

Oyster River Cooperative School District  
REGULAR MEETING REVISED 05/17/21

May 19, 2021 Oyster River High School Auditorium 7:00 PM

- o. CALL TO ORDER 7:00 PM**
- I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING**
- II. APPROVAL OF AGENDA**
- III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)***
- IV. APPROVAL OF MINUTES**
  - Motion to approve 5/5/21 Regular and Non-Public Meeting Minutes.
- V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**
  - A. District**
  - B. Board**
- VI. DISTRICT REPORTS**
  - A. Assistant Superintendent/Curriculum & Instruction Report(s)**
    - Communication Committee Report
  - B. Superintendent’s Report**
    - Acknowledgement of 2021 Retirees
  - C. Business Administrator**
    - Driver Education Bid
      - *Motion to approve the Driver Education Bid for Towle Driving School.*
  - D. Student Representative Report**
  - E. Finance Committee Report**
    - Report
      - *Motion to act on Fund Balance Consideration.*
  - F. Other:**
- VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}***
  - Motion to approve teacher nomination for the 2021-2022 School year.
- VIII. DISCUSSION & ACTION ITEMS**
  - Update on the May 25, 2021 Diversity, Visibility, and Standing Together in Oyster River Forum.
  - Discussion on May 12, 2021 Forum
  - Ongoing discussion for the opening of schools for Fall 2021
  - Motion to approve list of policies for a first read. DN -Booster Clubs, DIA-Fund Balance
- IX. SCHOOL BOARD COMMITTEE UPDATES**
- X. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)***
- XI. CLOSING ACTIONS**
  - A. Future meeting dates:** May 25, 2021 Public Forum - 7:00 PM - ORHS Auditorium  
June 2, 2021 Regular Meeting – 7:00 PM – ORHS Auditorium  
June 16, 2021 Regular Meeting – 7:00 PM – ORHS Auditorium
- XII. NON-PUBLIC SESSION: RSA 91-A:3 II c**
  - Discussion of Matter that will likely affect persons reputation.
- 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

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

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

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

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

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

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

**Oyster River Cooperative School District Members:**

- |                           |                            |
|---------------------------|----------------------------|
| • Michael Williams, Chair | Term on Board: 2020 - 2023 |
| • Denise Day, Vice-Chair  | Term on Board: 2020 - 2023 |
| • Brian Cisneros          | Term on Board: 2021 –2024  |
| • Thomas Newkirk          | Term on Board: 2019 - 2022 |
| • Allan Howland           | Term on Board: 2021 - 2022 |
| • Daniel Klein            | Term on Board: 2021 - 2024 |
| • Yusi Turell             | Term on Board: 2021 - 2024 |

**Information Regarding Nonpublic Session**

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

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

**Oyster River Cooperative School Board  
Regular Meeting Minutes**

**May 5, 2021**

**Draft**

**SCHOOL BOARD PRESENT:** Michael Williams, Al Howland, Brian Cisneros, Yusi Turell, Dan Klein, Tom Newkirk, Denise Day (arriving after the approval of the agenda and before Public Comments).

**STUDENT REPRESENTATIVE:** Megan Deane

**ADMINISTRATORS PRESENT:** Jim Morse, Todd Allen, Sue Caswell, Misty Lowe, David Goldsmith, Catherine Plourde, Suzanne Filippone

**STAFF PRESENT:** Leslie Ayers

**GUEST PRESENT:**

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

**II. APPROVAL OF AGENDA**

**Brian Cisneros moved to approve the agenda, 2<sup>nd</sup> by Tom Newkirk.**

**Dan Klein made a motion to amend the agenda to add a Non-Public Session to discuss a personnel matter following section III. Public Comments for this meeting, 2<sup>nd</sup> by Al Howland. Motion passed 6-0, with Denise Day absent from the vote.**

**Motion to approve the agenda as amended passed, 6-0 with the Student Representative voting in the affirmative, with Denise Day absent from the vote.**

Denise Day rejoined the meeting at 7:02pm.

**III. PUBLIC COMMENTS**

Courtney Drew a freshman at the high school addressed the Board, speaking of the importance of the Chinese program being offered in the school district to students, for both educational and cultural purposes.

**Non-Public Session - Personnel Matter**

**Michael Williams moved to enter non-public meeting session at 7:04pm in accordance with RSA 91-A:3 II c - Matters which discussed in public would likely adversely affect the reputation of any person other than the public body itself, 2<sup>nd</sup> by Tom Newkirk. Upon roll call vote the motion passed, 7-0.**

**Chair Williams declared the School Board back in public session at 7:24 PM.**

**IV. APPROVAL OF MINUTES**

**Brian Cisneros motioned to approve 4/21/21 Meeting Minutes, 2<sup>nd</sup> by Denise Day.**

**Corrections:**

Denise Day added the following to her statement at the end of page 4 "A discussion followed in which Board members asked questions and expressed their concerns. Dr. Morse stated that Todd Allen and Leslie Ayers would repeat their presentation to the Board regarding their research into the possible expansion of the world language program. Denise Day asked Dr. Morse if they could include information regarding current class sizes for all the world language classes. She stated she is concerned about the implications for further world language expansion should the district hire two or more Chinese instructors."

Yusi Turell had a correction on page 3 of the minutes to change the verbiage "to join in an effort to resist the bill should it be voted into power in New Hampshire," to read "with a proposal to join in an effort to oppose the bill's language as it is be considered in New Hampshire." This correction was sent to Wendy as well.

**Motion to approve 4/21/21 Regular Meeting Minutes as amended passed, 7-0 with Student Representative voting in the affirmative.**

**Denise Day moved to approve Non-Public Meeting Minutes of 4/21/21, 2<sup>nd</sup> by Yusi Turell. Motion passed, 7-0 with Student Representative voting in the affirmative.**

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

### **A. District**

David Goldsmith discussed the first five days of in-person and remote students at Moharimet went well, they are still working with students on transitions and procedures. David continued discussing that some remote students and teachers are coming back into the building and experiencing class time in the same room but with masks, have been talking with students about rules at home and rules at school and learning to change that up. The building has been loud and full of energy, lunch and recess are doing well. Parents are doing well with pickups and drop offs.

Tom Newkirk: What were the final numbers of remote versus in-person students?

David: I don't know the exact, around 30 remote students total, around 260 in-person student.

Misty Lowe discussed the first five days of in-person learning at Mast Way, as teachers are continuing to build new routines with the students. There are 328 in-person students, 60 remote students. Misty stated the transition continues to be an adjustment but is getting easier and little more normal every day. Misty continued stating the students are really happy and enjoying being physically in the school, and they are looking forward to the weeks ahead. Misty thanked the Lee Community Church for sharing their parking lot to help with the traffic flow, and the Lee Police Dept. in helping with the traffic flow for the first few days.

Jay Richard stated the middle school is having a lot of fun despite there still being some challenges. Jay stated the staff has been exceptional during the transition, very positive and enthusiastic, and over 90% of students are physically in the school.

Suzanne Filippone stated the high school currently has around 76% of students attending in-person. The high school has been working with parking and having an open campus, and a lot of events are picking up. Suzanne also noted a feeling of school spirit on the campus. Suzanne stated that dismissals have been the biggest challenge for the high school, and thanked all the parents for their patience, as well as Officer Nicolosi, Mike McCann and Mark Millikan for helping with the traffic flow. Suzanne also noted it is teacher appreciation week, everything the teachers have done during the challenging year was very appreciated.

Dr. Jim Morse stated that Coe Drive is not working well, although the number of students on the school buses is right where they want it to be the result of that is the traffic and the number of parents needing to drive is higher. Dr. Morse also added a reminder to anyone that may be driving on Coe Drive that if the bus lights are flashing, they need to stop, the fine for passing a flashing light school bus is quite large. Dr. Morse also asked drivers to please leave early or later, and be patient as the buses are loading, as safety is a primary issue during this time.

### **B. Board**

Tom Newkirk encouraged the finance committee to look at the hourly rate of substitute teachers as they look at the budget for next year. Tom stated substitute teachers are rare now and a lot of districts have increased their pay, the district needs to keep up to make the job look attractive. Tom also cautioned against the pay getting stuck.

Dr. Morse: That is a really good thought, substitutes are rare right now, some school districts have doubled their pay in order to build their lists again. The comparative analysis will show the pay matches, but we need to do something significant to attract more substitutes.

Brian Cisneros: I just completed a salary survey on substitutes I can bring to the finance committee.

