanded, Thompson considered how students could receive credit for participating in an ELO in place of a traditional course, — that provided an opportunity to evaluate the school's curriculum.

"That opened a lot of doors for our students and helped us evolve new ideas of what ELO can look like," said Thompson. "It became painfully obvious to me there was a disconnect in what the business world was saying and what the school was teaching. I noticed a lot of gaps."

To bridge those gaps, Thompson suggested teachers travel with students to the ELOs and meet with their business mentors.

"While it's been difficult and messy, I think this pilot project allows teachers to see business and education connections through a different lens," she said.

<http://www.nhbr.com/core/page/tools.php?pageid=61915&url=%2FApril-13-2018%2FExtended-Learning-programs-link-schools-businesses%2Findex.php&mode=print>

Now, once a week, Hinsdale teachers meet with mentors to discuss how to assess students' work at ELOs, taking into consideration how businesses assess the competency of their workers.

"That rocked the world of traditional grading and shifted to that competency piece more," says Thompson.

### Expanding ELOs

Gov. Chris Sununu declared the first week of April "ELO Week," praising the programs for "assisting students in real-world business environments, while providing a qualified, productive and career-ready workforce."

State Education Commissioner Frank Edelblut said he's very much focused on developing business and education connections and thinks ELOs are a good pathway forward.

"We're trying to make sure we create opportunities for kids to have real-world experiences as well as different learning opportunities," said Edelblut.

According to Amy Aiello, program specialist at the Bureau of Special Education under the state Department of Education, over 30 high schools have registered for statewide trainings focused on how to build high-quality ELOs.

The trainings are funded by a federal grant from the U.S. Department of Education to expand special education opportunities, with one focus being on ELOs.

Over the five-year grant, the agency worked closely with 16 high schools, training personnel on how to develop ELOs in their schools and increase their program's offerings. This past fiscal year, the department received a one-year extension, allowing the state to expand its training to all New Hampshire high schools.

"What the Department of Education requires is local school boards adopt and implement a written policy," says Aiello. "So every high school needs a policy in writing about procedures to access ELOs. And they can be flexible; they can say anything from we're going to offer them in a variety of ways or we'll offer them in limited ways or we won't offer them at all."

With the grant, the department has launched two websites — [nextsteps-nh.org](http://nextsteps-nh.org), which is focused on college and career readiness for students with disabilities and at risk of dropping out, and [beyondclassroom.org](http://beyondclassroom.org), which solely focuses on ELOs and profiles ELO examples.

"It really walks you through what is an ELO, how do you get started, what does the program design look like, program procedures and how to develop community partners," said Aiello. "It's a nice collaboration with the community in working through this process with the school."

Hypertherm and Fujifilm are among the employers working with high school ELO programs, said Edelblut.

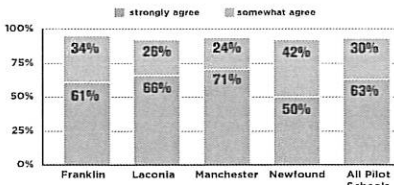
"I think that businesses have really stepped up to the plate," he said. "They are very engaged, they're very open, they're very flexible in looking for opportunities to create pathways for our students."

### Point of contact

For businesses, common complaints overheard at workforce development events have involved confusion over who serves as a school's educational point of contact.

<http://www.nhbr.com/core/page/tools.php?pageid=61915&url=%2FApril-13-2018%2FExtended-Learning-programs-link-schools-businesses%2Findex.php&mode=print>

### ELOs are more relevant to students' goals than a typical class



Source: Student responses in New Hampshire Extended Learning Opportunities Evaluation May 2011

4/19/2018

Extended Learning programs link schools, businesses

Steve Beals, principal of Alvirne High School in Hudson, makes the effort to be responsive to every business request he is sent via email, including connecting students to potential summer employers.

But, he admitted, it's difficult for a principal to serve as the key contact for businesses.

For instance, he said, after the mass shooting at Marjory Stoneman Douglas High School in Parkland, Fla., "I don't know if I have done anything in the last six weeks not connected to school safety in some way."

Alvirne's Wilbur H. Palmer Career Technical Center has used federal Perkins grants to create the roles of business and community liaison and career counselor. By using a mix of federal and local funding, the school has demonstrated the value of the positions eventually earned local support for retaining them.

The center's business and community liaison, Judy King, is in the process of planning an April 18 breakfast that connects approximately 18 members of the Greater Manchester/Nashua Area Home Builders & Remodelers Association to Alvirne's CTE students. The breakfast is based on a successful health and science breakfast the CTE center has held over the past several years.

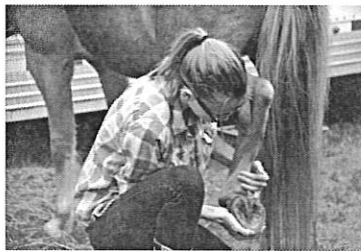
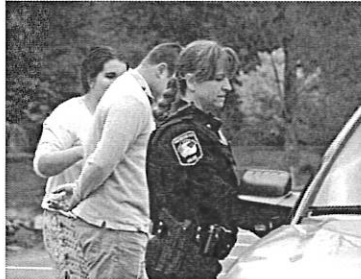
"We're all in this together," said King. "I really love when you make a connection and make something happen between businesses and the school. I think so many businesses have been generous, and they're supportive of this center."

At Oyster River High School in Durham, an ELO coordinator position was added this school year.

The coordinator is Sean Peschel, who is also a certified school counselor and works out of the school's guidance department.

"Reaching out to these different industries, [guidance counselors] just didn't have the time to make these connections and coordinate visits," said Peschel.

Peschel said if there isn't an ELO coordinator at the local high school, businesses should reach out to directors of career counseling or work-based learning coordinators, or generally, the guidance department.



Hinsdale High School students complete ELOs that introduce them to welding, criminal justice and veterinary work.

<http://www.nhbr.com/core/pagetools.php?pageid=61915&url=%2FApril-13-2018%2FExtended-Learning-programs-link-schools-businesses%2Findex.php&mode=print>

4/19/2018

Extended Learning programs link schools, businesses

But he admitted that guidance counselors are overwhelmed not only by mental health counseling but also unrealistic student-to-counselor ratios. The state's requirement is one counselor for every 250 high school students.

