

**Oyster River Cooperative School District
REGULAR MEETING**

June 6, 2018

OR High School - Library

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

IV. APPROVAL OF MINUTES

- Motion to approve 05/16/18 regular and 05/23/18 workshop meeting minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

B. Board

VI. DISTRICT REPORTS

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

- Next Gen Science
- MS Competencies

B. Superintendent’s Report

- Racism Policy Addendum
- Strategic Plan Summary
- ORCSD Handbook Summary of Changes
- Election Venue Planning
- Homework

C. Business Administrator

- Additional Adequacy Aid Update
- Middle School Laptop Lease

D. Student Senate Report

E. Other: Youth Risk Behavior Survey (YRBS) Update

VII. DISCUSSION ITEM

VIII. ACTIONS

A. Superintendent Actions

B. Board Action Item

- Motion to approve two middle school World Language teachers for 2018-19 school year.
- Motion to approve middle school laptop lease for the 2018-19 school year.
- Motion to approve List of Policies for second read: JICJ (A) & R – Technology Devices – K-8 Cell Phone/Personal Devices & Procedure, IGE – Parental Objections to Specific Course Material, IHAM – Health Education & Exemption from Instruction, IMDA – Recognition of Our National Heritage (Patriotic Exercises)

IX. SCHOOL BOARD COMMITTEE UPDATES

X. PUBLIC COMMENTS

XI. CLOSING ACTIONS

- A. Future meeting dates:** 06/20/18 – Regular Meeting – ORHS – Library – 7:00 PM
 06/27/18 – Manifest Meeting - SAU Conference Room 3:30 PM
 07/11/18 – Manifest Review Meeting – SAU Conference Room– 3:30 PM

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

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

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

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

Oyster River Cooperative School District

Regular Meeting

May 16, 2018

Moharimet School

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, Carrie Vaich Roy, David Goldsmith, and Jay Richard

There were 11 members of the public present.

I. CALL TO ORDER:

APPROVAL OF MANIFESTS:

Payroll Manifest #22: \$823,206.53

Vendor Manifest #24: \$695,663.86

II. APPROVAL OF AGENDA

Denise Day moved to approve the agenda of May 16, 2018, 2nd by Brian Cisneros. Motion passed 7-0 with the Student Representative voting in the affirmative.

III. PUBLIC COMMENTS: None

IV. APPROVAL OF MINUTES:

Motion to approve 5/2/18 regular meeting minutes:

**Revision to April 18th Minutes: Remove page 7 4th paragraph 4th line
Brian Cisneros moved to approve the minutes with the above revision, 2nd
by Al Howland. Motion passed 7-0 with the Student Representative
voting in the affirmative.**

**May 2nd Non-public Minutes: Brian Cisneros moved to approve the May 2nd
nonpublic minutes including Sue Caswell in attendance, 2nd by Denise
Day. Motion passed 7-0.**

V. ANNOUNCEMENTS, COMMENDATIONS and COMMENTS:

A. District: Jay Richard, Principal of the Middle School, reported that they had a wonderful servicepolooza day last Friday. It was great to see kids giving

back. Tomorrow evening is the scholar dinner and the middle school jazz band will be performing.

B. Board: Al Howland reported that the jazz band recently went to Burlington. They also played at Ben and Jerrys and at a children's festival. The kids were very well behaved.

Denise Day attended both the Middle School string orchestra and band concerts. They were both absolutely impressive.

Brian Cisneros thanked the Mast Way PTO for putting on the Mayfair. It was a great successful fundraising event.

Tom Newkirk thanked everyone who helped to defeat the voucher bill. They worked hard on this.

VI. DISTRICT REPORTS:

A. Assistant Superintendent/Curriculum and Instruction Report:

Assistant Superintendent Todd Allen reported that they have largely completed the standardized testing. Science for 11th graders will be held in June. It has gone off flawlessly. The results should be available shortly and he is looking forward to being able to share the data. The deadline for the Reach summer Program is coming up. Sign up has been amazing with 236 kids signing up so far.

Progress on ELO's:

Sean Peschel, ELO Coordinator, presented an update to the Board.

An emerging new era of education working together to engage every learner:

Individualize

Personalize

Customize

Exposure

Explore

Experience

Enhance

Expand

4 components of an ELO:

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

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.

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.

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

Examples of our ELOs:

Independent coursework

Advanced study

Career exploration

Internship

Teaching Assistant

Peer Instructor (research, development and design phase)

Virtual Learning Academy Charter School (VLACs)

Career Technical Education (CTE)

Running Start/Early College/CATS, GBCC, MCC, SNHU, and UNH

Ethan Keslar, class of 2018, talked about his ELO experience. It has helped him to create a professional in-depth business plan, talking with other people, and public speaking. This ELO has helped him to get a jump start on creating a business plan and path. He will be attending UNH for Business in the Fall. Lisa Keslar also reported that the ELO was a positive experience for Ethan and he got great experience with time management. He developed skills that will be transferrable to college and his career. She feels that ELOs could be applicable to a variety of students. This ELO has well prepared him for college. Madison Gass, class of 2019, talked about her ELO experience with VA Systems out of Nashua. She has been interested in engineering from a young age. She was able to take this experience and determine which fields she was interested in pursuing in college. She is looking into biomechanical engineering at this point. Thomas and Millissa Gass also added that this program was structured so the students were focused on this for two hours a week for twelve weeks. At the end they accomplished a pretty significant project. She developed

leadership skills and the ability to work through issues. Millissa Gass commended Sean for all his involvement with this process.

Mentor Teacher/Community Partner Laurie Grant: Laurie works for Strafford Learning Center and is contracted with the District through the PEP Program. There are interns that work at the PEP Program. They are in the process of formalizing this program to customize it for them. Laurie also has some students who are connecting with her on a specific topic such as working with children with autism.

NH Workforce Development Sector Three Months

September: Construction and Transportation

October: Manufacturing Lindt and Sprungli

March: Girls in Technology

April: Hospitality: Flag Hill Winery, Distillery, Catering, and Events and Three Chimneys Inn

May: Healthcare: Portsmouth Regional Hospital and Exeter Hospital

ORHS is represented on the NH ELO Network Leadership team. ORHS is planning to send another team of 5 more faculty to a free two-day ELO Training in June.

B. Superintendent's Report:

Enrollment Update: Superintendent Morse reported that Moharimet School has reached the maximum enrollment in grades 2,3 and 4. As in previous years, once a classroom was full, students would be sent to Mast Way.

Youth Risk Behavior Survey: There will be a presentation at the next Board meeting.

Mast Way: Superintendent Morse gave an update on the work at Mast Way. They are working on color schemes. There are two classroom teachers that are impacted by this construction and they couldn't be more flexible and positive.

C. Business Administrator: None

D. Student Senate Report: Student Representative Patty Anderson reported that the last Saturday was the Bobcat Invitation Track Meet. Prom is this

Saturday. The musical Grease is May 24, 25, 26 and 27. AP testing has been going on this week. There will be a senior transition meeting on May 23rd and The Power of One Project will be on May 29th.

E. Other: World Language- Leslie Ayers, Michelle Pennelli, and Barb Miliken presented the World Language update to the Board.

Why move to a proficiency based model:
Focus on what students can do, rather than what they cannot
Aligns with competency model
Provides ongoing feedback
Greater opportunities for differentiation
Provides access to authentic resources

Mindset for curriculum design:
Communicatively Purposeful: Building toward proficiency
Culturally Focused: Developing interculturality
Intrinsically Interesting: Relevant to Learners
Cognitively Engaging: Requiring critical thinking skills
Standards-based: Reflecting goals for learning languages

4 fundamental characteristics of visionary language programs:
Set proficiency targets for each grade level
Design instructional pathways to reach the targets
Assess (both internally and externally) to see if targets are being met
Use assessment data to improve learning

Curriculum Development Plan:
Summer 2018:
Assign themes to year one to year seven
Develop all thematic units for year 1

School Year 2018-19:
Develop thematic units for select themes for years 2 and 3

Summer work 2019:
Develop all thematic units for year 2

School Year 2019-20
Further develop thematic units for year 3

Superintendent Morse commended them for shifting together as a team. They are in two different buildings but are one team.

VII. DISCUSSION ITEMS:

Policy JICJ (A) and R – Technology Devices K-8 Cell Phone/Personal Devices:

Draft Policy:

Cell phones or personally owned technology devices may not be used during the academic day, defined as the first bell in the morning to the last bell in the afternoon.

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 through the Nursing Care Plan

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.