Yusi Turell extended a commendation to the Diversity, Equity, and Inclusion students for the organization of the candlelight vigil for Ma'Khia Bryant and the victims of police brutality held in front of the high school on April 23, 2021, and complimented them on their creation of a space for reflection and connection. Yusi continued to thank teachers and staff for helping to make it possible: Vivian Jablonski, Andrea Drake, Jaclyn Jensen, Mike McCann, and Marek Filip. Yusi also thanked Scott Vogel, Durham Parks and Recreation, Oyster River Cycle & Sport, UNH volunteers, Officer Nicolosi for their help with the bike skills workshop held for students at UNH. Yusi gave kudos to the Mouth of the River journalists and advisors on their inspiring and thought-provoking articles.

## **VI. DISTRICT REPORTS**

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

Todd Allen started by stating the COVID Metrics were left off the agenda but can be found on the website, and Durham cases have dropped immensely, which is very positive news.

#### Summer School Update

Todd stated that summer programming is still a work in progress as teachers are focusing on returning kids to school, but there are four types of summer programs: Extended School Year, REACH Program, MTSS, and Enrichment-type programming.

Extended School Year (ESY) happens every year and is written into IEPs and was developed to identify and meet the IEP. At this time, most families know already if their child will be participating, the district just needs to know how much of the program will be in-person and how much will be remote.

REACH program has expanded capacity but is still full. Rachel from Durham Parks & Recreation is working to provide afternoon care.

Multi-Tiered System of Supports (MTSS) is relatively new for the summer, and there will be teams at each building to monitor and help reach kids' needs, as well as help identify which non-special education students need additional, and they are hoping it will primarily be in-person this year.

Enrichment-type programming is trying to look at areas where kids are looking to refine their skills, particularly in mathematics for Middle School and High School students, will also help to fill in any gaps between the classes. There has been a call put out to the teachers for what gaps they feel there are in what they were able to cover this year.

Michael Williams: How is the staffing?

Todd: Still a challenge we're working on. REACH staffing is good, ESY staffing is generally pretty good, MTSS is a little more challenging because it is so fluid, Credit Recovering program has the same teachers that we anticipate coming back each year. The people expressing interest in the more passion projects are willing to do it.

Michael: Is lunch a component for this?

Todd: Yes, free lunch out of Mast Way for everyone involved will be available.

Al Howland: I have been pushing the lunch program because Doris has been working so hard this year.

#### World Language Presentation

Todd went through the highlights of the World Language Presentation give to the board in 2019, and discussed some important components needed to be understood prior to the board making a decision on the Chinese program.

Leslie Ayers discussed the goals within the three more popular models used when teaching world languages in schools. Leslie also discussed the recommendations for the language programs and the benefits of a K-12 proficiency-based World Language Model and how it teaches students to be lifelong communicators.

Todd discussed the action steps would be adding three full-time positions to the World Language Department: One at the Middle School, and one at each elementary school. Todd cited this recommendation from the committee came from a time when the Confucius Institute was still functioning and thriving, and the committee has updated the information now. Todd recognized that the district has not committed to a K-12 World Language program and adding the positions at the elementary schools would be necessary. Todd continued to pose a few questions for the Board to consider when discussing the Chinese program, which included the data of students in Spanish, French, and Mandarin courses, as well as the staffing numbers for the courses, as well as discussed the addition of one World Language teacher at the middle school, and one teacher each at Mast Way and Moharimet. Todd also discussed One World Language (OWL) as an option, as well as Virtual Learning Academy Charter School (VLACS).

Dr. Jim Morse thanked Leslie for her hard work on the program during her sabbatical in 2019. Dr. Morse referenced a scenario given in to the Board members in their weekly packet, and the different ways the district could potentially fund the Chinese language program. Dr. Morse discussed a potential three-year plan of moving from soft to hard funding, and suggested pursuing grant funding for one Chinese teacher and fund one Spanish teacher at same time, and a locally funded Chinese teacher. Dr. Morse then discussed the financial commitment needed to take this on and the grant money we can use from the after-school program.

Tom Newkirk: Where does the grant come from?

Dr. Morse: It comes from the non-profit organization supporting Chengdu University.

Tom: Is this located in China?

Dr. Morse: Yes.

Tom: How much do we know about this organization?

Dr. Morse: We know very little about this organization, we just know they exist to support the university. We don't know much about the funding source except Yige is confident he can generate that funding for us to move forward.

Todd: And it is defined as a non-governmental organization as well, so it is defined separate from the Chinese government. There is a question of where the funds ultimately come from, but legally it is defined as a non-governmental organization and a non-profit.

Yusi Turell: To me one of the most meaningful pieces of information is that 2 of the 3 current teachers from China wish to stay, and there is certainly an uncertainty of what role would the non-profit play in selection and development in teachers before they arrive here, but we have known quantities for next year at least.

Denise Day: Thank you very much for all of the work, I really appreciate the comprehensiveness. The question I have is how many sections in high are taught by one World Language teacher?

Leslie: Typically teach 5 classes

Denise: If we are anticipating Mandarin students at level five, is there a teacher that can teach that at the high school? We don't want to get into a situation where we need two teachers at that level at the high school.

Leslie: It's possible, as long as we have five levels and one section at each level.

Dr. Morse: When the numbers are low, we may combine level five with level four to make sufficient students to be serviced by the teacher.

Todd: In terms of changes, when we talk about the proficiency-based model, we would be incorporating that across the program. When middle school students move into the high school there would be a cohort that would following its way through. I can't imagine there would be a need for more than one person at the high school for that.

Denise: We could potentially have Barrington students that would want to start Mandarin. Trying to think long-term and avoid surprises or needing more teachers.

Leslie: To speak to curriculum aspect of combining classes – it is possible. If we get into the situation where we don't have enough teachers, we can build the curriculum, so it does not repeat for students and combine two levels.

Brian Cisneros: An issue that we have had over the years is that we do not have space in fifth grade for an additional language. We are building a new school, but that is, at best, March 2022.

Dr. Morse: Our World Language teachers at middle school are using the third floor as a teacher prep area and they have moved into classrooms to teach World Language and the teachers are essentially rotating, and we can do that with Chinese too.

Brian: You have said there is a shortage of French teachers, and less kids taking French. What about hiring a French teacher and expand that?

Dr. Morse: French in New England is a heritage language, and the further the generations go out, Canadian French influence on Maine, New Hampshire, and Vermont has lessened. Spanish has increased because like Mandarin, Spanish has taken over the world and French still more provincial.

Leslie: There is a perception that French is not as widely spoken but French is huge in business and it used across the world in some major organizations like the Olympic Committee and NATO, so I think more and more students are realizing it has potential to be an important language to them, and our French teachers are working hard to make sure French stays alive.

Brian: Regarding the funding source for this program, it was said that a non-profit is non-governmental in China, but everything is governmental in China with that style of government, so I am really accepting that.

Dr. Morse: Neither are we.

Brian: I am concerned about that funding pretty seriously and also the fact that we are building this up at a big rate, we really need to dig into this with the finance committee because this is really going to start adding on to a time when we have a big bill coming in for the middle school. If we start adding people in, and the middle school may require more staff or teachers. Although it's simple on paper it's looking pretty big and that's what I'm concerned about.

Megan Deane: This is very complicated, but to give the perspective, it is important to have the language options. If the Board does not vote on this world language plan tonight, please keep this in mind for the future and future meetings.

Al Howland: I appreciate the aggressiveness, but I want to separate out the crisis management of the Mandarin program from the bigger vision. We always knew the middle school would open up a space for expansion, my personal preference would be to attack the grant program right away. I would feel more comfortable stabilizing the Mandarin funding first and then look at a Spanish teacher in the Fall, and then we will have the space. Personally, I think we should use VLACS with a known source for the high school than to use the soft money. In terms of competencies Julie has been a big mentor in getting the Chinese Program going and is actually in charge of the program, it would fit more into our competencies and the money is assured. It gives us breathing room with not having to worry about the staff. For the other teacher at the middle school, how do we come up with the money ourselves to pay for that? In FY 22-23 the Chinese teachers we need are built into the budget and then the Spanish teacher is built into the budget. I don't feel comfortable using the soft money for this three-year transition. I know it comes at a cost and won't be done as quickly, but it give us more stability in the long run.

Denise Day: To clarify, are you suggesting we use the grant for the Fall, 2021-22?

Al: No, not at all.