"[Creating a clear point of contact] is something the Department of Education is tackling, to be able to create a more homogenous interface for the schools to the businesses and the businesses to the schools," said Edelblut. "You have a business that will provide an ELO experience, they might be willing to offer that to different schools and we've had different circumstances where [one school will] say 'OK, we'll let our kids,' and other won't."

#### School board support

Creating the ELO coordinator role has allowed Oyster River to enhance the student experience, said Peschel. But he stressed that the success is not based on the ELO role alone.

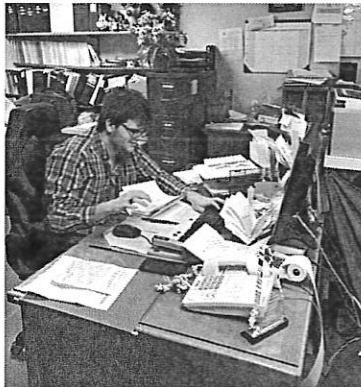
"It's the school working collaboratively together and the support of the school administrative unit — the superintendents, the school board and the department and staff inside," he said.

"This district really put a priority on offering our children opportunities and personalizing education," said Thompson of Hinsdale. "We're small. We can't offer as many classes as a bigger school. And then they realized, we don't need more classes."

Thompson said Hinsdale's ELO program has grown from five or six students to 47 juniors and seniors working with 120 businesses and 70 different mentors.

In March, the National School Boards Association awarded the Hinsdale School Board a first place Magna Award in the under 5,000 enrollment category for its Extended Learning Opportunities program. (Last year, Thompson was named NH ELO Coordinator of the Year in the NH Excellence in Education Awards.)

"Everyone is taking ELOs, and these experiences are what will get them to the next stage in their life. The student voices speak to that," said Thompson. "I think that's what prompted [the school board] to say this is worth our investment."



Matthew, a student at Hinsdale High School, conducts data entry work at the Winchester Town Hall.

<http://www.nhbr.com/core/pagetools.php?pageid=61915&url=%2FApril-13-2018%2FExtended-Learning-programs-link-schools-businesses%2Findex.php&mode=print>

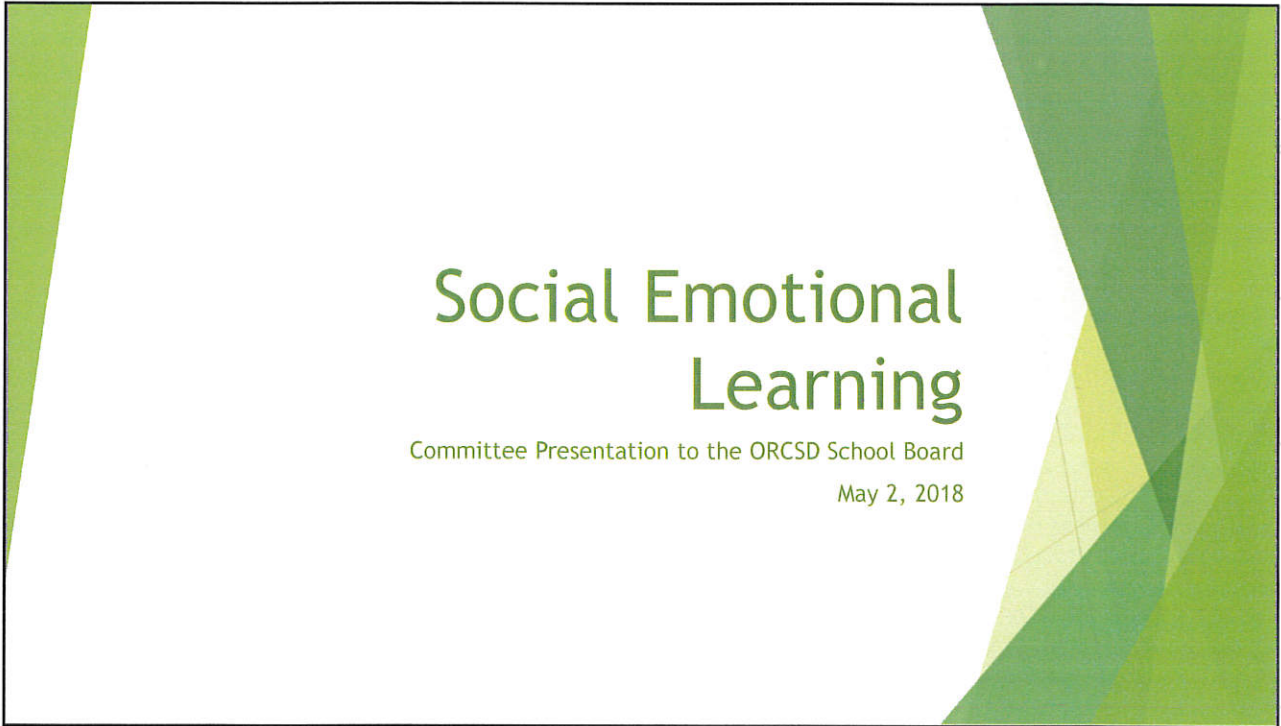
**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
FISCAL YEAR 2017-18  
FINANCIAL STATUS AS OF:**