Superintendent Morse took comments from the Board back to the Policy Committee. They worked with Catherine Plourde of Special Services in creating this new draft policy.

Al Howland moved to approve the Policy JICJ (A) for a first read, 2nd by Brian Cisneros. Dan asked about storage of personal devices during the day. Superintendent Morse's intent was for them to be in the backpacks. The lockers currently do not have lockers in the middle school. There was a discussion with Jay Richard about the placement of cell phones at the middle school. Kenny Rotner suggested adding "Phones brought to school must be kept in a backpack or a locker during the day" to the policy. This brings clarity to what we are trying to do. Dan agrees that this would make things clear and easier on the staff and administrators. Superintendent Morse suggested adding this wording into the regulations rather than the policy. **The motion passed 7-0 with the Student Representative voting in the affirmative.**

School Board Master Schedule – Draft:

Brian Cisneros moved to approve the draft of the 2018-2019 Master Schedule of School Board Meetings, 2nd by Denise Day. Motion passed 7-0 with the Student Representative voting in the affirmative.

VIII. ACTIONS:

A. Superintendent Action Items – None

B. Board Action Items:

Policies:

Denise Day moved to approve Policies IGE and IHAM 2nd by Al Howland for a first reading. Motion passed 7-0 with the Student Representative voting in the affirmative.

Denise Day moved to approve Policy IMDA Recognition of our National Heritage for a first reading 2nd by Brian Cisneros.

Revision:

The United States flag shall be flown during school hours each day and on election days when the school may be closed to pupils. The flag shall be handled with proper respect at all times.

The administration shall determine the time and places of the observance of the Pledge of Allegiance.

Although the flag is a part of our national heritage, no student or staff member should ever be coerced into participation in the pledge to the flag if contrary to personal values, religious, or philosophical beliefs. Equally as much a part of our national heritage is the concept that an individual has the right to pay traditional courtesies to the flag. The exercise of choice shall be mutually respected.

The significance of the flag, other patriotic exercises and documents of national or historic importance shall be used as teaching tools so that the students of each generation might better understand how our form of democracy has developed.

The motion as stated revised above passed 7-0 with the Student Representative voting in the affirmative.

IX. SCHOOL BOARD COMMITTEE UPDATES:

Tom Newkirk reported that the Facilities Committee for the Middle School has formed a drafting committee which will create a report and will be presented to the Board at the 2nd meeting of June.

Al Howland detailed that the Technology Committee met, and they discussed how the one to one technology was going to be implemented and professional development. There are various levels of proficiency in the staff. Their next meeting is June 13th.

X. PUBLIC COMMENTS: None

XI. CLOSING ACTIONS:

A. Future Meeting Dates:

- 5/23/18 Homework Workshop - ORHS Library 7:00 p.m.
- 5/30/18 Manifest Meeting – SAU Conference Room 5:30 p.m.
- 6/06/18 Regular Meeting – ORHS Library 7:00 p.m.

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

NON-MEETING SESSION: RSA 91-A2 I (If Needed)

XIII. ADJOURNMENT:

Al Howland moved to adjourn the meeting at 9:10 p.m., 2nd by Brian Cisneros. Motion passed 7-0 with the Student Representative voting in the affirmative.

Respectfully yours,

Laura Grasso Dobson
Recording Secretary

Oyster River Cooperative School District

May 23, 2018

ORHS - Library

7:00 p.m.

BOARD WORKSHOP MINUTES – Homework

SCHOOL BOARD MEMBERS: Tom Newkirk, Denise Day, Dan Klein, Kenny Rotner, Al Howland, Brian Cisneros. Absent: Michael Williams

ADMINISTRATORS: Superintendent Dr. James Morse, Asst. Superintendent Todd Allen, Bill Sullivan, Mark Milliken.

Members of the High School and Middle School Staff and students.

I. CALL TO ORDER:

II. BACK UP INFORMATION

III. HOMEWORK DISCUSSION

Todd Allen opened with highlights of the student survey.

8th begins “heavier” load of homework

9th 1 – 3 hours

10th 11% 4+ hours

11th 26% 4+ hours – most homework

12th

90% of the teachers less than 30 minutes.

Students

79% feel some level of success.

Highest volume = math starts in 8th.

Parent/student perception consistent in MS, less consistent in HS.

Students outside of school

3 hours or less structured

3 hours or less unstructured

Teachers largely say do not assign homework on weekends. Students say they do.

7 courses = 32%

11/12th = 25%

Summary 8 -11 homework increases.

Homework is an instructional strategy but too much or inappropriate is “bad”

Research = benefit to “some” amount 90 minutes to 2 hours

No research supports K-6 homework

It’s difficult to study homework as it can take many forms. Researchers are challenged to study homework.

Suzanne Filippone:

Work assigned outside of the classroom is designed to support classroom:

1. frequency
2. quality
3. duration

Beyond 2 hours = negative effect

- a) Multi-tier = Tier 1 – applies to all.
Will provide data that can inform us/impact on mental health and wellness.
- b) Master schedule will impact student load
Students believe in “choice” model. Next year = most = 6 courses
Other factors = choices made, multiple AP, Running starts, college level.

Sophomore year – begins choice system.

Teachers have conversation with students and make adjustments:

See a lot of that in high school

We have tried with a board in faculty room

New schedule allows for more contact time for kids.

Looking at options on targeted instruction – executive functioning skills.

Two – three intentionally teach these skills. Lots of project-based work – students find time – vacations, long weekends.

Alana Ervin – taking 9 courses: 1 VLAC, 1 afterschool guitar, economics – majority do attend college. Does not favor eliminating homework.

Need more balance and consistency between teachers.

If I understand a concept, I did not do homework

Different types of homework between humanities and math/science

Signing up with classes/know workloads.

Parent pressure/too much

Describe homework load in course description.

Kenny Rotner – how did you decide when/how much homework to do?

Maggie – assigned homework helps me. 3 season athlete, violin in/out school

Denise Day – How much time do you spend?

Maggie – 90 minutes

Cameron – Homework increases from freshman year. I keep study hall to do homework. On-line school 2 – 3 hours a night.

Tom Newkirk – Homework somewhat voluntary? Do you think students make good decisions?

Cameron: “voluntary homework” not checked/not graded.
Frustration/majority level difficult to figure out.

Al Howland – If cannot do initial math problems/will not go forward.

How you effectively deal with homework.

Informed consent 8-11th increase more activities. Need to add homework load discussion. How can we manage.

Suzanne F. – Counselors do counsel kids. Let’s talk about what that means. Could be doing a better job of talking with parents.

Dave – Elective system = choice. Nearly impossible to reconcile. 2002 No AP courses. AP courses lots of reading and summer time. Amazingly engaged students. Pressure to take as many courses as they can.

Jon – I like Alana’s point on consent. Consistency is important between departments and within commonly taught courses. It’s about measuring knowledge, formative not graded. Solution = time. Interdepartmental time

Al Howland: Sudoku problem. Period in day – Can we use advisory flex to talk to kids to see totality of schedule.

Suzanne – that will happen.

Denise Day – Syllabus would be a great thing to do/knowing that road map. Part of solution when big projects due/major assign.

Kenny Rotner – My three different kinds:

Know what’s going on/Prepare discussion/Project based step by step
very different types.

Number of classes taken – add drop deadline

Five and struggle – how to support them

Tom Newkirk – Do you anticipate with the bigger blocks – do you see guided practice occurring?

Suzanne – Depends on the individual teachers

Tom Newkirk – It's an opportunity.

Middle School

Many changes in homework. Competency work has impacted homework.

Changing the name to “practice” coordinate/tests due projects.

Belief – support competencies. No busy work/not punish.

Use as formative/not summative.

Homework not part of grade. “Bobcat” time is the same.

Hire new staff. “Philosophy” on homework. Culture important for specific reasons.

Habits of learning (HOL) – counts toward their learning, more targeted. Homework should be lower end/practice end.

Valerie – How you structure your classroom “Bobcat” time is to discuss with individual. Also, we begin work in class. We use homework to inform in structure. We practice together.

Brian Cisneros – Curious is homework prep for next day or practice

Aaron – reinforcement, facilitated practice. Stipend math teachers to help at 7:30.

Is there something about math nature of subject? Why?

Todd – a little of both. Sequential/methodical. Change in practice from doing.

Chris – Homework is for practice.

Try to start homework every day
Guided instruction
Write down the struggle.

Todd – How much personalization?

Chris – Tough/upper levels = standard

Dan Klein – Self-reflection more critical. 5th/6th grade cannot expect 100%.
Self-reflection.

Kids are so different. Weight & Burden = mental health/wellness.