Tom: What is your suggestion?

Al: For the high school we can use VLACS, which is free. The question becomes how do we handle the middle school which is 26-34 students sitting there. The real funding in our proposal would be coming up with the middle school. That would buy us stability, we would move away from the soft money, we would already be self-funding the program from grades 6-12 and then that gives us the span of the budget process to think

through the repercussions of this and make sure we can stabilize the Mandarin program for 6-12. Jim has already said he thinks there is grant money for the after-school program. This will also let us talk about how to do the fifth-grade teachers, the teacher under 21-22 would then move to 22-23. Our big push would be how to come up with the funds for the teachers and staff we currently have

Dr. Morse: Just to clarify Al, are you saying we go forward funding Mandarin teachers with local funds by reassessing our 22-23 and using VLACS?

Al: I am saying we have to fill the hole for this Fall using money that somehow, we shift from the 22-budget coming forward. My thought process is that you use a combination of VLACS and self-funding a teacher to fill that hole.

Brian: I believe that is what we talked about in the finance committee was taking capital improvements and moving it up to this year to free up funds for next year to pay for that.

Yusi: And that was \$200,000 available?

Al: \$180,000

Yusi: We've all received so many letters from parents and students regarding a program that was an uncertainty a few years ago about community interest is now not an uncertainty. And that has been for a program that has rotating teachers that have carrying degrees of training and English proficiency before they come here, and we've still been able to see the interest. I think we are all at the point where we recognize that there is a demand in wanting to support that, no one is talking about pulling the program. The question is, how do we do that? I too am apprehensive about having a new non-profit partner, not because it could be a propaganda machine or any of the criticisms of the Confucius Institute that we didn't see locally, but that we heard nationally. My concern is that this program, this kind of program of selecting and training teachers to come teach in the US in a K-12 environment is not the focus or competency of this organization, we just don't know it. There's the challenge now of how do we ensure quality, especially if there is going to be continuing turnover. We are lucky because instead of just losing two teachers and needing to fill them locally, we have the opportunity to apply for this grant. We are doubly lucky because the two teachers that have been with us want to stay. My concern with the non-profit is we don't know who's going to be coming, is there going to be turnover, are there going to be quality issues, but we know what we would be getting if we go for the funding, at least in the short term. I don't think we should do both of the teachers in that form because I think we need to transition to self-sufficiency and we need to hire a teacher we know is going to work well with our other World Language teachers. I think next year it makes sense to have two Mandarin teachers, one we hire for, one we continue through grant funding, recognizing that the quality of that grant-funded teacher is going to be high because that teacher is willing to stay. Then the questions becomes do we bring it down to fifth grade for all languages and would we bring in a Spanish teacher to make that possible.

Denise Day: I cannot go along with a proposal for fifth grade Mandarin unless French and Spanish are also offered at fifth grade. We haven't heard from any parents of Spanish students because it's not an issue. If we only offer Mandarin in fifth grade, we will get letters from parents on why we don't offer Spanish and French at that level. If any language is offered in fifth grade then it needs to be all the languages.

Michael Williams: Does adding one Spanish teacher allow all three languages in fifth grade?

Dr. Morse: Yes

Todd: That is if we still have the same number of Mandarin teachers we have had.

Michael: Does that assume one FTE Mandarin teacher at the middle school or more?

Dr. Morse: One at the middle school and one at the high school.

Yusi: And even with the 2.0 that is still a little bit more than would be needed at the middle and high school so there's a little extra if we have two Mandarin teachers to continue the elementary after school without investing in additional staffing.



Brian: Is the dual certified teacher certified all the way down to fifth grade?

Todd: It is just done as World Language, not by level.

Michael: What comes out of fifth grade to add world language in?

Jay Richard: We shift the schedule so there is a smaller amount of time for some core time, works well in 6, 7, 8 grade, it would work for grade 5 to shift their schedule too. We just need to prioritize where we want to put things and how we want to do it.

Dr. Morse: Basically, the fifth grade would mimic the sixth grade.

Jay: Maybe it would be a few days a week in fifth and sixth grade, and it would be balancing the staff to make sure our kids are set up with the teachers.

Michael: In regard to the elementary school positions laid out in years two and three, how does that work if we hire one and then the other the next year?

Dr. Morse: The first year is using that person's talent to analyze our current curriculum, not necessarily to do direct instruction. There may be some, but it will largely be to see how we can integrate into the system and not add onto our students.

Michael: So, in this model that program would not start until the 23-24 school year.

Dr. Morse: The first year is putting the plan together and the second year the partner would join and the plan would be in place.

Michael: I agree with Denise regarding the fifth-grade position. I don't think we're at a place tonight where we should be acting on the whole plan. Another issue I see is funding the Mandarin teachers in the 21-22 school year by shifting some capital expenses into this year's budget means that when we get to the 22-23 school year, we would have to build in whatever position or positions we added for the coming school year plus whatever is in 22-23.

Al: With a rising CIP to fill the middle school.

Michael: I am fully supportive of maintaining the 6-8 Mandarin program, I do not think this is the right time to add the fifth-grade position. I am open if we think seeking grant funding for the first year is the right way to go.

Tom: Do we have assurance that if we get grant funding, we can continue with at least one of the teachers that is currently working in the school?

Yusi: That is our assumption, yes, from speaking with Yige.

Al: Is it possible for us to provide the funding to get that teacher ourselves?

Yusi: My understanding is we would open that position to candidates and perhaps one would choose to apply.

Al: If we are going to go through all this to push in CIP, I would rather us fund it.

Yusi: You mean two teachers?

Al: Yes. I think we should take the steps to ween the program in and it will become a budget goal on how we integrate this. It gives us time in the fall to work through a lot of logistics. We are not there yet; I'd rather stabilize the immediate problem of Mandarin and we can come back in the Fall and this will be one of our goals. I'd rather bite the bullet now and put the funding in and give us the most control possible.

Megan Deane: Of all things that should be prioritized, having the existing Mandarin program would be pretty huge to students.

Michael: How do we feel about the grant funding aspect versus direct local funding.

Denise: I just want to clarify, are you saying we will not have any of the languages in fifth grade, just 6-12 the three languages?

Michael: I'm trying to separate the two discussions.

Al: We are just trying to stabilize what would have happened if Confucius Institute had not stopped. We're trying to save what we already have.

Denise: But right now, aren't they doing Mandarin in fifth grade?

Dr. Morse: No

Todd: It's available as an after-school program in fifth grade. Two things I want to quickly share: The grant funding doesn't necessarily have to be part of the relationship with Chengdu University. It's a way to pay for it so that we don't have to, but the partnership can exist if we are willing to fund the cost of the teachers coming over. The grant is about providing a mechanism for us to fund it. I want to point out many of the emails you have been receiving from community members that are supportive of the program are elementary parents, which are only offered Mandarin, I think you'll see the more passionate supporters are in that level. We need to take into account the after-school program.

Yusi: Michael you asked directly about the grant, and Al you talked about making the shift, however there are a few reasons not to do that. I think we need to talk about making a shift with the fifth-grade program even if we are not making a decision on that tonight. As part of the strategic plan, we're working toward a K-12 program and that's a gap. Beyond that, we've heard there's a shortage of Chinese teachers available, if we are suddenly trying to fill two positions, we are putting ourselves in a position of possibly hiring in haste. We have strong teachers that have come through the Confucius Institute but if we open for two positions, we might be locking ourselves in, whereas if we stage it we might have greater opportunity to get really strong long-term candidates. The final reason to bring one local and the other through the grant is to be able to stage it. Going through the non-profit we're not sure what we're getting, we're not sure of what the training is, in the short-term we know what we're getting.

**Michael Williams motions to authorize the hiring of two Mandarin Chinese teachers for the middle school and the high school starting with the Fall 2021 School Year that will be funded locally, and additionally to seek grant funding to support staffing for the after school elementary program, 2<sup>nd</sup> by Al Howland.**

Denise: Just to clarify that the Mandarin teacher, the two teachers, one would be teaching 6-8 grade at the middle school and the other would be teaching grades 9-12 at the high school?

Dr. Morse: Conceptually it may be possible if we do not get the grant to have them do some of the after-school piece.

Yusi: To clarify – the proposal moves toward three Mandarin teachers next year, two hired locally and one through the grant?

Dr. Morse: I don't think so.

