

Oyster River Cooperative School District
REGULAR MEETING

June 7, 2023

ORMS – Recital Hall

7:00 PM

- O. 6:30 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING
- I. CALL TO ORDER 7:00 PM
- II. APPROVAL OF AGENDA
- III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- IV. APPROVAL OF MINUTES *Motion to approve 05/17/23 Regular Meeting Minutes.*
- V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS
 - A. District
 - B. Board
- VI. DISTRICT REPORTS
 - A. Assistant Superintendent/Curriculum & Instruction Report(s)
 - Student Presentation – ELO UNH Internship {Ella Higginson/Sean Peschel}
 - Curriculum Cycle Discussion
 - B. Superintendent’s Report
 - ORMS Recommendation for 3-person team and 2-person team. {Jay Richard}
 - Affirmation of Hiring.
 - Hiring Process and Savings.
 - C. Business Administrator
 - D. Student Representative (Paige Burt)
 - E. Finance Committee Report
 - F. Other:
- VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*
 - List of Policies for Second Read/Adoption: IHAH – World Language, IHAMA – Teaching About Alcohol, Drugs, and Tobacco and Deletion of current Policy IHAMA – Teaching About Alcohol, Tobacco, and Other Abused Substances. *Motion to Approve List of Policies for second read /adoption IHAH – World Language, IHAMA – Teaching About Alcohol, Drugs, and Tobacco and Deletion of current Policy IHAMA – Teaching About Alcohol, Tobacco, and Other Abused Substances.*
- VIII. DISCUSSION & ACTION ITEMS
 - 2023-24 Board Meeting Calendar. *Motion to Approve the 2023-24 Board Meeting Calendar.*
 - Superintendent’s Search Board Assignments. *Motion to appoint Heather Smith as the point person and chair of the Superintendent Screening Committee. Motion to Appoint School Board members to the Superintendent Search Committee.*
 - NHSBA Resolutions.
 - Consideration of Extending the Strategic Plan one additional year. *Motion to consider extending the Strategic Plan one additional year.*
 - Retirement Incentive for June 2024. *Motion to Approve a Retirement Incentive for June 2024.*
- X. SCHOOL BOARD COMMITTEE UPDATES
- X. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*
- XI. CLOSING ACTIONS
 - A. Future meeting dates: June 21, 2023 – Regular School Board Meeting @ 7:00 PM MS Recital Hall
- XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}
NON-MEETING SESSION: RSA 91-A2 I {If Needed}
- XIII. ADJOURNMENT

Respectfully submitted,
Superintendent

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

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

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

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

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

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

Oyster River Cooperative School District Members:

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

Information Regarding Nonpublic Session

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

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

Oyster River Cooperative School Board

Regular Meeting Minutes

May 17, 2023

DRAFT

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

STUDENT REPRESENTATIVE: Paige Burt

ADMINISTRATORS PRESENT: Dr. Morse, Suzanne Filippone, Catherine Plourde, Sue Caswell, Rachael Blansett, Rebecca Noe

STAFF PRESENT: Jon Bromley, Sara O'Brien, Rachel Allen

GUEST PRESENT:

ABSENT:

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

II. APPROVAL OF AGENDA

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

III. PUBLIC COMMENTS – None provided.

IV. APPROVAL OF MINUTES

Tom Newkirk made a motion to approve the May 3rd, 2023 Regular Meeting Minutes, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

Rebecca Noe of ORHS announced there was a ceremony today to celebrate nurse Kim Wolph, who was awarded NH Healthcare Hero of 2023. She recognized Kim's hard work leading the district through COVID and her advocacy for all students and adults in the building. The *Mouth of the River* recently earned 2nd place in the Press Association Awards. Judges recognized many commendable attributes for the students and the magazine. Rebecca acknowledged Art teacher Ali Plourde for having her sculpture chosen to be on display at the Mosaic Art Collective Gallery in Manchester from 5/8-5/31. Progress reports were posted last Friday and information about graduation & end of year activities can be found in the most recent newsletters.