Todd – personalized learning/every student needs met.

Chris – Video supports tutorial – Algebra 1, Algebra 2, geometry.

Aaron – MS/HS different expectations

Felicia – Mindset, perseverance. Making mistakes is a learning process.

Kenny Rotner – excellent point. Resiliency and working hard.

Growth Mind set.

Tom Newkirk – Reached end of time.

VI. ADJOURNMENT

Workshop ended at 8:45 PM.

K-5 Science Curriculum:

Aligning with **Next Generation Science Standards**

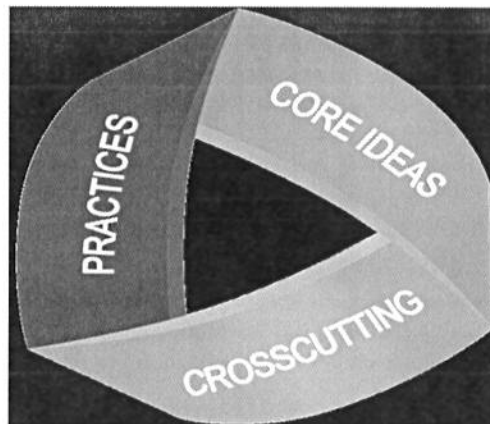
Oyster River K-5 Science Committee

- Mary Ellen Webb, Kindergarten at Mast Way
- Cristina Dolcino, 1st Grade at Moharimet
- Erin Handwork, 1st Grade at Mast Way
- Beth Stacy, 2nd Grade at Mast Way
- Molly Jones, 2nd Grade at Moharimet
- Heather Drew, 3rd Grade at Mast Way
- Heather Moulton, 3rd Grade at Mast Way
- Sarah Larson Dennen, 3rd Grade at Moharimet
- Ginnie Swift, 3/4 at Moharimet
- Judy George, 4th Grade at Mast Way
- Erin Bobo-Caron, 5th Grade at Middle School
- Chris Hall, 5th Grade at Middle School
- Sunny Sadana, 5th Grade at Middle School
- Carrie Vaich, Principal of Mast Way
- David Goldsmith, Principal of Moharimet
- Todd Allen, Assistant Superintendent

Committee Progress to date:

- ▶ In the spring of 2016 a K-5 Science Committee was formed.
- ▶ The goal for 2016-17 was to investigate K-5 Next Generation Science Standards to establish staff readiness and to identify shifts needed for full alignment with district curriculum.
- ▶ During the 2016-17 school year committee members attended conferences, reviewed resources and engaged the K-5 staff in dialogue about NGSS readiness.
- ▶ In the spring of 2017 the committee concluded that K-5 Staff readiness for and interest in NGSS was high.
- ▶ The goal for 2017-18 has been to align the K-5 science curriculum with the NGSS Standards for a fall 2018 implementation.
- ▶ The K-5 Committee, working collaboratively with all K-5 teaching staff, have completed the first stage of NGSS alignment and are ready for implementation in the fall of 2018.
- ▶ The goal for 2018-19 will be to provide the necessary professional development to staff and to acquire the necessary resources to support this curricular shift.
- ▶ Each grade level team will target one unit per year for full development over the next 3 years.

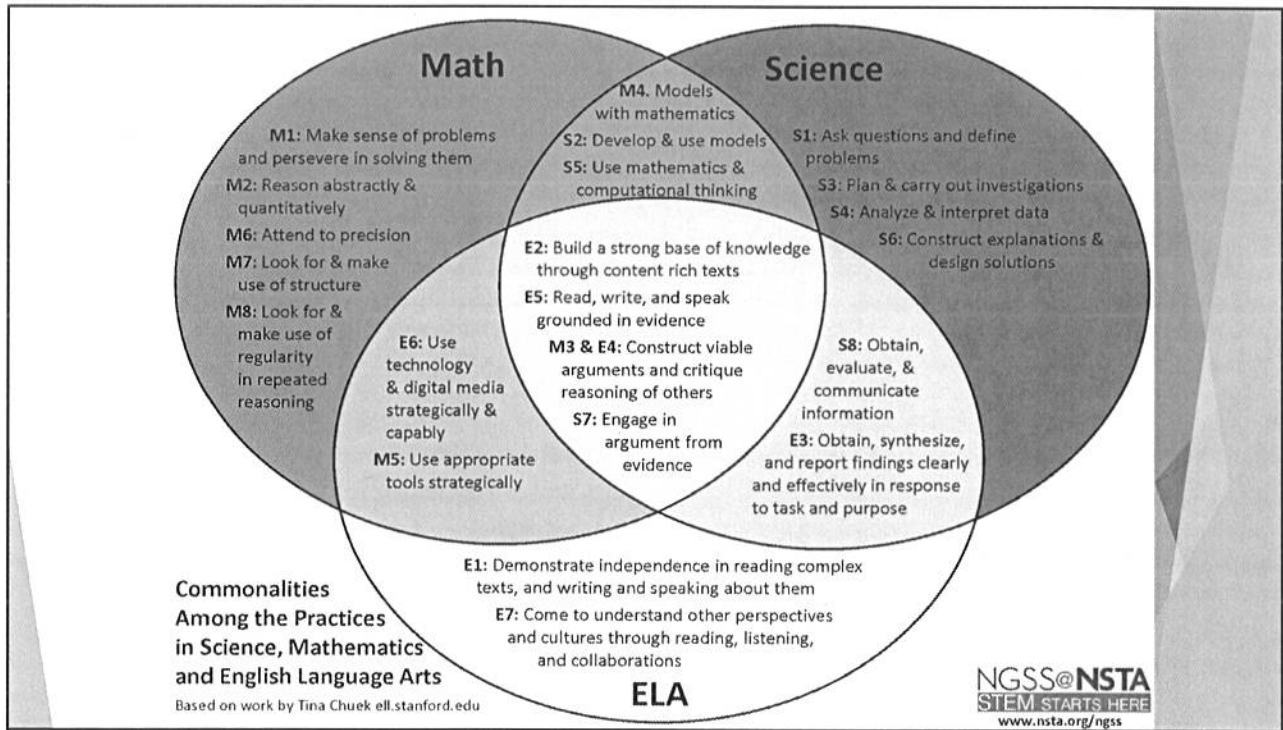
NGSS: Three Dimensional learning



Practices in Mathematics, Science, and English Language Arts*		
Math	Science	English Language Arts
M1. Make sense of problems and persevere in solving them.	S1. Asking questions (for science) and defining problems (for engineering).	E1. They demonstrate independence.
M2. Reason abstractly and quantitatively.	S2. Developing and using models.	E2. They build strong content knowledge.
M3. Construct viable arguments and critique the reasoning of others.	S3. Planning and carrying out investigations.	E3. They respond to the varying demands of audience, task, purpose, and discipline.
M4. Model with mathematics.	S4. Analyzing and interpreting data.	E4. They comprehend as well as critique.
M5. Use appropriate tools strategically.	S5. Using mathematics, information and computer technology, and computational thinking.	E5. They value evidence.
M6. Attend to precision.	S6. Constructing explanations (for science) and designing solutions (for engineering).	E6. They use technology and digital media strategically and capably.
M7. Look for and make use of structure.	S7. Engaging in argument from evidence.	E7. They come to understanding other perspectives and cultures.
M8. Look for and express regularity in repeated reasoning.	S8. Obtaining, evaluating, and communicating information.	

* The Common Core English Language Arts uses the term "student capacities" rather than the term "practices" used in Common Core Mathematics and the Next Generation Science Standards.

NGSS@NSTA
STEM STARTS HERE



K-5 Science Matrix by Topic

Grade	K	1	2	3	4	5
Life Science	What Plants and Animals Need to Survive	Animal Structures and Behaviors	Plants and Their Pollinators	Plants/Animals and Adaptations <i>*includes life cycles and traits</i>	Internal and External Structures of Plants and Animals <i>*includes information processing</i>	Energy and Matter within Ecosystems
Earth and Space Science	Patterns of Weather <i>*Seasons</i>	Space – Sun, Moon and Stars	The Processes that Shape the Earth <i>*Landforms, Oceans and erosion</i>	Weather and Climate <i>*Weather hazards</i>	Earth Features and Landforms <i>*Changes over time</i> <i>*Weathering and erosion</i> Effects of Renewable and Non-renewable Energy	Earth's Major Systems Stars and the Solar Systems
Physical Science	Pushes and Pulls	Light and Sound Waves <i>*includes vibrations</i>	Properties of Matter	Forces and Interactions <i>*includes magnets</i>	Energy and Waves <i>*Heat, light, sound and electricity</i>	Physical and Chemical Changes in Matter

Some key definitions:

- ▶ Competency- An overarching concept that encompasses multiple learning standards which are interconnected.
- ▶ Standard- A non-negotiable, measurable learning objective that guides instruction. These content specific standards have been developed at the state and national level.
- ▶ “I can” and “I know” statements- Standards can be converted into I can or I know statements so that they are more student and parent friendly.