**4/27/2018**

	Budgeted	Expended	Encumbrances	Amount Remaining	Percentage Spent
	2017-2018	2017-2018	2017-2018	2017-2018	2017-2018
<b>SALARIES:</b>					
Administrator	1,428,184	1,163,533	274,651	(10,000)	101%
Teacher	15,790,099	10,438,912	5,269,160	82,027	99%
Para	2,375,680	1,638,287	516,794	220,599	91%
Tutor	201,944	139,655	42,188	20,101	90%
Custodian	762,347	630,991	147,053	(15,697)	102%
Secretary	384,588	304,789	80,821	(1,022)	100%
District Hourly	733,077	594,955	138,274	(152)	100%
Maintenance	191,103	159,310	32,706	(913)	100%
Drivers	792,119	463,056	191,954	137,109	83%
Misc & Summer	165,202	101,938	30,530	32,734	80%
Subs - Professional	347,559	184,884	18,396	144,279	58%
Subs - Para	37,000	33,452	0	3,548	90%
Subs - Secretary	6,000	7,226	0	(1,226)	120%
O/T	25,580	3,756	0	21,824	15%
Med & Dent Payback	494,012	369,316	86,695	38,001	92%
<b>TOTAL SALARIES</b>	<b>23,734,494</b>	<b>16,234,060</b>	<b>6,829,222</b>	<b>671,212</b>	<b>97.2%</b>
<b>BENEFITS:</b>					
Health Ins	5,277,711	3,628,451	1,559,208	90,052	98%
Dental Ins	138,584	97,769	41,558	(743)	101%
Life Ins	58,517	43,562	18,459	(3,504)	106%
LTD Ins	63,282	36,327	15,510	11,445	82%
FICA	1,793,048	1,193,982	522,436	76,630	96%
Retirement - Non Professional	332,417	265,720	64,974	1,723	99%
Retirement - Professional	2,765,495	1,896,478	931,440	(62,423)	102%
Annuity	141,876	97,710	35,240	8,926	94%
Tuition Reimb	0	5,622	0	(5,622)	
Unemployment Comp	19,500	4,201	0	15,299	22%
Workers Com	141,296	141,296	0	0	100%
<b>TOTAL BENEFITS</b>	<b>10,731,726</b>	<b>7,411,118</b>	<b>3,188,825</b>	<b>131,783</b>	<b>98.8%</b>
<b>ALL OTHER OPERATING EXPENSES:</b>					
Mast Way	191,373	203,457	827	(12,911)	107%
Moharimet	188,296	128,069	6,832	53,395	72%
Middle School	361,524	263,317	19,400	78,807	78%
High School	680,311	495,744	44,446	140,121	79%
District	2,028,238	1,965,039	0	63,199	97%
Transportation	438,959	348,712	4,000	86,247	80%
Technology	534,416	549,655	3,021	(18,260)	103%
Facilities	2,371,189	2,033,736	95,600	241,853	90%
SPED	1,682,875	1,393,808	136,443	152,624	91%
<b>TOTAL OPERATING</b>	<b>8,477,181</b>	<b>7,381,537</b>	<b>310,569</b>	<b>785,075</b>	<b>90.7%</b>
<b>GRAND TOTAL</b>	<b>42,943,401</b>	<b>31,026,715</b>	<b>10,328,616</b>	<b>1,588,070</b>	<b>96.3%</b>

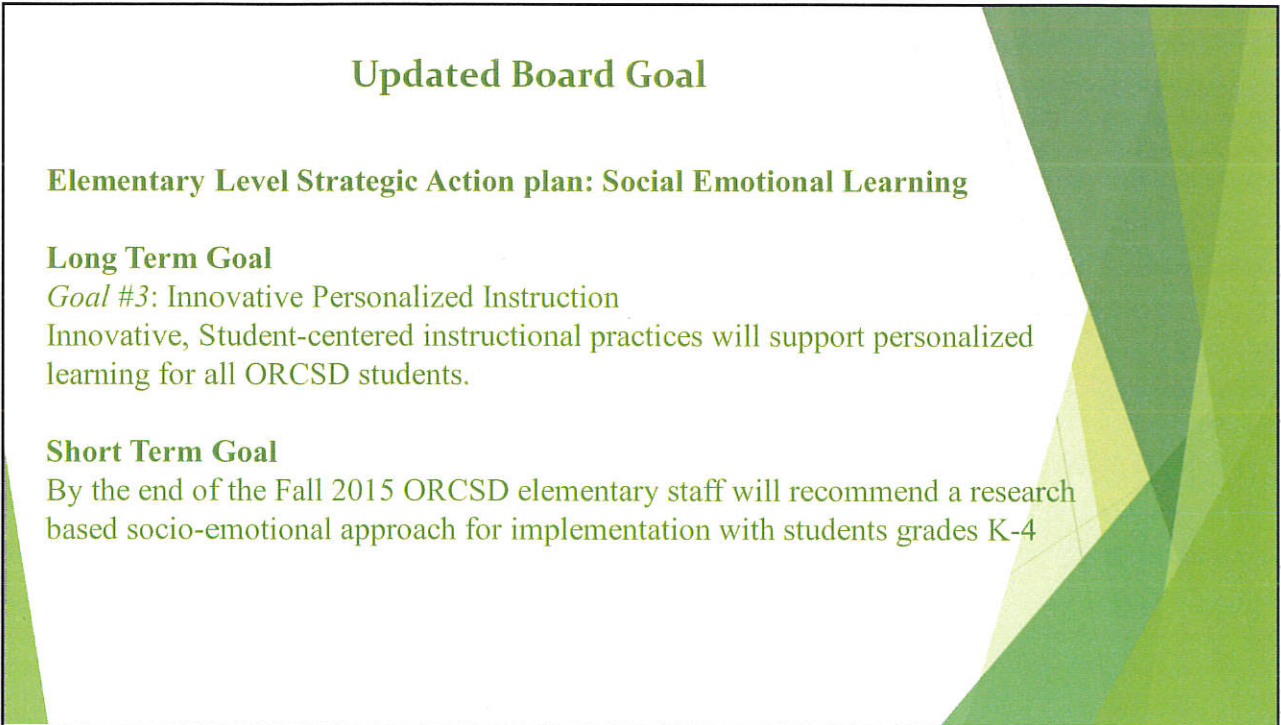
Comment Section: \$16,000 long term sub not encumbered  
Approx \$25,000 coaches and advisors not encumbered





# Social Emotional Learning

Committee Presentation to the ORCSD School Board  
May 2, 2018



## Updated Board Goal

**Elementary Level Strategic Action plan: Social Emotional Learning**

**Long Term Goal**  
*Goal #3: Innovative Personalized Instruction*  
Innovative, Student-centered instructional practices will support personalized learning for all ORCSD students.

**Short Term Goal**  
By the end of the Fall 2015 ORCSD elementary staff will recommend a research based socio-emotional approach for implementation with students grades K-4

## What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

© 2016 CASEL

## What is NOT SEL?

**Myth #1: SEL is for younger students.**

**Reality:** Students of all ages can work to know themselves better, relate better to others, and make responsible choices.

**Myth #2: SEL isn't for students who excel academically.**

**Reality:** All students benefit from making good decisions about their needs as individuals and in relationships.

**Myth #3: SEL is for students who weren't taught to behave at home.**

**Reality:** It's our job to make sure we've taught our expectations with fidelity to every student. All students should be equipped to manage themselves and their relationships with others in the school setting.