Michael: Yes, two Mandarin Chinese teachers for the middle school and high school that are funded locally, and seeking additional grant funding for additional staffing for the after school elementary program. So we would fund 6-12 Mandarin locally part of our regular staffing, the elementary programming we would seek additional grants for the funding to make that happen. We would also not be hiring an additional teacher to facilitate the expansion of World Language to all fifth graders at this point in time.

Tom: Is the agency that is finding these teachers, is an afterschool program the type of program that grant would fund?

Dr. Morse: I don't know. This is a vehicle of funding that Yige had mentioned to us and I don't know the specifics.

Yusi: In the past, our teachers had needed to show a certain number of hours worked not solely through the after-school program in order to get their visas. I want to hear other thoughts on the non-profit relationship and also the number of teachers because I think we can get to what the Mandarin program needs with only two FTEs. One should be funded locally and one through the grant and keep the same teachers we've had. Why the third teacher?

Michael: With the numbers in grades 6-12, it seems it doesn't merit two FTEs, based on the number of sections its more than one teacher, not quite two, but I'm not sure that would cover down to the elementary program.

Todd: The reason for two teachers at the middle school, it's the number of classes being taught, even though the numbers are smaller. It's more than a full-time load. This was the first time we've had four teachers because they were reporting being overworked because of their after-school commitments, running the after-school program, and all the UNH commitments on the weekends were stressing them out.

Tom: If we open these positions up, would the teachers here now with the Confucius Institute be able to apply for those positions with their Visas?

Dr. Morse: My understanding is yes. But if we continue hiring from China, that will fall onto us instead of the Confucius Institute handling it, if we hire locally, we won't have that problem.

Todd: There is also a potential certification issue we would have to deal with if we do not have an exchange of sorts.

Michael: The proposal is to hire three Mandarin teachers, the third only with grant money. Are we ready for a vote?

**Motion passed 7-0 with Student Representative in favor.**

Megan Deane: My apologies to interject, however I must leave early and would like to do the student rep report now if possible?

Michael: Yes.

Megan stated that each day since returning to school has become more and more normal, and in speaking with a parent, the parent stated that their student is used to school again already. Megan continued describing that the novelty of going to school is starting to kick in and students are becoming more excited to be back in school.

Chair Michael Williams declared a five-minute recess at 9:12PM. Meeting resumed at 9:17PM.

**B. Superintendent's Report**

Before the recess, Dr. Morse informed the Board and viewers at home that the school district is working with Strafford County Health to offer vaccinations to students 12 years of age and older, and more details will be given once available.

Dr. Morse reminded the public of the Forum next Wednesday in the High School Auditorium, and it will be streamed, and a separate remote forum will be planned for those uncomfortable coming onto the school property. Michael Williams stated the Forum will be formatted as a dialogue with members of the public, dialogue specific to a student or personnel matters will not accepted, each member will have three minutes to propose their question, each Board member will be give two minutes to respond to provide 10 minutes maximum for each public member. Dr. Morse reminded the public of the Diversity, Visibility, and Standing Together in Oyster River forum is to take place on May 25 in the High School Auditorium and all are invited to attend. Dr. Morse expressed excitement regarding the Forum as it is timely and an issue that hasn't been spoken about and we want to be sure all our groups are represented strongly, there will also be a presentation by UNH professor Monica Chu. There will be 3-foot distancing and masks will be required.

Assistant Superintendent Nomination

Dr. Morse discussed the difficulty in finding a suitable replacement for Todd Allen, as Todd has become important to him as not only a colleague but friend. Dr. Morse stated that he could not think of a better candidate to fill the position than the current high school Principal Suzanne Filippone. Dr. Morse continued by describing Suzanne as a

strong and powerful advocate for students and committed to providing equity for students in the district, as well as being familiar with the Strategic Plan. Dr. Morse described the process that led to Suzanne's nomination, including the screening committee, interview committee, parent, staff, community, and student involvement in the process. Dr. Morse nominated, with great honor and pleasure, Suzanne Filippone to the position as the next Assistant Superintendent of the School District

Denise: I was in on the interviews and we had incredibly strong applicants and Suzanne stood out.

**Denise Day moved to appoint Suzanne Filippone as Assistant Superintendent, 2<sup>nd</sup> by Tom Newkirk.**

Discussion:

Michael: Is there any other input from those that served on the committee?

Tom: We have seen Suzanne in so many different circumstances and seeing the grace in dealing with criticisms and developing plans. It is the same Suzanne that we see in the interviews but her knowledge of the system and the confidence other principals and administrators have in her, it was an obvious choice.

Yusi: I'll add that it was a chance to see a range of candidates, and in many cases if you asked about a curricular decision, the response was regarding meeting standards or passing state expectations, and it really stood out to me that Oyster River has a greater meaning than just meeting the basement level of external standards. It was inspiring to recognize the strength of our administrative team and to continue that with Suzanne's leadership.

With no further discussion, Chair Williams called the motion to a vote.

**Motion passed 7-0.**

#### List of "B" Policies for Annual Review

Dr. Morse began by speaking to the use of emails by Board members and commended the Board on keeping those communications strictly to Board business, also reminded the public that all agenda deliberation happens during the meeting and never over email.

**Michael Williams moved to acknowledge the annual review of the B policies as noted in the agenda, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0.**

#### Fall Planning - Begin Discussion

Dr. Morse began by addressing questions the Board had posed to him at the last meeting. Regarding UNH's intent to open in the Fall, they are intending to open traditionally should all factors warrant that, with remote still being developed should it need to be executed. Regarding ESSER funding, it can be used for summer funding. Regarding home school and remote populations, more than 90% of the middle school students have returned to school and all indications show that number growing through the Fall, with the same happening with K-4 level. Dr. Morse stated the home school survey has been sent, and the remote students will be surveyed to see what their intent is for the fall. Dr. Morse discussed with the Dover Superintendent working together if they have a remote option, then expanded to Strafford Services regarding providing remote learning options and they are all very interested. Dr. Morse will bring forward more answers as more information is obtained, including from next week's Forum and the remote forum.

Brian: Regarding the Fall, are we going to discuss going back to our normal process as a Board for our meetings?

Dr. Morse: We would like to continue in the Auditorium until the end of the school year, and then in the High School library in the fall, and transition to the new middle school in mid-winter.

#### **C. Business Administrator – NO REPORT**

**D. Student Representative Report** (moved to after Assistant Superintendent's Report at the last minute without vote)

### **E. Finance Committee Report**

Al Howland: We were looking for guidance on two positions, Next week we will talk about where the Mandarin program money is coming from, clarify what the CIP looks like, and how we're using the ESSER funds for the new guidance counselor position, we'll lay out the piano cost.

**F. Other: NONE**

### **VII. UNANIMOUS CONSENT AGENDA**

Denise Day would like to pull out the list of policies for second read to make very minor corrections.

**Michael Williams moved to approve the unanimous consent agenda, including the motion to approve ORMS Activity Stipends, the motion to approve District Position Maternity Leave of Absence from 8/26/21 to 11/30/21, motion to approve two teacher resignations from the middle and high school, and motion to approve teacher nominations for the 2021-2022 School year, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0.**

Denise Day: Some very minor corrections that were left out. For BHC – Board-Employee Communications, we took out the word “should” at the end of the first paragraph to read, “school employees have the same rights as other speakers.” For ACA – Racism & Anti-Racism there was period left off of number four at the end of a sentence. For BCA – School Board Member Ethics, the word “clearly” was removed from 8.

**Denise Day moved to approve list of policies as amended: BHC – Board-Employee Communications, ACA – Racism & Anti-Racism, and BCA – School Board Member Ethics with minor adjustments for second read and adoption, 2<sup>nd</sup> by Dan Klein. Motion passed 7-0.**

### **VIII. DISCUSSION & ACTION ITEMS**

Dr. Morse stated to the Board that Conval School District is suing the State of New Hampshire for not providing adequate funding for public education, and if this lawsuit is successful, the funding for every school could go up substantially. Dr. Morse continued by explaining Conval wants to expand their partnership to help spread out the cost of the lawsuit, and that if we were to join our cost would be about \$15,000 each year over two years, totally around \$30,000. Dr. Morse posed the question if this is how the Board wants to spend some of the legal fund, and stated he thinks it is worth participating in, as it is part of a larger social justice issue of schools providing far more funding to educate the students than the states are providing.

Brian: What is the goal, to redefine what quality education is?

Dr. Morse: Yes, and ultimately what the cost of that education will be.

Tom: Will this cost to participate be higher?