Title of Unit	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	Grade Level	Kindergarten
Curriculum Area	Life Science	Time Frame	
Developed by	ME Webb, D McCormick, FKennedy, MLapierre, JChartrand, SLaliberte, JRaspa		
Stage 1: Desired Results			
Competencies (Practices)			
Developing and Using Models			
Analyzing and Interpreting Data			
Engaging in Argument from Evidence			
Obtaining, Evaluating, and Communicating Information			
Next Generation Science Standards			
<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and, that all living things need water.]</p> <p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</p>			

Skills <i>Students will be able to...</i> "I can" statements:	Knowledge <i>Students will know...</i> "I can" statements:
I can compare characteristics of living and non-living things.	I know that all animals need shelter, air, water and food to live and grow. I know that different animals eat different kinds of food. I know plants need water and light to live and grow.
I can talk about how plants and animals can change the environment to meet their needs.	I know, for example, that squirrels dig in the ground to hide food and that trees roots can break concrete.
I can draw an animal or plant in their habitat.	I know that living things need water, air, and resources from the land, and they live in places that have the things they need.
I can reuse, recycle and reduce materials.	I know that humans use natural resources for everything they do.
Essential Questions	
What are natural resources? What do plants and animals need to survive? Where do animals and plants live and why do they live there?	



ORCSD Racism Policy Addendum

The ORCSD School Board adopts this stand-alone racism policy addendum specifically to denounce racism and in effort to work towards ending racism and fostering an appreciation for all within the ORCSD community, this addendum is supported by policies JICK and AC.

Racism in any form is not acceptable nor will it be tolerated in the ORCSD. Racism can take many forms:

1. Personal racism is an expression of racist attitudes and or behaviors directed at an individual based on that person's perceived physical traits, ancestry, genetics and social or cultural traits such as: the use of derogatory language, racist jokes, names calling, mistreatment, deliberate avoidance, threats, and or acts of physical violence to a person.
2. Cultural racism is the willful acceptance of cultural stereotypes of different ethnic groups or population groups that manifest in an expression or personal racism inflicted on members of those groups.
3. Institutional racism is systemic racism that occurs in covert and subconscious ways across institutions and which adversely impacts specific ethnic groups through targeted discrimination based solely upon race.

The ORCSD is committed to battling racism from K-12 and to effectively addressing racism that may occur in and on any facility or school property.

The ORCSD has identified ways to battle the three identified forms of racism. They include, but are not limited to, the following:

- a. Educate and bring awareness to all members of the ORCSD about the role of all people and their cultures as contributors to global citizenship extended beyond food and festivities.
- b. Educate and instill appreciation in the students of ORCSD of the contributions of all people to the building of the United States, and about racism, its history and its negative effects on society and individuals.
- c. Educate and teach about stereotyping. Stereotypes can be destructive to and undermine the learning environment that ORCSD seeks to foster for all students. Inform ORCSD students about stereotyping and the negative consequences that can occur by participating in or perpetuating stereotypical jokes.
- d. Educate and remind all students to think before you speak, words can hurt - especially racially charged words.
- e. Encourage students to be role models against hate language and speech in any form.
- f. Educate and Teach how culture and race enhance and enrich life. Encourage all citizens in the ORCSD community not to be passive if they witness discriminatory language or behavior. Encourage them to: Be an Ally of Change - Dare to Make a Difference. Speak up and speak out.

This is an Addendum to Policy JICK – Bullying/Cyberbullying-Pupil Safety and Violence Prevention, and Policy AC – Nondiscrimination/Equal Opportunity. All procedures to handle any violations of JICK and AC and this addendum are addressed in Policies JICK and AC and will be followed accordingly.



New England School Development Council

28 Lord Road, Marlborough, MA 01752 ▶ Tel: 508-481-9444 ▶ www.nesdec.org

Oyster River Consolidated School District

STRATEGIC PLAN

FOCUS GROUP SUMMARY

May 2018

New England School Development Council

28 Lord Road

Marlborough, Massachusetts 01752

508-481-9444

www.nesdec.org

Introduction

In an effort to expand stakeholder input regarding the Strategic Plan, NESDEC, with the assistance of members of the Oyster River Consolidated School District and the Oyster River Central Office, conducted 9 focus group sessions during January and February, 2018.

The focus group sessions included:

- SAU/Maintenance/IT (one session)
- Administrative Team (one session)
- Community Leaders (one session)
- K-12 Guild (one session)
- OPS/Bus Drivers/Custodians (one session)
- Para educators/Tutors/School Nutrition (one session)
- Community (two sessions)
- High School students (one session)

A total of 145 stakeholders participated in the focus group sessions.

Stakeholder Focus Group Process

The focus group session process included the following preliminary steps:

- Introduction of NESDEC facilitators
- Brief statement regarding NESDEC's background
- Explanation of the determination on the part of the District Leadership and School Committee that it was crucial to gain community input concerning key themes that should be emphasized in the Strategic Plan
- Information on enrollment projections based on District Demographics
- Listing and brief explanation of current District initiatives
- Explanation of Strategic Planning process

Next the Focus Group participants were asked to identify the following:

- Key Strengths which the District should maintain over the next three to five years
- Key Challenges which the District must confront over the next three to five years

- Common themes were combined and then each focus group member was asked to rate the themes based on level of importance with #1 being most important, #2 being the second in importance, 3 being third, etc. Using this method, individual group members then ranked their top general themes.

In tallying the results, NESDEC used the following rating system:

Rating System

Each rating of 1 = 4points

Each rating of 2 = 3 points

Each rating of 3 = 2 points

Each rating of 4 = 1 point

Focus group members were informed that the information that they provided at the end of each session would be combined with that of other focus groups and would then be passed on to the District to be utilized as the Leadership Team moves forward with the task of developing 3-5 goal statements.

NESDEC Focus Group Preliminary Composite Summary – Oyster River

Once the Focus Group sessions were completed, NESDEC reviewed the listings, identified and combined common themes, and totaled the points allocated to each theme by the Focus Groups.

The *Total Score* noted in the chart below represents the cumulated points assigned to both strengths and challenges for each theme. In many cases maintaining a strength was also noted as a challenge, for example under the theme of Academics a district strength such as “student achievement” was also noted as a district challenge in terms “meeting the needs of all students”. The Theme of Supporting All Students was developed by combining common themes identified by Focus Groups that identified strengths and challenges in the areas of diversity, inclusion, culture and communication.

The total point score for each theme is listed below.

Theme	Total Score
Academics	1544
Supporting all Students	643
Facilities/Operations	610
Staff and Leadership	597
Community	408

***Staff and Communication appeared in all the major theme areas and are noted below as subtopics in each of the themes.**

Subtopics identified in each theme area:

ACADEMICS:

- Consistency of curriculum
- Program Expectations
- Core Competencies
- Technology
- Extracurricular and enrichment options
- *Staffing:* K-12 Collaboration and Alignment
 - Continued growth for staff and students
 - Continuous improvement

Collegiality

- *Communication*

SUPPORTING ALL STUDENTS:

- Social Emotional Learning/Mental Health
- Equity and Inclusion of all subgroups
- Diversity awareness and focus
- Health and Wellness
- Student centered
- Professional development
- *Staffing*
- *Communication*

OPERATIONS AND FACILITIES

- Middle school facility
- Continuous improvement and upgrade of infrastructure and facilities
- Technology
- *Staffing*
- *Communication*

COMMUNITY

- Support and engagement
- Community resources
- Partnerships
- *Staffing*
- *Communication*

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

INTEROFFICE MEMORANDUM

TO: School Board
FROM: Dr. Jim Morse
DATE: June 6, 2018

RE: 2018-19 Handbook Changes/Updates

Mast Way/Moharimet Proposed Changes/Updates:

- Staff List
- # of Tutors in Buildings
- Testing Results
- Lunch Schedules/Costs
- District Calendar
- PTO Board Names
- Policy Updates asked to be included

Middle School Proposed Changes/Updates:

- New electronic devices policy

High School Proposed Changes/Updates:

- District calendar
- Select new 21st Century Skill to be our theme for the year
- Staff list update
- New master schedule update
- Add a Restorative Justice component to our discipline procedure
- Review plagiarism policy

Current Policy CHCA- Approval of Handbooks and Directives is attached for reference.