Upcoming Dates & Events:

5/18 NHS Induction at 6pm

5/23 World Language Induction at 6pm

5/24 HS Music Concert at ORMS at 6pm

5/25 Connection Training & Prom

5/26 Division II State Track Meet at 5pm

5/29 No School (Memorial Day)

5/31 Senior Art Show at 5pm

6/1 Coffee House at 6pm

6/2 Last Day for CTE Seniors

6/5 Science Showcase at 6pm

DEIJ Coordinator Rachael Blansett provided the following updates: The Black Indigenous and People of Color student group held their first meeting at ORMS & will meet again during the first week of June; the DEIJ Teacher PD Workshops are finished for the school year; NH Listens held a faculty training; and the DEIJ Committee will have an end of the year meeting and barbeque on June 5th. The district has partnered with Outreach UNH's True

Leaders in Equity initiative and will send two students to their summer institute at no cost. The students will also participate in an extended learning project on an equity issue of their choice.

B. Board

Denise Day shared that tonight's Empty Bowls event in the ORMS Learning Commons was amazing. She congratulated all the artists and musicians that performed and the faculty that were involved.

VI. DISTRICT REPORTS

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

Sustainability Teacher Report

Suzanne Filippone introduced the three building level integrators Rachel Allen from Moharimet, Sara O'Brien from ORMS and Jon Bromley from ORHS. Together, they presented the slideshow "Sustainability Efforts in the Oyster River School District." ORCSD has been focused on sustainability practices and policies since 2010. A few of the goals and intentions behind the work is to highlight initiatives already happening throughout the school district, making sure there is a shared definition of sustainability, and setting goals for future work at ORCSD.

The Sustainability Committee was formed in 2011 and they approved the following vision statement: *The Oyster River Cooperative School is committed to integrating sustainable practices. This will be demonstrated by our leadership and resolve to educate the ORCSD community to advocate for sustainable living.* This vision and the ongoing work that is occurring are reviewed annually to get all staff, especially new ones, on the same page. In 2021 a 63-page Sustainability Management Plan was adopted by the district. This plan, written by Meg Maloney, was organized around the following 7 "Focus Areas": Construction, Energy, Health and Wellness, Transportation, Waste, DEI, and Curriculum. These focus areas guide decision-making in the district, with a most recent focus on Curriculum, Waste, and DEI.

On going school efforts include district-wide compost bins, community dinners, solar education, water fountains/bottle fillers, locally sourced food in the cafeteria, and End 68 Hours of Hunger. Not to mention the new middle school is a prime example of district sustainability. Student clubs at ORMS and ORHS inspire student engagement across the district and outside of the classroom. In faculty trainings staff looked at the global UNCED definition of sustainability: "[Meeting] the needs of the present without compromising the ability of future generations to meet their own needs," and the Sustainable Development Goals (SDGs) to incorporate sustainability into the curriculum more effectively. Buildings have also rated how they are doing incorporating sustainability into the workday to gain awareness and help them move forward.

Goal setting for future years includes how to best integrate sustainability into existing curriculum and establishing common experiences for students K-12. Such as flex/advisory integration, year-long themes, outside experts, and broader understanding of SDGs in all content. Another district-wide goal is continued efforts with composting. The overall objective is to have integration without feeling like it's a lot or adding something new and making sustainability part of the day with common experiences for everyone.

Dr. Morse shared his appreciation for making sustainability efforts doable and focusing on the strengths of the district.

Tom Newkirk wondered if there can be more consistency with plastics and the food services since plastic bottles are contrary to our values. Sara O'Brien stated that Doris Demers is looking into compostable options for serving material that can not only go into our composting but also affordable. She said Earth Week sparked a lot of conversation of being mindful of the products we use, especially the "Plastic Free Lunch" day. Students realized that many foods don't need plastic, such as yogurt, which can go directly on the serving tray. She said students are becoming more aware of their choices and by drawing attention to sustainability it encourages them to be a part of the solution. Sara said the efforts are there, and the logistics just need to be figured out.

Denise Day asked about the trout in the middle school science rooms, and Sara explained that since trout are a threatened species, they are being grown for release to help increase the population.

Giana Gelsey asked what part of the curriculum the raised beds are used for, and Rachel said they are used to teach the life cycle of the plant at Moharimet. Sara said at the middle school they are used for understanding

photosynthesis, as well as a being supplemental to the Sustainability Club. She shared that some food is brought back into the school, and some goes into the food pantry. Suzanne stated that Doris uses the vegetables grown and the summer school students help with the watering and harvesting. Giana thanked the integrators and shared her appreciation for their hard work.