**Myth #4: SEL should be taught at home, not in school.**

**Reality:** It's the means by which we can open all students up to the possibility that they could learn more about knowing themselves, relating to others, and making responsible decisions.

**Myth #5: Kids either have them or they don't; they can't be learned.**

**Reality:** Research has confirmed that SEL skills, attitudes, and behaviors can be taught using a variety of approaches

**Myth #6: SEL skills are only taught outside of the curriculum (advisory/morning meeting, etc)**

**Reality:** SEL is not a single program or teaching method. It involves coordinated strategies across classrooms, schools, homes and communities.

Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught using a variety of approaches:

*Free-standing lessons designed to enhance students' social and emotional competence explicitly.*

*Teaching practices such as cooperative learning and project-based learning, which promote SEL.*

*Integration of SEL and academic curriculum such as language arts, math, social studies, or health.*

*Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.*

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Effective SEL approaches often incorporate four elements represented by the acronym **SAFE**:

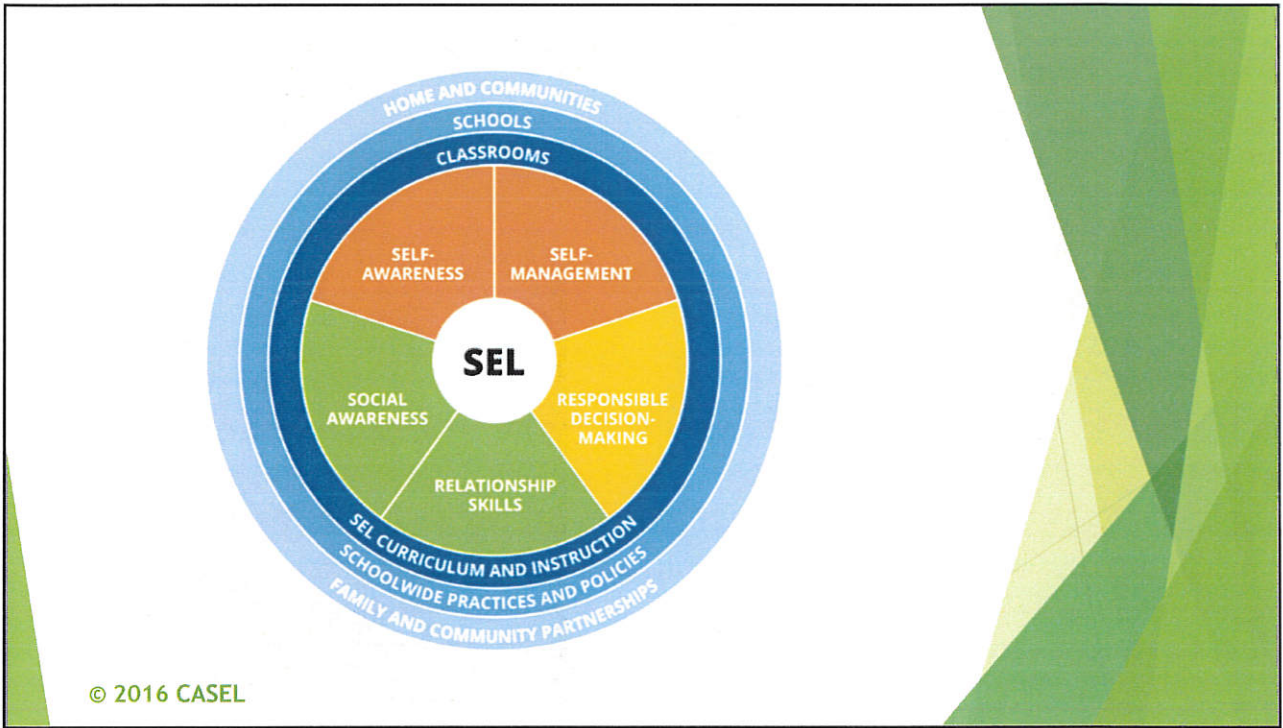
***Sequenced:** Connected and coordinated activities to foster skills development.*

***Active:** Active forms of learning to help students master new skills and attitudes.*

***Focused:** A component that emphasizes developing personal and social skills.*

***Explicit:** Targeting specific social and emotional skills.*

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**Self-awareness**

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

**Self-management**

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

**Social awareness**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**Relationship skills**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

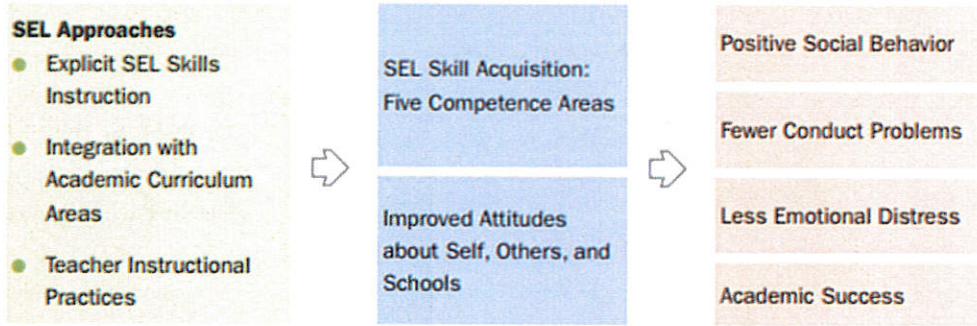
**Responsible decision-making**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

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**Figure 2. Outcomes Associated with the Five Competencies**



2013 CASEL GUIDE: Effective Social and Emotional Learning programs

**Powerful Evidence Supporting the Impact of Enhancing Students' SEL**

Research shows that SEL can have a positive impact on school climate and promote a host of academic, social and emotional benefits for students. Durlack, Weissberg et al.'s recent meta-analysis of 2013 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

***Better academic performance:** achievement scores an average of 11 percentile points higher than students who do not receive SEL instruction.*

***Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.*

***Fewer negative behaviors:** decreased disruptive behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.*

***Reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal.*

2013 CASEL GUIDE: effective Social and Emotional Learning programs

## Foundation of Any Effective Approach:

### Beliefs (Why?)

- Positive beliefs about students
- Beliefs about learning
- Common beliefs/research about SEL
- Common beliefs of why approach is needed

### Knowledge (What? How?)

- What are SEL competencies?
- What SEL skills do students need?
- What strategies will help teach SEL skills student need to learn?