Thank you.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: CHCA
Draft to Policy Committee: June 11, 2013 School Board First Read: June 19, 2013 School Board Second Read/Adoption: July 17, 2013 Policy Committee: September 13, 2017 School Board First Read: October 4, 2017 School Board Second Read/Adoption: October 18, 2017	Page 1 of 1 Category: Recommended

APPROVAL OF HANDBOOKS AND DIRECTIVES

The Oyster River Cooperative School principal(s) and directors, as applicable, are responsible for the development of student handbooks per administrative handbooks.

The contents of all handbooks must conform with District-wide policies, regulations as well as State and Federal Laws. The Board, through the superintendent, will be updated annually with a summary of any changes made in the handbooks. The Board will receive copies of the completed handbooks.

Wendy DiFruscio

From: James Morse
Sent: Friday, April 13, 2018 1:41 PM
To: Todd Selig; Christopher Regan
Cc: Thomas Newkirk; Denise Day; Wendy DiFruscio
Subject: Re: election venue planning for town of durham & oyster river cooperative school district

Hi Todd and Chris

I will discuss this memo with Chair Newkirk and Vice-Chair Day in order to bring the issue back to the School Board, perhaps as early as May 2nd.

Thank you for your efforts in investigating alternatives.

Jim

On Apr 13, 2018, at 10:17 AM, Todd Selig <tselig@ci.durham.nh.us> wrote:

Dear Jim, Chris, Lorrie, Ann, Richard, Al, Kenny, Dave, and Rene,

I wanted to follow up with the group relative to whether we have been able to secure an alternative venue for voting purposes in Durham, as an alternative to the Oyster River High School. The short answer is no.

Following discussions with Town Moderator Chris Regan, we determined that the only two viable locations for holding local, school, state, and national elections locally were at Goss Manufacturing on Technology Drive or at the University of New Hampshire.

As you know, we utilized Goss for two election cycles when the ORHS was under construction in the early 2000's. We had not been able to secure an acceptable UNH facility at that time. We also utilized the Durham Evangelical Church during that time period for two local/school elections but logistics were very awkward and ultimately this venue was deemed problematic for a variety of reasons. It is the largest of the local churches and has expansive parking where other churches in town do not, hence its selection years ago. The Durham Evangelical Church is simply not large enough to accommodate state/national elections.

The Durham Town Hall is not large enough to accommodate local/school elections.

It is not possible to break the polling in Durham into multiple locations for a variety of logistical and statutory reasons.

This prompted me to ask our staff to reach out to both Goss Manufacturing and UNH to determine whether utilizing their facilities for local, school, state, and national elections would be viable moving forward. After discussing the matter with both entities, I have been informed that it will not be possible/viable to utilize either Goss or UNH.

Consequently, the ORHS remains the only local facility (with the possible exception of the Oyster River Middle School) with the necessary size, proximate expanse of parking, and internal resources available to accommodate voting for local, school, state, and national elections for the Town of Durham and the Oyster River Cooperative School District.

We remain fully prepared to dedicate the police resources necessary to ensure a safe election at Oyster River High School moving forward and will work with the school to make the election cycle as predictable, problem free, and safe as possible.

Todd

Todd I. Selig, Administrator

Town of Durham, NH

t: 603.868.5571 m: 603.817.0720

a: 8 Newmarket Rd., Durham, NH 03824 USA

e: tselig@ci.durham.nh.us w: www.ci.durham.nh.us

*New Hampshire School Boards Association
Statewide Assessment Funding
Announcement*

Dear NHSBA Members -

This morning NHSBA learned that many school districts will receive additional adequacy aid as a result of a miscalculation in the statewide assessments results for school years 2015 and 2016. The NHDOE uncovered a calculation error in the number of students not achieving proficiency on the statewide assessment. Currently, NH law provides for a differentiated aid payment for each third grader not meeting proficiency standards on the statewide assessment. The number of students not performing at the proficient level was under calculated and underfunded.

In an effort to correct this miscalculation, the NHDOE worked with the legislature to draft and pass SB 539. SB 539 appropriates funds and distributes the education grants to cities and towns. A total of 163 communities will receive funds from the approximately 1.5 million dollars owed across the state. Payments are expected to be made sometime next week.

The NHDOE has posted a spreadsheet detailing the amount to be received by cities and towns. That spreadsheet may be accessed through the department's website along with their press release.

<https://www.education.nh.gov/news/2018/additional-funds-heading-to-schools.htm>

Respectfully,

Barrett M. Christina, Executive Director

Nicole Heimarck, Director of Governmental Relations

*Barrett M. Christina, Esq.
NHSBA Executive Director
bchristina@nhsba.org*

Clarksville	\$0.00	\$0.00	\$0.00
Colebrook	\$3,483.85	\$696.77	\$4,180.62
Columbia	\$696.77	\$696.77	\$1,393.54
Concord	\$24,881.66	\$24,540.24	\$49,421.90
Conway	\$6,967.70	\$5,574.16	\$12,541.86
Cornish	\$1,233.28	\$0.00	\$1,233.28
Croydon	\$696.77	\$0.00	\$696.77
Dalton	\$0.00	\$0.00	\$0.00
Danbury	\$1,393.54	\$0.00	\$1,393.54
Danville	\$4,180.62	\$2,787.08	\$6,967.70
Deerfield	\$4,772.87	\$3,302.69	\$8,075.56
Deering	\$3,790.43	\$696.77	\$4,487.20
Derry	\$24,031.60	\$30,400.07	\$54,431.67
Dix's Grant	\$0.00	\$0.00	\$0.00
Dixville	\$0.00	\$0.00	\$0.00
Dorchester	\$0.00	\$0.00	\$0.00
Dover	\$0.00	\$21,655.61	\$21,655.61
Dublin	\$0.00	\$696.77	\$696.77
Dummer	\$0.00	\$0.00	\$0.00
Dunbarton	\$0.00	\$5,574.16	\$5,574.16
Durham	\$0.00	\$2,787.08	\$2,787.08
East Kingston	\$0.00	\$2,090.31	\$2,090.31
Easton	\$0.00	\$0.00	\$0.00
Eaton	\$0.00	\$0.00	\$0.00
Effingham	\$696.77	\$696.77	\$1,393.54
Ellsworth	\$0.00	\$0.00	\$0.00
Enfield	\$0.00	\$2,090.31	\$2,090.31
Epping	\$6,006.16	\$3,692.88	\$9,699.04
Epsom	\$2,069.40	\$4,180.62	\$6,250.02
Errol	\$0.00	\$0.00	\$0.00
Exeter	\$9,949.88	\$13,761.20	\$23,711.08
Farmington	\$3,079.73	\$1,658.31	\$4,738.04
Fitzwilliam	\$996.38	\$2,787.08	\$3,783.46
Francestown	\$1,393.54	\$0.00	\$1,393.54
Franconia	\$0.00	\$0.00	\$0.00
Franklin	\$3,483.85	\$2,787.08	\$6,270.93
Freedom	\$0.00	\$0.00	\$0.00
Fremont	\$3,483.85	\$4,877.39	\$8,361.24
Gilford	\$0.00	\$6,967.70	\$6,967.70
Gilmanton	\$0.00	\$0.00	\$0.00
Gilsum	\$696.77	\$0.00	\$696.77
Goffstown	\$8,340.34	\$5,560.22	\$13,900.56
Gorham	\$1,393.54	\$4,180.62	\$5,574.16
Goshen	\$696.77	\$0.00	\$696.77
Grafton	\$0.00	\$0.00	\$0.00