Heather Smith thanked them for being advisors to different clubs and for doing amazing work.

B. Superintendent's Report

Dr. Morse referred to a memo with recommendations regarding the superintendent search. It includes point persons; a screening committee with suggested members from the district, school and community; and various forums for stakeholders.

Dr. Morse reviewed Jay Richard's memo for next year's grade 5 model that is changing due to lower enrollment numbers of the incoming class. A grade 5 teacher has volunteered to transfer to Moharimet and Jay is having conversations with the remaining teachers about the possibility of a 3-person and 2-person team. Jay will submit his final recommendation to the Board at the next meeting. Dr. Morse stated that time and resources will be provided to the grade 5 teachers during the four teacher workshop days and during summer so they can prepare for fall.

C. Business Administrator – None provided.

D. Student Representative Report

Paige Burt announced that the Project Graduation deadline has been extended until May 19th. It takes place graduation night at a secret location organized by parents so the class can come together one more time for fun. It is an alcohol-free event that includes food, games, and activities. The deadline to sign up for Canobie Lake and the Thomas Leighton just passed, but any senior still interested in attending can email Katie Johnson. If you haven't signed up for a Yearbook, do so quickly because there are limited quantities remaining. On June 8th the Senior Scholarship Awards will take place at 5:30pm followed by the Senior Awards at 7:30pm.

E. Finance Committee Report – None provided.

F. Other – None provided.

VII. UNANIMOUS CONSENT AGENDA –Denise Day asked if any items needed to be discussed separately and the Board had no items to withhold from the agenda.

Heather Smith clarified that the superintendent would have authority for hiring during the summer months. Dr. Morse stated that it allows him to hire more quickly to secure new hires before the start of the school year. All hires will still go to the board.

- List of Policies for Second Read/Adoption: IKF – Graduation, JICI – Weapons on School Property and Safe Weapons Storage Education, HF – Superintendent's Role in Negotiations.
- Nominate List of proposed Administrator and Guild Member Nominations.
- Superintendent Authority for Hiring.

Denise Day made a motion to approve the Unanimous Consent Agenda, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

2023-24 Board Meeting Calendar

Heather Smith asked why the September 7th meeting is on a Thursday. The Board held off on voting until the date is clarified.

Summer Technology Device Purchase Lease

In Josh Olstad's absence, Sue Caswell presented the 2023-24 IT budget plan which includes replacing student devices in grades 1, 5, and 9. Different financing companies were contacted to get the best rate, and Municipal Leasing Consultants had the lowest one.

Matt Bacon made a motion to approve the proposal from Municipal Leasing Consultants for the total amount financed of \$411,191 with four annual payments of \$110,485.95 and to give the Business Administrator authority to sign documents and the Superintendent the authority to certify, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

List of Policies for First Read: IHAE – Physical Education, IHAMA – Teaching About Alcohol, Drugs, and Tobacco and Deletion of current Policy IHAMA – Teaching About Alcohol, Tobacco, and Other Abused Substances

Denise Day made a correction to the agenda stating that Policy IHAE Physical Education should be IHAH World Language Programs. The third paragraph was eliminated for more flexibility. A new IHAMA policy replaced the current one due to a new requirement from the state and wording was corrected in the second paragraph.

Heather Smith made a motion to approve the List of Policies for First Read: IHAH – World Language Programs, IHAMA – Teaching About Alcohol, Drugs, and Tobacco and Deletion of current Policy IHAMA – Teaching About Alcohol, Tobacco, and Other Abused Substances, 2nd by Tom Newkirk. Motion passed 7-0 with the student representative voting in the affirmative.

IX. SCHOOL BOARD COMMITTEE UPDATES

The Manifest Committee met and completed the following manifests.

Payroll Manifest # 23 Total is \$643,438.05

Vendor Manifest # 23 Total is \$475,350.06

Heather Smith provided the following updates from the May 4th Sustainability meeting: Compost bins are now at Mast Way and there is a new coordinator from the building, Doris Demers is in the process of talking to vendors about compostable containers, and a discussion about spreading Earth Week learning across the year took place.