### Skills (Practice)

- Teachers need to practice strategies
- Teachers need support as they learn, practice, assess and grow
- Students need opportunity to practice skills and strategies

## Committee Work

- Summer 2015 proposal on SEL
  - Took the national survey and created ORCSD version as part of summer committee
- Board creates SEL goal
  - Forms committee combining the summer group and adding staff from MW and MOH
- Committee created between Mast Way and Moharimet Staff
- Agenda created based on Board Goal
- Current research on SEL shared with members
  - CASEL standards
  - The Missing Piece: National teacher survey on how SEL can empower children and transform schools
- Sent out survey through survey monkey to district employees
- First meeting of year, looking to compile results of survey
  - Results support the importance of teaching SEL skills
- Mike Anderson spoke to committee informally
- Committee continues to gather information, look at survey results, examine SOAR skills
- Half Day workshop with Mike Anderson

*Cont'd*

- Presented at staff meetings and had input from teachers
- Had half day workshop day to work on committee work
- Collected data by having teachers rate students on SOAR skills for each of CASEL competencies
- Discussion points:
  - Teaching SEL skills explicitly
  - Teacher training
  - Evidence Based, school wide, Tier1
- Attended NHASP conference which presented on assessment of SEL
  - DESSA program explained and how to use in conjunction with programs
- Investigated different programs, reading research, reviewing videos, talking to professionals (PATHS, Caring School Community, Positive Action, Raising Health Children, Open Circle and Second Step)
- Narrowed down to Open Circle and Second Step
- Decided to recommend piloting Open Circle (due to staff training, theory behind program, explicit skill instruction, precursor for district advisory program, etc.)
- Implement using DESSA as assessment tool three times a year in conjunction with STAR
- Presented information to leadership team
- Presented information to MOH and MW staff
- Final step: present committee report to the School Board

## Committee Outcomes

### Proposed addition to the ORCSD Vision Statement

During their time at ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world. **In order to be successful, all students should demonstrate cognitive, affective and behavioral SEL competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.**

### Staff Meeting Work

1. Overview of SEL
2. Reviewed the SOAR skills per grade level
3. Identified current programs, methods, practices happening at both MOH and MW that address SEL in classrooms and school wide on Tier 1, 2 & 3



*What are we doing at Tier 1 (across all grades, in all classes and general school activities, by teachers and general staff, embedded but can be direct instruction)*

**MW:** Kindness challenge, TIGER presentation, whole school meetings, Habits of mind/growth mindset posters, school wide theme, student leadership, Zones of regulation, Haven, morning announcements, Sticks & Stones, gardening/planning lunch, wellness, DYB, Golden guidelines, Bucket filling, responsive classroom, Mrs T first grade lessons, Listening detectives, incentive plans, health curriculum, whole body listening, theme song, social thinking, Train Your Brain

**MOH:** responsive classroom, Zones of regulations, Whole body listening, theme song, philosophy statement, Friendship circle, social thinking, Haven, Sticks & Stones, pumpkin walk, Maple syrup, accountable talk, friendly helpers, connection corner on playground, constitutions, health curriculum, wellness, peace policy, filter-think

*What are we doing at Tier 2 (small group, target to specific students or specialists doing with classes or individuals and small groups)*

**MW:** Think sheets, adult/peer mentors, Big Brother/Big sister, special jobs/activities, UNH reads, Sunshine Math, lunch bunches, social thinking small group, behavior plans, special time with staff, small groups with OT/Speech/School Psych/School Counselor/nurse

**MOH:** Superflex solutions, small groups, eating with staff, small groups with OT/Speech/School Psych/School Counselor/nurse

*What are we doing at Tier 3 (individualized instruction by specialist)*

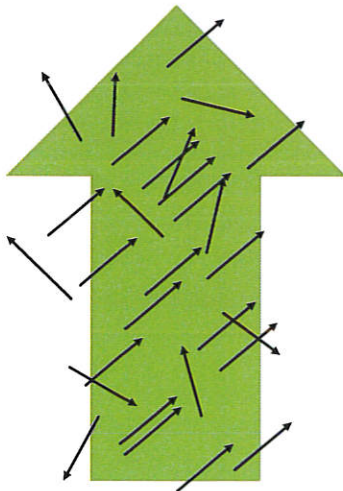
**MW:** SPED, Constellations, individual time with service providers, Community Partners, outside specialist

**MOH:** SPED, Constellations, individual time with service providers, outside specialist, Northeast Passage

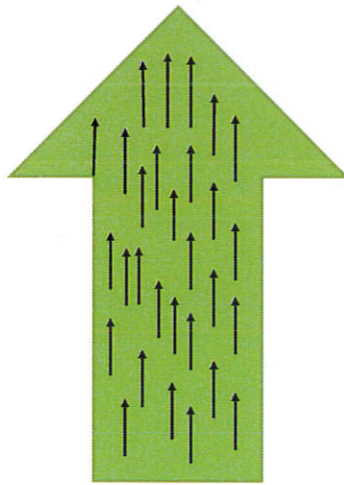
We are all doing so much but still have concerns.

WHY????

Individual Efforts to Address SEL



Aligned Efforts to Address SEL



Committee felt that both schools are doing many good things and addressing SEL in many different ways, but it is not consistent, no common language, not systematic, coordinated and there is not always direct instruction in specific skills.



**Open Circle** is a universal, evidence-based social and emotional learning program for Kindergarten through Grade 5 with two goals:

1. to **proactively develop children's skills** for recognizing and managing emotions, empathy, positive relationships and problem solving; and
2. to help schools **develop a community** where students feel safe, cared for and engaged in learning.

**Open Circle unites schools with common vocabulary, strategies and expectations for student behavior**

#### CURRICULUM

Classroom teachers implement the grade-differentiated *Open Circle Curriculum* during **15-minute Open Circle Meetings** twice a week.

#### PROFESSIONAL DEVELOPMENT

Open Circle's professional development is experiential and grounded in theory, research and the practical experience of educators. Schools **improve Open Circle practice** over time by developing Open Circle trainers, coaches and leadership teams.