Grantham	\$0.00	\$1,393.54	\$1,393.54
Greenfield	\$4,180.62	\$2,090.31	\$6,270.93
Greenland	\$0.00	\$3,483.85	\$3,483.85
Greenville	\$1,393.54	\$696.77	\$2,090.31
Groton	\$0.00	\$696.77	\$696.77
Hale's Location	\$0.00	\$0.00	\$0.00
Hampstead	\$12,541.86	\$5,177.00	\$17,718.86
Hampton	\$0.00	\$0.00	\$0.00
Hampton Falls	\$0.00	\$2,222.70	\$2,222.70
Hancock	\$0.00	\$0.00	\$0.00
Hanover	\$0.00	\$0.00	\$0.00
Harrisville	\$0.00	\$0.00	\$0.00
Hart's Location	\$0.00	\$0.00	\$0.00
Haverhill	\$1,393.54	\$3,483.85	\$4,877.39
Hebron	\$0.00	\$0.00	\$0.00
Henniker	\$2,069.41	\$6,640.22	\$8,709.63
Hill	\$0.00	\$0.00	\$0.00
Hillsboro	\$5,142.16	\$4,877.39	\$10,019.55
Hinsdale	\$4,180.62	\$3,483.85	\$7,664.47
Holderness	\$0.00	\$0.00	\$0.00
Hollis	\$3,483.85	\$8,061.63	\$11,545.48
Hooksett	\$0.00	\$9,754.78	\$9,754.78
Hopkinton	\$2,787.08	\$6,270.93	\$9,058.01
Hudson	\$20,206.33	\$21,195.74	\$41,402.07
Jackson	\$0.00	\$0.00	\$0.00
Jaffrey	\$2,090.31	\$2,090.31	\$4,180.62
Jefferson	\$0.00	\$0.00	\$0.00
Keene	\$9,148.59	\$5,999.19	\$15,147.78
Kensington	\$0.00	\$0.00	\$0.00
Kingston	\$7,664.47	\$6,563.57	\$14,228.04
Laconia	\$4,166.69	\$10,925.35	\$15,092.04
Lancaster	\$2,090.31	\$696.77	\$2,787.08
Landaff	\$696.77	\$0.00	\$696.77
Langdon	\$0.00	\$0.00	\$0.00
Lebanon	\$7,176.73	\$6,967.70	\$14,144.43
Lee	\$1,393.54	\$696.77	\$2,090.31
Lempster	\$696.77	\$0.00	\$696.77
Lincoln	\$0.00	\$0.00	\$0.00
Lisbon	\$2,564.11	\$696.77	\$3,260.88
Litchfield	\$6,716.86	\$6,807.44	\$13,524.30
Littleton	\$5,936.48	\$3,226.05	\$9,162.53
Londonderry	\$15,816.68	\$30,093.49	\$45,910.17
Loudon	\$2,090.31	\$4,180.62	\$6,270.93
Lyman	\$0.00	\$0.00	\$0.00
Lyme	\$0.00	\$696.77	\$696.77

Lyndeborough	\$0.00	\$0.00	\$0.00
Madbury	\$0.00	\$2,090.31	\$2,090.31
Madison	\$1,393.54	\$0.00	\$1,393.54
Manchester	\$40,823.75	\$51,212.59	\$92,036.34
Marlborough	\$2,787.08	\$2,090.31	\$4,877.39
Marlow	\$0.00	\$0.00	\$0.00
Martin's Location	\$0.00	\$0.00	\$0.00
Mason	\$0.00	\$0.00	\$0.00
Meredith	\$0.00	\$0.00	\$0.00
Merrimack	\$16,025.71	\$27,174.03	\$43,199.74
Middleton	\$1,393.54	\$696.77	\$2,090.31
Milan	\$696.77	\$0.00	\$696.77
Milford	\$13,775.14	\$15,029.33	\$28,804.47
Millsfield	\$0.00	\$0.00	\$0.00
Milton	\$3,483.85	\$3,630.17	\$7,114.02
Monroe	\$1,799.06	\$1,393.54	\$3,192.60
Mont Vernon	\$2,787.08	\$3,469.91	\$6,256.99
Moultonborough	\$0.00	\$0.00	\$0.00
Nashua	\$56,159.67	\$54,403.80	\$110,563.47
Nelson	\$0.00	\$0.00	\$0.00
New Boston	\$5,831.96	\$3,483.85	\$9,315.81
New Castle	\$0.00	\$0.00	\$0.00
New Durham	\$3,483.85	\$2,787.08	\$6,270.93
New Hampton	\$0.00	\$696.77	\$696.77
New Ipswich	\$2,787.08	\$4,173.65	\$6,960.73
New London	\$0.00	\$0.00	\$0.00
Newbury	\$0.00	\$0.00	\$0.00
Newfields	\$0.00	\$1,393.54	\$1,393.54
Newington	\$0.00	\$0.00	\$0.00
Newmarket	\$9,754.78	\$2,090.31	\$11,845.09
Newport	\$1,393.54	\$4,180.62	\$5,574.16
Newton	\$3,379.33	\$2,724.37	\$6,103.70
North Hampton	\$0.00	\$0.00	\$0.00
Northfield	\$2,090.31	\$4,124.88	\$6,215.19
Northumberland	\$1,393.54	\$1,393.54	\$2,787.08
Northwood	\$2,090.31	\$2,912.50	\$5,002.81
Nottingham	\$0.00	\$5,574.16	\$5,574.16
Odell	\$0.00	\$0.00	\$0.00
Orange	\$0.00	\$0.00	\$0.00
Orford	\$0.00	\$0.00	\$0.00
Ossipee	\$0.00	\$1,393.54	\$1,393.54
Pelham	\$0.00	\$10,451.55	\$10,451.55
Pembroke	\$8,103.44	\$6,967.70	\$15,071.14
Penacook	\$6,270.93	\$5,574.16	\$11,845.09
Peterborough	\$2,787.08	\$2,090.31	\$4,877.39

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

INTEROFFICE MEMORANDUM

TO: OR School Board
FROM: Joshua Olstad J.O
DATE: June 1, 2018

RE: 1:1 and Elementary Laptop Replacement

As requested by the Superintendent, below is a breakdown of the proposed lease that will start in the 2018-2019 school year. The lease is for four years and at the end we will purchase the devices for \$1.00 each. This lease covers the proposed 1:1 laptop program for ORMS (700 devices) as well as the planned replacement of laptops at the elementary level (270) devices. I have provided a breakdown that shows the yearly cost for ORMS as well as both elementary schools. The total yearly lease cost is \$103,929.68.

	Number of Devices	Yearly Lease Cost
ORMS	700	\$ 75,000.80
MW	130	\$ 13,928.72
MOH	140	\$ 15,000.16
Totals	970	\$ 103,929.68

Thank you.

2017 Youth Risk Behavior Survey (YRBS)

CENTERS FOR
DISEASE CONTROL
(CDC)

NH DEPARTMENT OF
EDUCATION

NH DEPARTMENT OF
HEALTH AND HUMAN
SERVICES

Health-Risk Behaviors:

Six types of behaviors that contribute to the leading causes of death and disability among youth and adults

Behaviors that contribute to unintentional injuries and violence

Sexual behavior related to unintended pregnancy and sexually transmitted diseases, including HIV infection

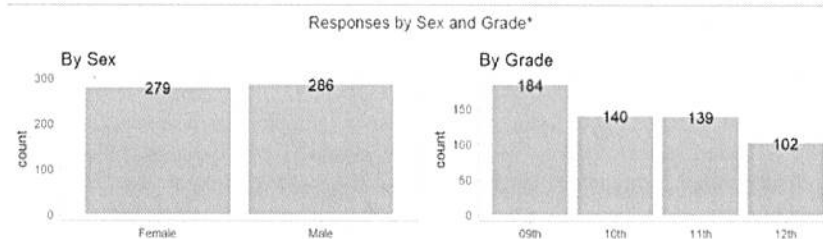
Alcohol and other drug use

Tobacco use

Unhealthy dietary behaviors

Inadequate physical activity

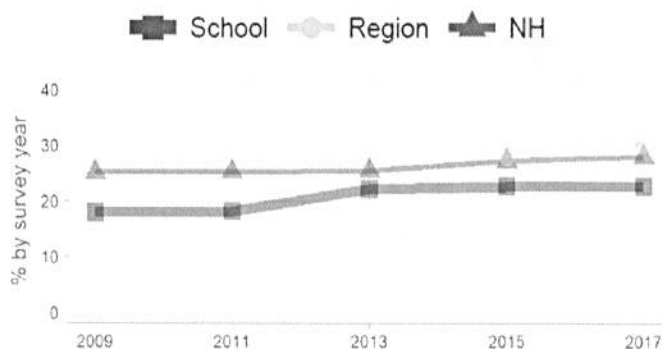
74% of Oyster River High School Students (568 of 764)