Dr. Morse: It will go down if more districts join the partnership.

Brian: If we can get legislature to define what adequate education is it will be a win. This has been a problem for decades and it's just going to come back.

Michael: What fiscal year would this apply to?

Dr. Morse: 2021-2022 and 2022-2023

Al: It is important for wealthier communities to step up, especially with the emphasis we put on social justice.

Tom: Also, a moral imperative to join in.

**Yusi Turell motioned to join Conval, Mascenic, Monadnock and Winchester School Districts to challenge adequacy aid, 2<sup>nd</sup> by Brian Cisneros. Motion passed 7-0.**

## **IX. SCHOOL BOARD COMMITTEE UPDATES**

### **Manifest Reviewed and Approved by Manifest Committee:**

Denise Day and Dan Klein reviewed the manifest.

Payroll Manifest #23 - \$1,546,897.62

Vendor Manifest #24 - \$3,228,014.59

### Equity, Justice, and Anti-Racism Committee

Yusi: The committee is going strong, as we ween off of New Hampshire Listens leadership. The long term goal is to move toward District ownership, and the next step is to look at the diversity, equity, and inclusion portion of the Strategic Plan to be sure it is still aligned with the direction of the committee, and to think about the committee is coordinated and communicated moving forward.

### Communication Meeting

Michael: The report is coming together, and we should be able to present it at the meeting on May 19.

Dr. Morse: Todd and I will review the report for the second meeting in May.

Dr. Morse: Advertising for the position for High School Principal will begin tomorrow

## **X. PUBLIC COMMENTS: None**

## **XI. CLOSING ACTIONS:**

**A. Future Meeting Dates:** May 12, 2021 Public Forum – 7:00 PM – ORHS Auditorium  
May 19, 2021 Regular Meeting – 7:00 PM – ORHS Auditorium  
June 2, 2021 Regular Meeting – 7:00 PM – ORHS Auditorium

**XII. NON-PUBLIC SESSION:** Reputation of another individual.

**Michael Williams moved to enter into non-public session at 9:57PM in accordance with RSA 91-A:3 II c, 2<sup>nd</sup> by Brian Cisneros. Upon roll call vote, the motion passed 7-0.**

## **XIII. ADJOURNMENT**

**Brian Cisneros moved to adjourn the meeting at 10:43 PM, 2<sup>nd</sup> by Al Howland; Motion passed 7-0.**

Respectfully Submitted,  
Alexa Fusilier  
Recording Secretary

Oyster River Cooperative School Board  
Non-Public Meeting Minutes: May 5, 2021

**Michael Williams moved to enter nonpublic session at 7:04 p.m.in accordance with RSA 91-A:3 II (c) –Matters which discussed in public would adversely affect the reputation of any person other than the public body itself, 2nd by Tom Newkirk. Upon roll call vote, the motion passed 7-0.**

School Board Attendees:

Michael Williams  
Al Howland  
Brian Cisneros  
Yusi Turell  
Dan Klein  
Tom Newkirk  
Denise Day

Administrators Present:

Dr. James Morse, Superintendent

**7:04 p.m. - nonpublic session began in ORHS music room**

The Board discussed a personnel matter.

There were no motions during nonpublic session.

**The Board returned to ORHS Auditorium at 7:24 PM.**

Oyster River Cooperative School Board  
Non-Public Meeting Minutes: May 5, 2021.1

**Michael Williams moved to enter nonpublic session at 9:57 p.m.in accordance with RSA 91-A:3 II (c) – Matters which discussed in public would likely adversely affect the reputation of any person other than the public body itself, 2<sup>nd</sup> by Brian Cisneros. Upon roll call vote, the motion passed 7-0.**

School Board Attendees:

Michael Williams  
Al Howland  
Brian Cisneros  
Yusi Turell  
Dan Klein  
Tom Newkirk  
Denise Day

Administrators Present:

Dr. James Morse, Superintendent

**9:57 p.m. - nonpublic session began in ORHS music room**

The Board had a discussion pertaining to the reputation of another person.

There were no motions during nonpublic session.

**The Board returned to public session in the ORHS Auditorium at 10:42 PM.**



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

INTEROFFICE MEMORANDUM

TO: School Board  
FROM: Dr. Jim Morse, Superintendent  
DATE: May 13, 2021

RE: 2020-21 Retirees

2020 - 21 Retirees			
School/Position	Last	First	Years of Service
<b>Mast Way School</b>			
Kindergarten Teacher	Webb	Mary Ellen	17 years
Reading Specialist	Jasinski	Barbara	21 years
<b>Moharimet School</b>			
Art Teacher	Carter	Eileen	23.75 years
Kindergarten Teacher	Chartrand	Joanne	30 years
Special Education Teacher	Filion	Jackie	27 years
Grade 2 Teacher	Hoff	Doug	28 years
Special Education Teacher	Hinchey	Gwen	30 years
<b>Middle School</b>			
Music Education Teacher	Ervin	David	33 years
Social Studies Teacher	Nichols	Mark	27 years
School Counselor	Saxe	JoAn	26.75 years
Physical Education	Schulte	Tom	32 years
School Counselor	Wons	Jean	17.91 years
Special Education Teacher	Williams	Susan	18 years
<b>High School</b>			
Art Teacher	Bilynski	Tracy	25 years
Art Teacher	Lawrence	Tim	25 years
Principal Administrative Asst.	Jabre	Deb	23.5 years
<b>SAU/Service Building</b>			
Assistant Superintendent	Allen	Todd	36 years
Payroll Coordinator	Loring	Michelle	31 years
Asst. Network Administrator	Koelker	Jon	14 years
IT Specialist	Johnson	Susan	27 years

**Oyster River Cooperative School District  
RFP-RFQ Summary**

Name of RFP/RFQ: **Driver Training Instruction**

Timeline:

- Release of RFP/RFQ to bidders: Thursday, April 15, 2021
- Classified ad ran in Fosters: Saturday, April 17, 2021
- Posted on website: Thursday, April 15, 2021
- Posted in the SAU Office: Thursday, April 15, 2021
- RFP/RFQ due dates and opening date: Tuesday, May 4, 2021, at 2pm
- Date contract awarded: May 19, 2021
- Projected date of completion N/A

Contract awarded to: **Towle Driving School**

Summary of bids:

Vendor	Bid Amount	Required	Additional	Comments
Towle Driving School	Year 1 & 2 - \$700 Year 3-5 - \$725			Towle Driving School was the only bid. They have been providing driver training to ORCSD for 20+ years.

Person completing this form:

Print name Susan Caswell, Business Administrator

Signature *Susan Caswell* Date 5-11-21

## Finance Committee Memo

<b>Current Fund Balance</b>	<b>\$2,268,790.00</b>
<b>Obligatons</b>	
<b>School Nutrition Deficit</b>	<b>\$250,000.00</b>
<b>Solar Warrant</b>	<b>\$125,000.00</b>
<b>Staff Incentives/ Sick Day Payback</b>	<b>\$600,000.00</b>
<b>Technology Costs</b>	<b>\$174,850.00</b>
<b>Tax Rate Offset</b>	<b>\$400,000.00</b>
<b>Fund Balance</b>	<b>\$718,940.00</b>
<b>Piano for Middle School</b>	<b>\$145,000.00</b>
<b>Possible Fund Balance</b>	<b>\$573,940.00</b>

The current fund balance is \$2,268,790. Additional obligations of the school nutrition deficit, solar warrant fund, retirement incentive, middle school technology needs and tax offsets to the communities add up to \$1,549,940 and decrease the projected fund balance to \$718,940. Jim has asked for \$145,000 for a piano for the new middle performance space. If approved by the board, the projected fund balance would be \$573,940.

- Motion required for middle school piano.

### Staffing

The board approved an additional middle school counseling position and its projected cost is \$82,000. In fiscal years 21-22 and 22-23, the position will be funded by Esser II and III funds and for fiscal year 23-24 and beyond, the position will be locally funded.

The board also approved local funding of two Mandarin positions. The finance committee recommends shifting the Mohariment office renovation project funding from the 21-22 budget to the current budget. Jim Rozycki projects that \$175K of the project can be invoiced before the end of July. The cost of the positions will need to be build into 22-23 budget.

- Motion required to used FY20-21 fund balance for Mohariment office renovation

## Recommended Options from the Remaining Fund Balance

The committee looked at two options for the remaining fund balance. The first involved accelerating several CIP project and the addition of a few smaller projects.