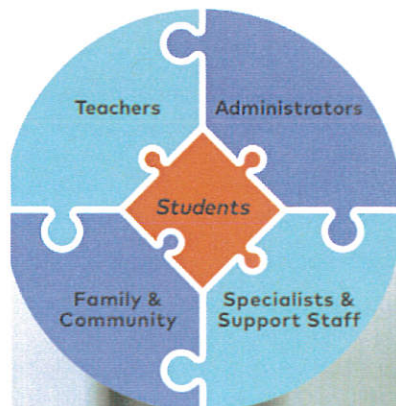
#### WHOLE-SCHOOL APPROACH

**All adults** in the school community learn to model and reinforce pro-social skills. Families are engaged through Open Circle workshops and letters, available in eight languages.

#### OUTCOMES

Research demonstrates that Open Circle **improves students' social skills and reduces problem behaviors**. Open Circle enhances learning across all academic disciplines, is foundational to bullying prevention and intervention, and is integral to learning standards for success in a globally competitive workforce.

**EVERY MEMBER  
OF A SCHOOL  
COMMUNITY IS AN  
INTEGRAL PIECE  
OF THE SOCIAL AND  
EMOTIONAL  
LEARNING PUZZLE!**

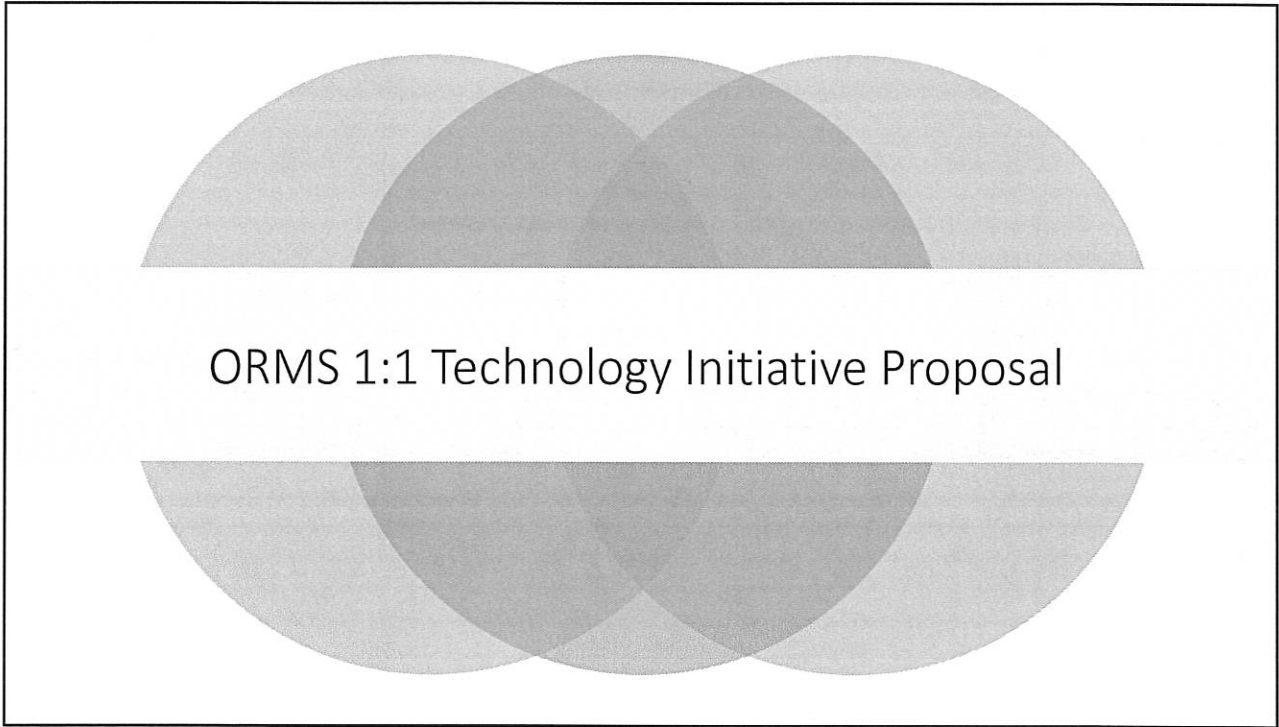


### Committee Proposal Final Meeting 5/2017

1. Communicate adoption of the CASEL standards as the SEL Standards for ORCSD to staff & community.
2. Proposal to add SEL statement to the ORCSD vision statement
3. Use the Devereux Student Strengths Assessment (DESSA), a standardized, strength-based measure of the social and emotional competencies of children in kindergarten through 8th grade, to monitor the SEL skills of students in ORCSD K-4, three times a year.
4. **Test Drive (Trial)** the Open Circle program in both elementary schools in multiple grade levels K- starting in Fall 2018 (PD provided during Summer 2018).
  - Key points being addressed:
    - a. Explicit teaching
    - b. Evidence based
    - c. Systematic, Tier 1, school-wide and progressive
    - d. Teacher training
    - e. Common language
    - f. Conduit for students to share, problem-solve and have a voice
    - g. Focuses on engaging every learner
    - h. Create a system for leading into advisory in upper grades
    - i. Parent component (specific sessions)

5. Provide professional development for all staff to implement direct instruction of SEL standards during 'FY18-19. All staff, including staff who will be test-driving Open Circle would receive additional PD to in order to deliver direct and embedded SEL instruction (which is also included throughout the Common Core State Standards (CCSS)).

6. By Fall 2019, full implementation of SEL instruction in K-4 using feedback from staff regarding trial and professional development. Each building will come to a consensus (by March 2019) regarding implementation of Open Circle or development of an evidenced-based SEL program based on the CASEL standards as adopted by the committee. If a building determines development of an evidenced-based program, they will begin development starting in March 2019.



<p>A Definition</p>	<hr/> <p>A model that utilizes wireless computing devices as an instructional tools to improve student learning.</p> <hr/> <p>A 1:1 device/student ratio exists within the school</p>
---------------------	---

## Origins & Spread of 1:1 Movement

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1994 – Beaufort County (SC) begins using laptops with 330 sixth graders. Program expands to all middle schoolers by 2000.

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2000 – Maine begins laptop program with one middle school. In 2001 had expanded to 2001 had expanded to over 200 middle schools. By 2003 had 36,000 laptops were being used by middle school students and teachers.