X. PUBLIC COMMENTS – None provided.

XI. CLOSING ACTIONS

A. Future Meeting Dates: June 7, 2023 – Regular School Board Meeting @ 7:00 PM MS Recital Hall
June 21, 2023 – Regular School Board Meeting @ 7:00 PM MS Recital Hall

XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}

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.

Heather Smith made a motion to adjourn the meeting at 7:53pm, 2nd by Giana Gelsey. Motion passed 7-0 with the student representative voting in the affirmative.

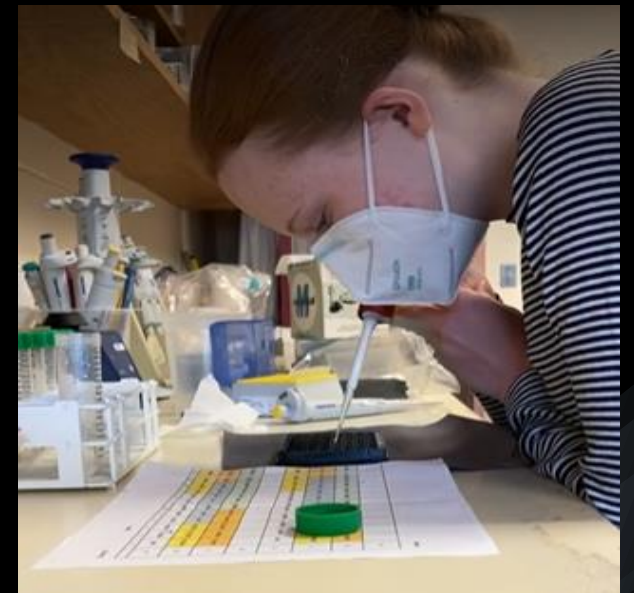
➤ Workshop: DEIJ – Rachael Blansett following the Regular Meeting.

Respectfully Submitted,

Karyn Laird, Records Keeper

Discovering the Possibilities of an ELO

Ella Higginson, 24'



Timeline

1. Seacoast Science Center Marine Science Fellowship
September 2021 - February 2022
Periwinkles and Marine Biology



2. UNH Lab internship (Part 1)
March 2022 - March 2023
Oceanography and Marine Biology



3. UNH Lab Internship (Part 2)
April 2023 - May 2024
*Genetics, Marine Biology,
and RNA Sequencing*



SSC Marine Science Fellowship

- Every weekend for the semester I learned about a new topic relating to marine biology
- I had the opportunity to design and run my own experiment
- I focused on Periwinkles and ran a study that focused on determining in what environmental conditions are they most abundant
- I loved the opportunity to get experience going out and doing fieldwork



Plentiful Periwinkles: The Ocean's Acorns

Ella Higginson

Question

When I started the project, the main question I asked was if there a difference in the number periwinkles among different habitats or distance from the low tide line? If so, I was also curious about whether or not in the areas where there were less low periwinkles, would there be enough periwinkles to make collecting them profitable, commercially? I also questioned whether or not distance from the low tide line was the only factor in the abundance of periwinkles that we were going to find. So, I also wanted to see if there were any other environmental conditions that might impact periwinkle numbers as well.

Introduction

Hundreds, if not thousands of species call the intertidal zone home, even if it also turns over rocks or repelling through some cold water to find these unique creatures. One species in particular can be found by the hundreds in just a few seconds. In addition, it's impossible to walk through the beaches of New Hampshire without stepping on these tiny species. Periwinkles, the most common one that can be found is *Littorina littorea*, otherwise known as the common periwinkle (Gosner, 1970). There are 2 main types of periwinkles that can be found in the Gulf of Maine, with the common one being the most abundant by a large margin (Gosner, 1970). The rough and smooth periwinkles are also in the area but tend to be much more hidden. The three species are easily differentiated by the size of the shell, and the texture. Common periwinkles can grow to be the largest in size, with smooth periwinkles being the smallest and rough ones falling somewhere in the middle (Gosner, 1970). Despite being in the Gulf of Maine for hundreds of years, Periwinkles are also native which means that monitoring the creature's population is helpful in protecting the health of an ecosystem. Periwinkles eat biofilms and algae, but the species (like many others) also use up resources that other native species might need (Silver, 2019). So, a solution to this is to collect and sell periwinkles for food. However, there are also worries to the possibility of producing growing the species in tanks in a warehouse. Periwinkles are low in protein, fat and omega-3 fatty acids, but are considered delicious in many places around the world (Maine Sea Grant, n.d.).