### Possible Capital Improvement Projects

FY 22 Projects that can be done by August		
District wide camera and security system upgrade	\$100,000.00	
High School second level flooring	\$22,000.00	We already have the materials. Project can be done by the end of June or early July
Additional CIP projects for consideration		
Propane generator for the SAU	\$14,900.00	
Card access for high school rear entrance to gym doors	\$2,900.00	Eliminates doors being propped open.
Card access for SAU and service building	\$10,475.00	
Interior hallway, music room, and cafe doors at Moharimet	\$10,600.00	Current double doors do not have glass. Needed to see when door are closed during after school hours.
New exterior doors and frames at Moharimet for the boiler room, kitchen, and room 128	\$12,300.00	Current frames have salt damage and rodent issues.
Replace high school gym doors.	\$5,030.00	Highly used doors. Will match the set that was replace in 2020.
<b>Total</b>	<b>\$178,205.00</b>	

The high school flooring and security upgrade are included in the FY 21-22 budget but could be completed over the summer if they were shifted into the current budget. Jim Rozycki also provided a list of smaller items that have come before the board in the past.

- Motion required to approve additional capital improvement.

The second option the committee recommends is replenishing the emergency fund account. Sue advised the board to wait until the budget is finalized to take this step.

**From:** Jarika Olberg <[jolberg@orcscsd.org](mailto:jolberg@orcscsd.org)>  
**Date:** Thursday, May 13, 2021 at 8:16 AM  
**To:** "James Sr. Morse" <[jmorse@orcscsd.org](mailto:jmorse@orcscsd.org)>  
**Subject:** Re: Instrument Purchase

Hi Jim,

From a pianistic standpoint and for the usage of a hall of this size, the Model D Grand Piano is what the hall needs. This Certified Pre-Owned piano has never been owned, it was in M. Steinert's & Sons Natick Showroom for a few years, then went into service before COVID for occasional concert hall rentals through our Steinway Concert Artist Piano fleet (for only a few months) and is now stored at the Boston location. This piano is significantly more suitable for the concert hall and will fill the space appropriately during performances. The cost is about \$40,000.00 less than a New Model D, and this particular piano was scarcely used. Essentially, ORMS would be purchasing a "Like New" piano at a used price. In practical terms, we are purchasing this piano at a lower cost than the Model B, which is the next model down (Less appropriate for the space. Would work, but was not a recommended fit for space and power). We lucked out finding this piano, and the representative worked with us to get the lowest price possible.

Jarika Olberg  
*She/Her*

MS Choral Director  
Music Department Chair  
Oyster River Cooperative School District  
603 868 2155 ext. 5122



# M. Steinert & Sons

*Steinway & other pianos of distinction*

## Oyster River Middle School.

### Piano Price Quote

*specially prepared for Jarika Olberg on April 8th, 2021*

<b>Manufacturer</b>	<b>Model</b>	<b>Size</b>	<b>Finish</b>
Steinway & Sons	D	9'	Ebony Satin Concert Grand Piano, Serial #596664 c.2013

#### Accessories

Used Heavy Duty Black Destiny Padded Cover:  
Fallboard Lock and Installation:

#### Delivery

Piano move from M. Steinert & Sons to climate controlled storage facility,  
up to 1 year of storage from date of purchase,  
piano move from the storage facility to the school,  
and internal move of existing grand piano.

	Cost
	\$141,700
	\$0
	\$200
	\$3,100
<b>Grand Total:</b>	<b>\$145,000</b>

**Price includes M. Steinert & Sons 3 year Certified Piano warranty, matching Steinway Artist bench, dealer preparation and first onsite tuning within 45 days of delivery to the school.**

**Estimated delivery date February 2022.**

**Ownership off the piano will transfer to the school upon delivery to climate controlled storage.**

Institutional price based on single piano volume discount purchase.

*Prepared by*

**Patrick Elisha**

Education Division

**M. Steinert & Sons**

[patricke@msteinert.com](mailto:patricke@msteinert.com)

office: 617-681-4362

cell: 785-554-8034



**From:** James Sr. Morse  
**To:** Todd Allen; Wendy DiFruscio  
**Subject:** Fwd: Piano  
**Date:** Friday, May 14, 2021 8:52:57 AM

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Jim Morse

Begin forwarded message:

**From:** Jarika Olberg <jolberg@orcsd.org>  
**Date:** May 14, 2021 at 8:51:49 AM EDT  
**To:** "James Sr. Morse" <jmorse@orcsd.org>  
**Subject:** Piano

Hi Jim,

Will you also include the following in the information about the piano as well (if you think it will be helpful)?

I wanted to note that a New Model D would cost **\$187,100** - your price for a Certified Pre-Owned 8-year-old Steinway Model D is **\$141,700**. With delivery, Oyster River Cooperative School District is getting a **\$46,000** discount. The longevity of this piano is estimated at least 40-50 years with proper care and maintenance. If you break down the cost per year on the lower end that would equate to around \$3,542.50 per year.

Jarika Olberg  
*She/Her*

MS Choral Director  
Music Department Chair  
Oyster River Cooperative School District  
603 868 2155 ext. 5122

**The Right-To-Know Law provides that most e-mail communications to or from School District employees regarding the business of the School District are government records available to the public upon request. Therefore, this e-mail communication may be subject to public disclosure.**



Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 23

Name:	Jacob Boulay
Date:	05/13/21
Position:	Music Teacher .80 MS/.20 HS
Person Replacing:	David Ervin
Budgeted Amount:	\$56,818 (MA/Step 6)
Recommended Step/Salary:	MA/Step 5 \$54,439
Interviewed By:	Jay Richard, Mike McCann, Jarika Olberg, Sarah Kuhn, Andrea von Oeyen, Mark LaForce, Andrea Lawrence, Dr. Morse
# Interviewed:	8
Education:	BM in Jazz Studies (emphasis in Percussion) Northern Illinois University Masters in Music Education, Lehman College Bronx NY
Certification:	New York State Music K-12
HQT Status	
Related Experience:	Stewart School Garden City School District - Elementary General Music Teacher, Chorus Director and Opera Director Garden City Marching Band - Asst. Director and Drumline Instructor William Paca Middle School 6th & 7th grade general music
Comments:	Strong work ethics, creative Exceptional references and technology skills Very talented musically, "can do everything," experience with teaching guitar. Classroom teaching experience Rapport with all students Great idea with integration Strong references
Date: <u>05/05/21</u>	Authorized Signature: <u>Jay Richard</u>

**REQUIRED Attachments:**  
 Resume  3 Letters of Recommendation  Copy of Certification

Revised 5/7/09, 9/12/11 to include HQT Status, 7/17/15

**Recommendation:** *Given that all staff and children from ages 12-18 have been given the option to be vaccinated the administrative goal for the 21-22 school year is to open school in the fall as close to normal as possible.*

*We will continue to monitor and adjust to CDC and NH DHHS guidance and rely on Dr. Megan Harvey. We will keep the School Board and Community abreast of developing guidance through the summer.*

## **Data**

*The data used to inform this recommendation include the diminishing number of students who continue to be remote.*

*Moharimet is down to 25*

*Mast Way is down to 59*

*OR Middle School is down to 58*

*ORHS is down to 198*

*Remote learners K-8 continue to decline. High school numbers have been consistent. One major factor contributing to the consistency at the high school is older students who have jobs and other obligations made while remote and less to do with the pandemic.*

*Currently our homeschool number of children homeschooled was 75, five of whom have already returned. Normally we have approximately 60 children homeschooled. We are surveying our home-schooled parents to see how many may return to in-school if we open and about 10 more indicate they will return in the fall. If that occurs, homeschooled numbers will actually be closer to 55*

## **Considerations**

*When making this recommendation for your consideration the following topic areas were carefully considered.*

### **School Day**

*A return to the pre-pandemic school day is assumed. This would mean 8:45 to 3:15 at the K-4 level and 8:15 to 3:05 at the MS-HS level. By doing this we are returning to the school day that was recommended 5 years ago by the School Start Time Committee and that provides for a later start time for the MS-HS.*

### **ORHS Schedule**

*The ORHS master schedule would return to the A/B block rotation utilized prior to the pandemic with necessary adjustments made to accommodate CDC guidance as it evolves and we come out of the pandemic.*

### **Classroom social distancing**

*Classroom social distancing would be 3 feet or less. This allows class sizes to return to the levels recommended in district guidelines and to fully accommodate an all-in return model. Currently we are using 3 foot social distancing as recommended by the CDC depending on CDC and other health guidelines the recommended social distancing may change. 3-foot social distancing allows us to accommodate class sizes in line with our maximum district guidelines.*