---

Between 2013-2014 - 23 million laptops were purchased by school districts for use by students and teachers

---

Many NH schools are using or working towards 1:1 implementation including Hanover, Bedford, Exeter, Hampton and Rochester

## Outcomes of 1:1

- Increased use of technology
- Ability to use technology throughout writing process and across multiple genres and form
- Increase in student-centered, individualized and project-based learning.
- Increase in student-teacher communications and parental involvement in school work
- Higher student engagement, motivation and persistence.
- Improvement in technology and problem-solving skills

How ORMS teachers currently use technology in the classroom.

"I utilize technology for daily presentations to display the agenda, relevant visuals, video, and assignment instructions. I often utilize the laptop cart for student-driven assignments and projects as well as group review games like Kahoot and Jeopardy."

-Jordan Hicks, 7th Grade Social Studies

Over 98% of ORMS teachers surveyed agreed or strongly agreed with the statement

*"Technology has changed the way that I teach."*

**I need access to more student computers**

Urgency Level	Percentage
Very Urgent	49%
More Urgent	21%
Urgent	14%
Less Urgent	11%
Not Urgent	5%

"It's a serious challenge to integrate technology into our curriculum without more consistent computer access. We do an admirable job of juggling resources and sharing them on team, but we simply have a much, much greater demand than supply. We often make compromises that negatively impact our classrooms because we can't get enough access to computers (for example, the momentum that is lost when we can't schedule computers in the midst of a unit where they are needed)."

-Chris Hall, 5th Grade

**Current Technology Challenges at ORMS**

## How 1:1 Would Impact ORMS Students

"Students would have access to technologies that they need when they need it. Often students whose parents do not have the financial advantages of others are the ones who are at a disadvantage. Let's even up the playing field so everyone has equal access to technology. It would also be wonderful if students who don't have access to computers at home, have the opportunity to take computers from school home so they too can complete assignments in the same manner and time frame as their peers."

-Sue Williams, Special Education

Over 98% of ORMS teachers surveyed agreed or strongly agreed with the statement

*"By integrating technology into the classroom students learn how it is used as a tool and helps them gain college and career readiness skills."*

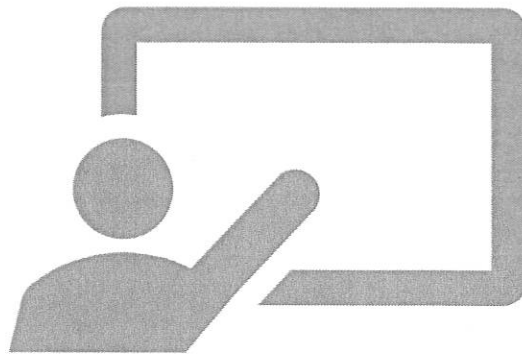
## Professional Development Approach

77% of teachers surveyed would like opportunities to collaborate with colleagues on how to use technology in my discipline.

75% considered having tools to help them stay current on new technological trends an urgent need.

Based on survey feedback, PD would be a teacher led collaborative resource and idea sharing model.

Examples: Technology workshops, pineapple PD model.





Estimated Costs

- 11" Two in One Laptop/Tablet
  - 700 Devices, 675 for Students and 25 Spares
  - \$75,000/Year Four Year Lease
- Cloud Based Content Filter
  - \$2,500 a year
- Laptop Sleeves
  - \$7,000 one time cost

Estimated Yearly Costs

- Year 1: \$84,500
- Year 2: \$77,500
- Year 3: \$77,500
- Year 4: \$77,500

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ (A)
Draft to Policy Committee: April 11, 2018	Page 1 of 1
Draft to School Board for Discussion: 04/18/18 & 05/02/18	

## TECHNOLOGY DEVICES - K-8 CELL PHONES/PERSONAL DEVICES

*Based upon Portsmouth, Rye, Greenland, Lebanon and Hanover.*

Cell phones or personally owned technology devices may not be used during the academic day, defined as the 1<sup>st</sup> bell in the morning to the last bell in the afternoon.

Cell phones may be used before the school day begins and after the school day ends. The District assumes no responsibility for damage to such devices.

### **Cross Reference:**

JICJ (A)-R - K-8 Cell Phone Procedure

JICJ & R - Technology Devices

JICK - Bullying and Cyberbullying - Pupil Safety and Violence Prevention

JICL & R - Student Computer & Internet Use and Procedure

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ (A)-R
Draft to Policy Committee: April 11, 2018	Page 1 of 1
Draft to School Board for Discussion: 04/18/18 & 05/02/18	

## TECHNOLOGY DEVICES - K-8 CELL PHONES/PERSONAL DEVICES - PROCEDURE

Students who carry cell phones and other personal devices must keep them turned off during the school day.

The use of cameras, including camera phones, is strictly prohibited in locker rooms, restrooms and classrooms. In other school locations, students are required to obtain permission before photographing or videotaping any individual and before posting on any social networking site or other Internet site such as YouTube.

Any use of cellular telephones and other electronic devices that violates any Board policy, administrative procedure or school rule is strictly prohibited. This includes, but is not limited to, violations of the Student Code of Conduct, cheating, or accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.

Such devices may be subject to search if there is reasonable suspicion that a student is violating Board policies, procedures or school rules, or engaging in other misconduct.

Students who violate the K-8 Cell Phone policy:

- 1<sup>st</sup> Offense – Will have the device taken away by the teacher for the day and returned at the end of the day
- 2<sup>nd</sup> Offense – The device will be confiscated by administration and returned to the parent.
- 3<sup>rd</sup> Offense – The student will not be able to possess the device during the school day for an extended period of time defined by the principal and upon entrance to the school at the beginning of the day will leave the cell phone/technical device with the principal.

Parents/guardians who need to talk to their child during the school day must call the school office. Their child will be given the message to call home. Students will be allowed to use the classroom phone to return calls to parents /guardians.