The purpose of the experiment was to first see if there were different numbers of periwinkles in different environments within the intertidal zone, but also to try to identify where periwinkles were the most abundant within that zone. It was hypothesized that there was going to be a difference in the abundance of periwinkles depending on the distance from the low tide line, generally with more periwinkles near the water. The experiment was then run to test this theory on November 14, 2021.

Once the boundaries between the different intertidal zones were located, the midpoint of each zone was calculated. Then, the quadrat for that zone was placed with the corner behind side reaching up with the midpoint of the zone. For *Transect 1*, data was collected from *Quadrat 1*, then *2*, and finally *3* moving towards the water. For *Transect 2*, data was collected in the reverse order since the tide was coming in, not going out and it wasn't ideal to be collecting data underwater.

Data collection was conducted using the following steps. First, the date, location, size, current temperature, and weather were recorded. If there had been any unusual natural events such as a very high tide or a storm recently, those notes were recorded too. Then, the transect was set up and the intertidal zones were identified. For every quadrat, at least one, bird-eye-view picture was taken, and the GPS location was recorded. Observations about the habitat/substrate were written down which included the type of rock used, the amount of seaweed present, the orientation of the periwinkles (if there was any pattern), and if any other obvious biology could be found (such as anemone). Finally, the number of periwinkles were counted by recording the number of periwinkles in each quadrat square, marked by the string (the total number for each quadrat was added up afterwards).

To collect the data on the average aperture measurement for each quadrat, 9 periwinkles were randomly selected by choosing the periwinkle closest to where the quadrat boundary intersected on the inside of the quadrat. The aperture was then measured for each of the selected periwinkles with a ruler, in millimeters. Afterwards, the average was calculated for each quadrat and the data was compiled into a graph.

Since *Quadrat 1* was finished, it was then picked up and moved to the next location along the transect without disturbing the transect line itself. After all data for *Transect 1* was collected, all supplies were picked up and moved to the site of *Transect 2*. Though the order and title details may have varied from quadrat to quadrat, the overall data collection process remained the same for all quadrats. Once data collection was completed, all supplies were packed up, making sure that nothing was left behind.

It is important to remember that each transect consisted of 3 quadrats with an 1 inch buffer from the water and an 1 inch buffer from the rock (Fig. 1). The distance between a quadrat and the low tide mark both matched the distance between the low tide mark and the corresponding quadrat on the other transect. However, the corresponding quadrat were from the same intertidal zones.



Transect	Quadrat 1	Quadrat 2	Quadrat 3			
Transect 1	High tide mark to 0'	Quadrat 1: 112.0'	High tide mark to 0'	Quadrat 1: 118.0'	Low tide mark to 10'	Quadrat 3: 112.0'
Transect 2	Quadrat 3: 112.0'	Quadrat 2: 118.0'	Quadrat 1: 112.0'			

Methodology

The Downed Forest Tidipoint at Tideline point was chosen as the location for this experiment because periwinkles had been found there in the past, and it provided the opportunity for two different sites to sample. The transects needed to be close enough to be able to collect all the data needed within 2 hours (because of the tide), but the location also needed to offer two locations that were different enough so that the data would represent a wide variety of samples. It also was important that the sites were close together in order to minimize experimental errors. However, the Downed Forest Tidipoint provided the perfect opportunity that met all these requirements. The 2 transect sites had gone through the same environmental factors at the same time (such as current, temperature changes, or air force) because the air force here is steady, but the substrate also varied around the basin. So, the experiment was run on this location.

For this experiment, 2 100ft long transect lines were used along with a meter-by-meter quadrat. The quadrat had string running evenly through the middle of the frame to divide the area into 16 squares in order to help speed up the counting process. This frame was added because other than covering the whole quadrat at once, each individual square was counted, and then added up to get the total for the quadrat.