### **Managing Lunch**

*Lunch scheduling will need to be carefully considered across the district. Providing adequate space for social distancing at lunch will require students to spread out more than in normal times. Mast Way and Moharimet will need a master schedule to support lunches that keep numbers manageable in the lunch room. Currently each grade level has their own lunch. At Moharimet the gym is being used for lunch which prevents PE from accessing the space.*

*At ORMS a continuation of the lunch schedule that they are currently using will be required. This utilizes the multi-purpose room at lunch which is the only teaching space for PE at the middle school.*

*The master schedule at ORHS will need to be adjusted to provide adequate time and space to serve lunch for all 835 students. Depending on CDC and other health guidelines we will need to plan a master schedule that can flex. In the current model providing for 6-foot social distancing at lunch the schedule requires 4 lunches to feed 835. A return to normal would allow a schedule that only requires 2 lunches and provides more academic time.*

### **Managing Recess**

*At the k-8 level recess will need to be planned for. At Mast Way and Moharimet this means keeping numbers manageable on the playground. At the middle school there is limited space due to construction.*

### **Athletics**

*A full range of athletic programming for MS and HS is recommended. Individual activities may need to be adjusted to meet health and safety guidelines or NHIAA rules and procedures.*

### **Bussing**

*Capacity on busses will need to increase from 27 to 53. This will allow 2 students in a seat and provides the necessary capacity to resume the single run bus system needed to support a return to the start time recommended by the School Start Time Committee. Expanding capacity on the buses will hopefully also reduce the number of parents dropping off and picking up their students every day and reduce traffic congestion at all schools of the district. Without expanding capacity on buses a return to the pre-pandemic school day schedule is not possible. A single run bus system is necessary in the PM to support an 8:15 to 3:05 day at MS/HS and 8:45-3:15 at K-4.*

**Budget**

*The pandemic has offered a level of flexibility with the current budget that we have not had traditionally because we controlled spending to an extreme degree the first half of the year. As we enter the 21-22 school year, we will need to apply the same fiscal discipline we have prior to the pandemic.*

**Visitors**

*Until there is a change in CDC and NH DHHs guidance visitors will be required to answer the ORCSD prescreening questionnaire prior to entering any school building and wear a mask while on school grounds. Outdoor events will also be impacted by CDC guidance. The recent CDC guidance for vaccinated people to not need to wear masks in outdoor situations should impact how we manage visitors at sporting events and other outdoor settings.*

**Workload**

*The workload during the pandemic has been exhaustive and unsustainable. As we review the strategic plan updates in August, we must return to the time where the strategic plan guided Board action. We all were busy before the pandemic and extremely busy to the point of exhaustion during the pandemic. All projects in the upcoming school year must be tied to the strategic plan with reasonable expectations and timelines. Engaging the community is time consuming and important. We have made our best decisions when given time to execute with fidelity.*

**Options for parents who do not want to send their children to school**

*As a district we will work in cooperation with homeschool families. Our capacity to assist varies depending on homeschool family's needs and wants.*

*Ways we work with homeschool families:*

- 1. Some families want their children to come in for social time during lunch and recesses*
- 2. Some families want their children to come in to participate in Arts.*
- 3. Some families want support in core content areas, and we can provide online resources like Freckle that supports our core curriculum.*

*The district is committed to supporting homeschool families because historically they return to the district.*

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

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INTEROFFICE MEMORANDUM

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TO: School Board  
FROM: Dr. Jim Morse  
DATE: May 18, 2021  
RE: Fall Opening 2021

Please find below additional information for your consideration and discussion pertaining to the Fall 2021 opening.

**1. What circumstances would cause us to change to a more open or more conservative approach?**

If vaccines are available to all middle school students by the start of school, does that change any MS considerations? Overall, we have no way of knowing how many students are vaccinated and no legal basis to ask. We would need to rely on an honor system of self-reporting. A move from 6-ft to 3-ft social distancing has a dramatic impact on the flexibility of each school.

- a. Lunch: The most difficult area to manage with reduced social distancing but has the greatest impact on school schedules. Reducing from 6-ft to 3-ft or less requires guidance from the CDC and NHDHHS to be revised to allow it.
- b. Bus: To move as many students as necessary we would have to eliminate all social distancing on school buses and rely on parent choice as to whether or not they would put children on the bus. The current impact of social distancing on the buses has resulted in massive traffic jams at all schools due to parent drop-off and pick-up.
- c. Music: The adjustments made this spring can continue into the fall which allows instrument lessons to happen. If we maintain current social distancing practices, locations will need to be identified for music to occur indoors. This has the greatest impact on wind instruments and choral music. Social distancing in this area would also be impacted by CDC and NHDHHS guidance as we approach the new school year.
- d. Master Schedules at all schools, particularly at MS and HS, are hugely impacted by social distancing. At K-4 PE, snack, lunch capacity are all impacted and reduces academic time. At MS, due to construction, there is no flexibility on site. Strings program is directly impacted by MS lunch schedule. PE has no gym and social distancing compromises the master schedule. Many of these issues will be resolved in February when we move into the new building. At the HS, the master schedule has been reconfigured so that the obstacles we faced are reduced dramatically but social distancing of 6 feet in the cafeteria forces compromises on the academic schedule by reducing the amount of time available for each class.

**2. If vaccines are available to elementary students would that change the direction? (Pfizer is enrolling children at least as young as 5 and recruiting subjects as young as 6 months.)**

Overall, we have no way of knowing how many students are vaccinated and no legal basis to ask. We would need to rely on an honor system of self-reporting. A move from 6-ft to 3-ft social distancing has a dramatic impact on the flexibility of each school. In practice the more children that are vaccinated the more flexibility is provided the system to make changes in practice. We would turn to the CDC and NHDHHS for their latest guidance.

**3. Are we prepared to switch to remote or reduce density if UNH comes back and local cases rise sharply again?**

We had no idea how effective the University's interventions would be related to student COVID mitigation efforts. A vaccination effort, aggressive testing program, comprehensive isolation plan for active COVID cases and quarantine for those exposed all contributed to a sense of confidence that UNH took COVID very seriously. Assuming that UNH follows the same plan in the fall we would feel comfortable running school normally.

In the first 35 days since the first March 24 vaccination clinic we have had 18 students and staff test positive for COVID.

**4. What would be the impact if numbers in the community rise sharply again?**

Community spread has always been the principal concern as we have dealt with COVID. In every active case except two, the shutdown of programs like PEP or the partial shutdown of classrooms has been directly associated with community spread of COVID. As we look at the number of active cases we have experienced since all adults and high school students have had the option to be vaccinated, we had to shut down PEP, suspend baseball and softball due to COVID exposure due to community spread. Based on the current research until we reach 80+ percent of the population being vaccinated we will still be dealing with this dynamic in the fall.

**5. What would the parameters be for operational shifts in relation to COVID?**

We would rely on the CDC, NHDHHS and Dr. Harvey for guidance in making any significant changes to our operational plan just as we have throughout the pandemic.

Overall, we have no way of knowing how many students are vaccinated and no legal basis to ask. We would need to rely on an honor system of self-reporting. A move from 6-ft to 3-ft social distancing has a dramatic impact on the flexibility of each school. In practice the more children that are vaccinated the more flexibility is provided the system to make changes in practice. We would turn to the CDC and NHDHHS for their latest guidance.

- a. A declaration by the CDC and NHDHHS that the pandemic is over would eliminate the need for all enhanced safety protocols.
- b. Our intention is to open school as closely to normal as possible and follow the same procedures that we have been using this winter and spring regarding the shutdown of programs, classrooms or if necessary and entire school as long as the pandemic is having an impact on the school system.
- c. At the point we are unable to be in-session due to community spread that results in significant absenteeism of students or staff, we would revert to a remote model.

Are there any further questions that the Board needs answered in order to make an informed decision about school reopening in the fall of 2021?