Exceptions if school devices cannot accomplish a student's needs include:

- IEP that requires a personal device
- 504 that requires a personal device
- Medical reason that requires a personal device
- ~~Educational purposes defined by the teacher.~~
  - ~~Exeter AUP – “the use of electronic devices should be consistent with the District’s educational objectives, mission and curriculum.~~
  - ~~Stratham Middle School Handbook – devices are intended to enhance education with adult permission.~~
  - ~~Lebanon – Procedure – other devices are allowed on a class by class bases in discretion of the teacher.~~
  - ~~Hanover Middle School Handbook – the use of personal devices in the classes are at the personal discretion of the teacher.~~
  - ~~Students who do not have the appropriate technology, will be provided a device.~~

Cross Reference:

JICJ (A) – Technology Devices - K-8 Cell Phone/Personal Devices

JICJ & R – Technology Devices

JICK – Bullying and Cyberbullying – Pupil Safety and Violence Prevention

JICL & R – Student Computer & Internet Use and Procedure

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ
Date of Adoption: August 6, 2008 <span style="float: right;">Previously: JFCK</span> Title/Code Change Adopted School Board May 2, 2012 School Board First Read: June 15, 2016 School Board Second Read/Adoption: July 13, 2016 Review Policy Committee: 2/12/18 & 3/14/18 -No Change	Page 1 of 1 Category: Recommended

## TECHNOLOGY DEVICES

The Oyster River School Board recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process or violates Board policies or school rules. The Oyster River Cooperative School District is not responsible for damage, loss or theft of such devices. The Superintendent is authorized to develop, with input from administrators, any school rules necessary to implement this policy.

Cross Reference: JICJ–R Unauthorized Communication Devices

JICK – Bullying and Cyberbullying – Pupil Safety and Violence Prevention

JICL & R – Student Computer & Internet Use and Procedure

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ-R
Date of Adoption: August 6, 2008 Revision to Policy Committee 1/14/10 Second Read & Adoption 4/7/2010 Code and Title Change Adopted School Board: 5/2/12 Previously: JFCK-R Reviewed 07 13 16 Review Policy Committee: 2/12/18 & 3/14/18 – No Change	Page 1 of 1

### TECHNOLOGY DEVICES - SCHOOL RULES

1. Students are prohibited from using privately-owned electronic devices, including but not limited to cellular telephones, Blackberries, handheld computers, MP3 players and electronic games during classes and school activities, including study halls, field trips and extracurricular activities.
  - a. During classes and school activities, all such devices must be turned off.
  - b. The only exception to this rule is when a teacher or supervising employee specifically authorizes students to use such a personal electronic device for a specific purpose (such as entering an assignment in a PDA).
  - c. If this rule is violated, the teacher will immediately confiscate the device for the remainder of the school day, and discipline may be imposed as provided below.
2. Students may use electronic devices between class periods, during lunch periods, and while riding school buses. Cellular telephones must be kept on "vibrate" mode to avoid disrupting others.
3. The use of cameras, including camera phones, is strictly prohibited in locker rooms, restrooms and classrooms. In other school locations, students are required to obtain permission before photographing or video taping any individual and before posting on any social networking site or other Internet site such as YouTube.
4. Any use of cellular telephones and other electronic devices that violates any Board policy, administrative procedure or school rule is strictly prohibited. This includes, but is not limited to, violations of the Student Code of Conduct, cheating, or accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal.
5. Such devices may be subject to search if there is reasonable suspicion that a student is violating Board policies, procedures or school rules, or engaging in other misconduct.
6. Students violating these rules will be subject to discipline, which may include:
  - a. Exclusion of the device from school for an extended period;
  - b. Sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student's disciplinary record.

Cross References: JICJ- Technology Devices  
 JFC - Student Code of Conduct,  
 JBC – Pupil Safety & Violence (Bullying)  
 JICL & R - Student Computer & Internet Use and Procedure

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT  
2018 - 2019 MASTER SCHEDULE OF SCHOOL BOARD MEETINGS**

DRAFT School Board – May 2, 2018

<u>DATE</u>	<u>LOCATION 6:30 pm</u>
July 11 - Manifest Review Meeting (3:30 PM).....	SAU Office – Conference Room
July 18 .....	High School, Library
August 1 .....	High School Library
August 15.....	High School, Library
August 29 - Manifest Review Meeting (3:30 PM).....	SAU Office – Conference Room
September 5 .....	High School, Library
September ? -[19 <sup>th</sup> Jewish Holiday] (do 18 <sup>th</sup> or 20 <sup>th</sup> )	High School, Room C-120
October 3.....	High School, Library
October 17.....	High School, Library
October 31 – Manifest Review Meeting (3:30 PM).....	SAU Office – Conference Room
November 7.....	High School, Library
November ? (21 <sup>st</sup> night before Thnks)(do 19 <sup>th</sup> or 20 <sup>th</sup> )	High School, Library
December 5.....	High School, Library
December 19.....	High School, Library
January 2.....	High School, Library
January 8 <sup>1</sup> Bond & Budget Hearing.....	H.S. Auditorium
January 16.....	High School, Library
January 30 – Manifest Review Meeting (3:30 PM).....	SAU Office – Conference Room
February 5 <sup>2</sup> Annual Meeting-Session I.....	H.S. Auditorium
February 6 – Regular Meeting.....	High School Library
February 12 <sup>3</sup> Candidates Night .....	High School, Room C120
February 20.....	High School Library
March 6 - Regular Meeting .....	High School, Library
March 12 - Annual Meeting - Session II.....	Town Voting Locations
March 20 - Regular Meeting .....	High School, Library
April 3 .....	High School, Library
April 17.....	High School, Library
May 1 .....	Mast Way
May 15 .....	Moharimet
May 29 – Manifest Review Meeting (3:30 PM).....	SAU Conference Room
June 5 .....	High School, Library
June 19 .....	High School, Library

<sup>1</sup> Bond hearing- snow date – January 9th

<sup>2</sup> Session I- snow date – February 7<sup>th</sup> \*Subject to change

<sup>3</sup> Candidates Night –Snow Date – February 13<sup>th</sup>

**This calendar subject to change with Board action pending needs of the District**



To: Dr. James Morse  
From: Carrie Vaich  
Date: May 17, 2017  
Subject: Nomination for Stipend Activities

Please accept the nomination of the following stipend activities for the 2017-2018 school year:

**Stipend Activities**

<b>Name</b>	<b>Activity</b>	<b>Stipend</b>	<b>Longevity</b>	<b>Total</b>
Susan Leifer	Science Friday's Coordinator	\$400		\$400

Respectfully Submitted,

Carrie Vaich

Principal  
Mast Way School