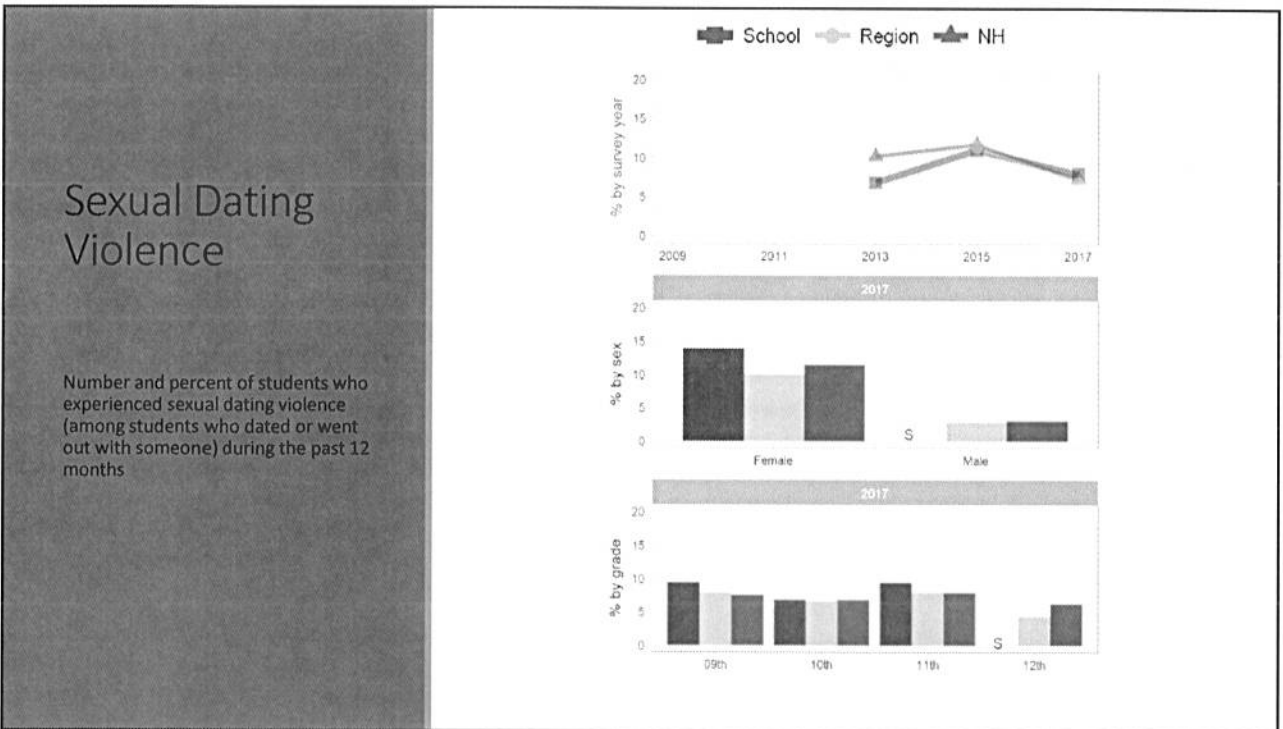
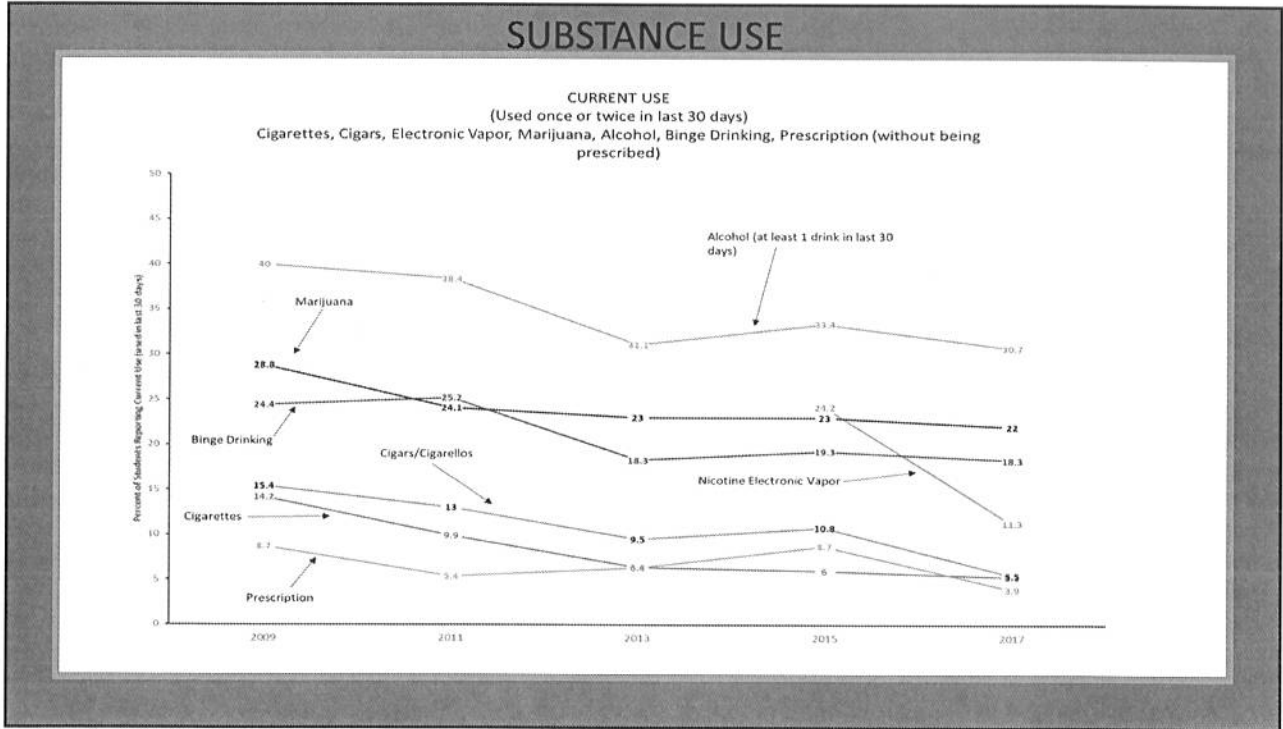


*Total students in bar graphs may not reflect the total surveyed as some students may choose not to self-identify by sex or grade.
 **Total students in bar graphs may not reflect the total surveyed as some students may choose not to self-identify by sex or grade.
 ***Overall response rate is computed as (number of participating schools/number of eligible sampled schools) X (number of usable questionnaires/number of eligible students sampled in participating schools), rounded to the nearest integer.

Suicide, Sadness, and Helplessness

22.6% of ORHS students reported symptoms of depression
 Females were twice as likely (30.6%) compared to males (14.7%)
 Lower compared to seacoast region (30.5%) and state-wide (28%)





Questions?

Oyster River Cooperative School District
Nomination Form

#of Resumes Received: 12

Name:	Joseph Dunn
Date:	May 23, 2018
Position:	Middle School World Language
Person Replacing:	Emma Bricker
Budgeted Amount:	
Recommended Step/Salary:	MA/Step 4 \$50,779
Interviewed By:	Jay Richard, Candace French (Spanish Teacher), Michelle Pennelli (French/Spanish teacher) Bill Sullivan
# Interviewed:	8
Education:	University of New Hampshire - BA Spanish University of New Hampshire - MA Spanish
Certification:	NH Statement of Eligibility (SOE) Alt 5 Spanish
HQT Status	
Related Experience:	Long Term Substitute -Spanish ORMS 12/2017-present Lecturer - ESL Institute UNH 9/2014 - 12/2017 Asst. Professor - Foreign Language Program Cartagena Colombia January 2012 - June 2014
Comments:	Joe was one of several candidates in a very good applicant pool. Joe has a great background in teaching Spanish with a variety of real world experiences with the Spanish language. Joe will be a great addition to the District world language program.
Date: <u>05/23/18</u>	Authorized Signature: <u>Jay Richard</u>

REQUIRED Attachments:
 Resume 3 Letters of Recommendation Copy of Certification

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 12

Name:	Nicholas Schidlovsky
Date:	May 23, 2018
Position:	Middle School World Language
Person Replacing:	New Position
Budgeted Amount:	
Recommended Step/Salary:	MA/Step 1 \$43,821
Interviewed By:	Jay Richard, Candace French (Spanish Teacher), Michelle Pennelli (French/Spanish teacher) Bill Sullivan
# Interviewed:	8
Education:	Ithaca College - BA Spanish Minor: French Long Island University - M.S. Adolescent Spanish Education
Certification:	NH Statement of Eligibility (SOE) Alt 5 Spanish
HQT Status	
Related Experience:	Student Teacher Hicksville HS 8/2017 - 10/2017 Student Teacher Harry B.Thompson MS 10/2017- 12/2017 Long Term Spanish Substitute Nort Shore Schools 1/2016 - 6/2016
Comments:	Nicholas was one of several candidates in a very good applicant pool. Nicholas can teach both Spanish and French. Nicholas will be a great addition to the district world language program.
Date: <u>05/23/18</u>	Authorized Signature: <u>Jay Richard</u>