Policies for  
 First/Second Read/Adoption/Deletion  
**SB Meeting of**  
**May 19, 2021**

Title	Code
<b>Policies for First Read</b>	
Booster Clubs	DN
Fund Balance	DIA
<b>Policies for Second Read/Adoption - Unanimous Consent</b>	
<b>Policies for Deletion/Replacement</b>	
<b>Policies in Process</b>	
Distance Education	IMBA

### **ORCSD Booster Clubs**

The purpose of the Boosters written in support of and policy is to define the relationship of the ORCSD and Booster Clubs. These clubs are designed to support specific sports and clubs and in doing so may use the district logo and mascot. As such, the clubs must adhere to district policies, procedures and financial guidelines. All activities planned must receive approval of the Athletic Director in advance. If a Booster club is a 501(c)(3), that club is responsible to the federal and state governments related to required reports. All other booster clubs will comply with district finance procedures.

#### **Definition of Booster Club:**

According to the National Federation of High Schools, a Booster Club is defined as "an organization that is formed to help support the efforts of a sports team or organization. Support is shown in many ways, including volunteering time, raising money, and contributing funds to better enhance the team or organization's performance."

#### **Booster Club Purpose:**

ORCSD is proud to have many dedicated parents willing to donate their time to the betterment of the athletic experience for our students. Booster Clubs are designed to actively support our student athletes, whether it be through fundraising, help at games or assisting the coaching staff in organizing team activities. The Booster Club's primary purpose is to support and to raise resources to help benefit the individual program they represent. All members are expected represent ORCSD in a positive light and to be solid role models for our student athletes.



OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: DIA
First Read to SB: September 21, 2011 Second Read/Adoption to SB: October 5, 2011 Review Policy Committee: July 9, 2014 School Board First Read: July 16, 2014 School Board Second Read/Adoption: August 20, 2014 <u>Policy Committee Review: May 13, 2021</u> <u>School Board First Read: May 19, 2021</u>	Page 1 of 4 Category: Recommended

## FUND BALANCES

The Oyster River Cooperative School Board in order to address the implications of Governmental Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Definitions. This policy is created in consideration of unanticipated events that could adversely affect the financial condition of the District and jeopardize the continuation of necessary public services. This policy will ensure that the District maintains adequate fund balances and reserves in order to:

- a. Provide sufficient cash flow for daily financial needs,
- b. Secure and maintain investment grade bond ratings,
- c. Offset significant economic downturns or revenue shortfalls, and
- d. Provide funds for unforeseen expenditures related to emergencies.

## FUND TYPE DEFINITIONS

The following definitions will be used in reporting activity in governmental funds across the District. The District may or may not report all fund types in any given reporting period, based on actual circumstances and activity.

The general fund is used to account for all financial resources not accounted for and reported in another fund.

Special revenue funds are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than capital projects. Examples include, but are not limited to, the Food Service Fund; Federal and State Grant Fund; and Private Grant Fund.

Capital projects funds are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets.

Permanent funds are used to account for resources restricted to the extent that only earnings, and not principal, may be used for purposes that support the District's purposes.

## FUND BALANCE REPORTING IN GOVERNMENTAL FUNDS

Fund balance will be reported in governmental funds under the following categories using the definitions provided by GASB Statement No. 54:

### Nonspendable fund balance

Definition – includes amounts that cannot be spent because they are either:

- a. not in spendable form, or
- b. legally or contractually required to be maintained intact.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: DIA
First Read to SB: September 7, 2011 Second Read/Adoption to SB: October 5, 2011 Review Policy Committee: July 9, 2014 School Board First Read: July 16, 2014 School Board Second Read/Adoption: August 20, 2014 <a href="#">Policy Committee Review: May 13, 2021</a> <a href="#">School Board First Read: May 19, 2021</a>	Page 2 of 4 Category: Recommended

Classification – Nonspendable amounts will be determined before all other classifications and consist of the following items (as applicable in any given fiscal year):

- The District will maintain a fund balance equal to the balance of any long-term outstanding balances due from others (including other funds of the District)
- The District will maintain a fund balance equal to the value of inventory balances and prepaid items (to the extent that such balances are not offset with liabilities and actually result in fund balance)
- The District will maintain a fund balance equal to the corpus (principal) of any permanent funds (if any) that are legally or contractually required to be maintained intact
- The District will maintain a fund balance equal to the balance of any land or other nonfinancial assets held for sale

#### Restricted Fund Balance

Definition – includes amounts that can be spent only for the specific purposes stipulated by applicable state and local laws and regulations, external resource providers, ~~or through enabling legislation (for example, but not limited to, actions authorized by the voters at school district meetings).~~

#### Committed Fund Balance

Definition – includes amounts that can be used only for the specific purposes determined by a formal action of the District’s highest level of decision – making authority (i.e., School Board or voters)

Authority to Commit – Commitments will only be used for specific purposes pursuant to a formal action of the School Board.

#### Assigned Fund Balance

Definition – includes amounts intended to be used by the District for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed.

Authority to Assign – The School Board delegates to the Superintendent of Schools or his/her designee the authority to assign amounts to be used for specific purposes. Such assignments cannot exceed the available (spendable, unrestricted, uncommitted) fund balance in any particular fund.

The Board will authorize said expenditures as included in the facilities plan, an emergency situation or unique opportunity.

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### Unassigned Fund Balance

Definition – includes the residual classification for the District’s general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

### OPERATIONAL GUIDELINES

The following guidelines address the classification and use of fund balance in governmental funds:

Classifying fund balance amounts – Fund balance classifications depict the nature of the net resources that are reported in a governmental fund. An individual governmental fund may include nonspendable resources and amounts that are restricted, committed, or assigned, or any combination of those classifications. The general fund may also include an unassigned amount.

Encumbrance reporting – Encumbering amounts for specific purposes for which resources have already been restricted, committed or assigned should not result in separate display of encumbered amounts. Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed or assigned, will be classified as committed or assigned, as appropriate, based on the definitions and criteria set forth in GASB Statement No. 54. For compliance with state statutory requirements, encumbrance accounting for budgetary and financial reporting to the Department of Education and the Department of Revenue Administration, and as reported in the Required Supplementary Information (RSI) section of the annual financial statements, encumbrances are determined in accordance with RSA 32:7(I).

### Chapter 32 Municipal Budget Law – Appropriations

#### 32:7 Lapse of Appropriation

*“Annual meeting appropriations shall cover anticipated expenditures for one fiscal year. All appropriations shall lapse at the end of the fiscal year and any unexpended portion thereof shall not be expended without further appropriation, unless: 1. The amount has, prior to the end of that fiscal year, become encumbered by a legally-enforceable obligation, created by contract or otherwise, to any person for the expenditure of that amount;”*

Prioritization of fund balance use - When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) amounts are available, it shall be the policy of the District to consider restricted amounts to have been reduced first. When an expenditure is incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, it shall be the policy of the District that committed amounts would be reduced first, followed by assigned amounts and then unassigned amounts.

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Unassigned fund balance - For compliance with state statutory requirements, encumbrance accounting for budgetary and financial reporting to the Department of Education and the Department of Revenue Administration, the statutory based General Fund “unreserved-undesigned” fund balance will be used towards funding the appropriations of the subsequent year in accordance with the historical practices of the Commissioner of the Department of Revenue Administration under RSA 198:4-a (III):

Chapter 198 School Money – District Taxes

198:4-a Report of Appropriations Voted

*“III The commissioner of revenue administration shall examine such certificates and delete any appropriation which is not made in accordance with the law, and adjust any sum which may be used as a set off against the amount appropriated when it appears to the commissioner of revenue administration such adjustment is in the best public interest.”*

198:4-b Contingency Fund

*“II. Notwithstanding any other provision of law, a school district by a vote of the legislative body may authorize, indefinitely until specific rescission, the school district to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, ~~2.5~~ 5 percent of the current fiscal year’s net assessment pursuant to RSA 198:5, for the purpose of having funds on hand to use as a revenue source for emergency expenditures and over expenditures under RSA 32:11, or to be used as a revenue source to reduce the tax rate.”*

Unassigned fund balance in the Food Service Fund will be limited to “maximum amounts” as per federal and state regulations.

REPLENISHING DEFICIENCIES

Year-end deficits and any Special revenue fund (including, but are not limited to, the Food Service Fund) will be replenished by year end transfer (journal entry or other method) from the General Fund if the General Fund has available unassigned fund balance (for financial reporting purposes) and “unreserved-undesigned fund balance (for statutory compliance purposes).

Legal References:

- RSA 32, Municipal Budget Law
- RSA 33, Municipal Finance Act
- RSA 35, Capital Reserve Funds
- RSA 198:4-a Report of Appropriations Voted
- RSA 198:4-b Contingency Fund
- Governmental Standards Board Statement 54 (GASB 54)