REQUIRED Attachments:

■ Resume ■ 3 Letters of Recommendation ■ Copy of Certification

Policies for
 First/Second Read/Adoption/Deletion
**SB Meeting of
 June 6, 2018**

Title	Code
Policies for First Read	
Policies for Second Read/Adoption	
Technology Devices – K-8 Cell Phone/Personal Devices	JICJ (A)
Parental Objections to Specific Course Material	IGE
Health Education & Exemption from Instruction	IHAM
Recognition of Our National Heritage (Patriotic Exercises)	IMDA
Policies for Deletion	

As a reference the May 9, 2018 policy minutes are attached to this packet.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICJ (A)
Draft to Policy Committee: April 11, 2018 Draft to School Board for Discussion: 04/18/18 & 05/02/18 Draft Back to Policy for Review: May 9, 2018 School Board for First Read: May 16, 2018 School Board Second Read/Adoption: June 6, 2018	Page 1 of 1

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 1st bell in the morning to the last bell in the afternoon. [These devices may not be used in any manner that disrupts the educational process or violates Board policies or school rules.](#)

[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 through the Nursing Care Plan](#)

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 - [High School Cell Phone/Personal](#) 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 Draft to School Board for Discussion: 04/18/18 & 05/02/18 School Board First Read: 5/16/18 - 2 nd Read: 6/6/18	Page 1 of 1

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 and they must be placed in a backpack or locker during the day. Students may access personal devices before and at the end of the school day.

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.

In particular, 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 using district provided devices before posting on any social networking site or other Internet site such as YouTube.

Personal 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:

- 1st Offense – ~~Will The have the~~ device will be taken away by the teacher for the day and returned at the end of the day
- 2nd Offense – The device will be confiscated by administration and returned to the parent.
- 3rd 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.

Parent/Child Communication Procedure

Between the hours of 8:15 – 3:05 parents/guardians who need to talk to their child during the school day must call the school office and leave a message. Their child will be given the message to call home. ~~If the message requires immediate attention, the front office will inform the child's teacher. Their child will be given the message to call home.~~ In an emergency the child will be allowed to return the call immediately, either in the ~~Students will be allowed to use the~~ classroom or in the front office ~~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 in an approved the nursing Care Plan
- ~~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 – High School Cell Phone/Personal 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: IGE
School Board First Read: January 18, 2012 School Board Second Read/Adoption: February 1, 2012 Reviewed Policy Committee-No Changes: October 23, 2014 Policy Committee Review: May 9, 2018 School Board First Read: May 16, 2018 School Board Second Read: June 6, 2018	Page 1 of 1 Category: Required

Parental Objections to Specific Course Material

The Oyster River School Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media posting, or phone call not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state minimum standards.

Oyster River School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents who wish for particular instructional material be reviewed for appropriateness may submit a request to review in accordance with School Board policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedure will provide reasonable access to instructional material within a reasonable period of time after the request is received.

Legal Reference: RSA 186:11, IX-c, & IX-e State Board of Education, Duties.

Cross Reference: KEC & KEC-R Reconsideration of Instructional Materials

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAM
School Board First Read: October 6, 2010 School Board Second Read/Adoption: October 20, 2010 Policy Committee: November 19, 2014 & January 7, 2015 School Board First Read: March 4, 2015 School Board Second Read/Adoption: March 18, 2015 Policy Committee Review: May 9, 2018 School Board First Read: May 16, 2018 School Board Second Read: June 6, 2018	Page 1 of 1 Category: Priority

HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with Department of Education requirements, health education, including instruction about parts of the body, reproduction, and related topics, will be included in the instructional program.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. Parents/guardians will have the right to inspect and review health instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians who wish to review or inspection health [and physical](#) education materials may arrange a meeting with the Principal to review the materials.

[Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two \(2\) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.](#)

Opt-Out Procedure and Form

Parents/guardians who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons, religious objections, or personal values are allowed to have their child opt-out of such instruction. Students over eighteen years of age can also choose to opt-out.

Parents/guardians who wish to have their child opt-out of such instruction are required to complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health education teacher in conjunction with Principal.

Opt-Out-Forms are available from either the Principal or the District Online Web Site.

Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

[In accordance with federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.](#)

Cross Reference:

IHAM-R – Health and Sex Education Exemption: Opt-Out Form

Legal References:

NH Code of Administrative Rules, Section Ed 306.40, Health Education Program
RSA 186:11, IX-b, Health and Sex Education
[RSA 186:11, IX-c & IX-e – Notice to Parents/Guardian Required](#)
Appendix IHAM-R, Health Education Opt-Out Form

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMDA
Date of Adoption: September 12, 1990 <small>Previously INDB</small> Date of Revision: May 1, 1996 Code/Title Revision to PC: 8/17/10 SB First Read: October 6, 2010 SB Second Read & Adoption: October 20, 2010 Policy Committee Review: May 9, 2018 School Board First Read: May 16, 2018 School Board Second Read/Adoption: June 6, 2018	Page 1 of 1 Category: Recommended

~~PATRIOTIC EXERCISES~~ RECOGNITION OF OUR NATIONAL HERITAGE

The United States ~~Flag~~ flag shall be flown during school hours each day and on election days when the school may be closed to pupils. The ~~flags~~ shall be handled with proper respect at all times.

~~Pledge of Allegiance~~

~~There will be regular observance of the Pledge of Allegiance.~~ The administration shall determine the times and places of the observances of the Pledge of Allegiance.

~~Any person choosing not to participate in full or in part may be excused by whatever process the administration establishes. Those not participating in the exercise may be included in any ensuing discussion.~~

~~It is clearly~~ Although the flag is a part of our national heritage, ~~that~~ no student or staff member should ever be coerced into participation in the pledge to the flag if contrary to personal values, religious, or philosophical beliefs. Equally as much a part of our national heritage is the concept that an individual has the right to pay traditional courtesies to the flag. The exercise of choice shall be mutually respected.

~~Other Patriotic Exercises~~

~~In accordance with New Hampshire Law 189:18, one session, or portion thereof, during the weeks in which Memorial Day and Veterans Day fall shall be devoted to exercises of patriotic nature.~~

~~In accordance with federal law, the District shall offer an education program(s) each year on Constitution Day to commemorate the September 17, 1787 signing of the United States Constitution.~~

The ~~Pledge of Allegiance~~ significance of the flag, other patriotic exercises, and documents of national, or historic importance shall be used as teaching tools ~~in order that so that~~ the students of each generation might better understand how our form of democracy has ~~grown~~ Developed.

Legal Reference:

Section 111 of Division J of Public Law 108-447 (2004)
RSA 194:15-C NH School Patriot Act
RSA 189:18

Policy Committee Meeting Minutes

Wednesday, May 9, 2018 @ 3:30 PM

Attendees: Kenny Rotner, Denise Day, Tom Newkirk, James Morse, Catherine Plourde, Wendy DiFruscio

Visitors: 0

Denise called the meeting to order at 3:30 PM.

Dr. Morse opened the meeting with policy and procedure JICJ (A) – Technology Devices – K-8 Cell Phones/Personal Devices. He stated that this was being brought back to the committee from the School Board meeting after their review, for a final check before sending forward as a first read at the May 16 meeting. The committee re-reviewed and made a few additional changes and added the exceptions listed in the procedure to the policy. At this point Jim asked Catherine Plourde to join the meeting to clarify the language used for the exceptions was accurate. She agreed. Policy Committee asked a few additional questions and Catherine left the meeting at this point. A format change to the procedure was made to keep it consistent with the current language. This policy and procedure will go back to the Board for a first read.

Jim resumed the meeting with review of the Addendum to the Bullying and Non-Discrimination policies that was created earlier. This was re-reviewed by the committee and will now be re-coded as AC (A) R and Denise will inform the Board that this is being done at the Board meeting on May 16th.

Policy IGE – Parental Objections to Specific Course Material – was brought forward due to a mandatory change for notification to parents and guardians. This language will be added to the existing policy. The committee asked what the current practice is and if this would be a change to what is currently happening. The policy will go for a first read.

Policy IHAM – Health Education and Exemption from Instruction – This policy is also being brought forward for a mandatory change for notification to parents and guardians and will be brought to the Board for a first read.

Policy IMDA – Patriotic Exercises – Discussion ensued as to whether this policy is needed. It was decided that the policy would be updated, and the name changed to Recognition of Our National Heritage and be sent for a first read.

Meeting ended at 4:30 PM – Next meeting June 12, 2018.

Respectfully submitted,
Wendy L. DiFruscio