Data was collected from 6 quadrats in each of the four intertidal zones (upper, middle, lower tidal zones), which were identified based on previously known characteristics. First, the high tide mark was established by locating large plaques of seaweed high up on the rock. The beginning (0ft mark) of the transect was marked at this point and then rolled out to where the water was, over the rocks to as straight a line as possible. Then, by looking at different characteristics of the rocks (such as size, color, and texture) along the intertidal zone, it became relatively clear where each zone was. Whenever there was a significant change, there was a boundary between two sections of the intertidal zone. There were also indicators in the biology throughout the intertidal zone. For example, there wasn't a lot of seaweed in the upper tidal zone. However, there was quite a bit of frisk moss (a type of algae) in the lower tidal zone. As for the middle tidal zone, a mix of different algae and seaweed could be found, but seaweed was also present and wasn't really hard to see (of the other tidal zones). The low tide mark was marked after data had been collected from the other two quadrats on the transect. Then, the transect line was rolled out further and it was extended where the low tide mark was based on how much time was left until low tide, and how far the water had gone since data was first starting to be collected.

Once the boundaries between the different intertidal zones were located, the midpoint of each zone was calculated. Then, the quadrat for that zone was placed with the corner behind side reaching up with the midpoint of the zone. For *Transect 1*, data was collected from *Quadrat 1*, then *2*, and finally *3* moving towards the water. For *Transect 2*, data was collected in the reverse order since the tide was coming in, not going out and it wasn't ideal to be collecting data underwater.

Data collection was conducted using the following steps. First, the date, location, size, current temperature, and weather were recorded. If there had been any unusual natural events such as a very high tide or a storm recently, those notes were recorded too. Then, the transect was set up and the intertidal zones were identified. For every quadrat, at least one, bird-eye-view picture was taken, and the GPS location was recorded. Observations about the habitat/substrate were written down which included the type of rock used, the amount of seaweed present, the orientation of the periwinkles (if there was any pattern), and if any other obvious biology could be found (such as anemone). Finally, the number of periwinkles were counted by recording the number of periwinkles in each quadrat square, marked by the string (the total number for each quadrat was added up afterwards).

To collect the data on the average aperture measurement for each quadrat, 9 periwinkles were randomly selected by choosing the periwinkle closest to where the quadrat boundary intersected on the inside of the quadrat. The aperture was then measured for each of the selected periwinkles with a ruler, in millimeters. Afterwards, the average was calculated for each quadrat and the data was compiled into a graph.

Since *Quadrat 1* was finished, it was then picked up and moved to the next location along the transect without disturbing the transect line itself. After all data for *Transect 1* was collected, all supplies were picked up and moved to the site of *Transect 2*. Though the order and title details may have varied from quadrat to quadrat, the overall data collection process remained the same for all quadrats. Once data collection was completed, all supplies were packed up, making sure that nothing was left behind.

It is important to remember that each transect consisted of 3 quadrats with an 1 inch buffer from the water and an 1 inch buffer from the rock (Fig. 1). The distance between a quadrat and the low tide mark both matched the distance between the low tide mark and the corresponding quadrat on the other transect. However, the corresponding quadrat were from the same intertidal zones.

Results

Figure 2: The total number of periwinkles recorded per quadrat.

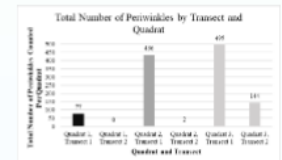


Figure 3: The average size (in mm) of up to 9 randomly selected periwinkle shell apertures.

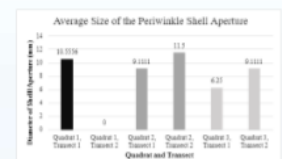


Figure 4: The observations from each quadrat about the environment, orientation of the periwinkle, and the estimation of the amount of seaweed.

Quadrat and Transect	Observations
Quadrat 1, Transect 1	• Chubby/moisture sponges, kelp, or green algae that are dry • 20-30 cm diameter average aperture • Only about 1.5% coverage of seaweed
Quadrat 2, Transect 1	• 11 pieces of purple but primarily mostly purple surface with very little seaweed • 6 low periwinkle shells present
Quadrat 3, Transect 1	• 10 pieces of rocks from Quadrat 1 (1 covered 11 periwinkle large shell present) • 4 medium shells with 1 size 13 mm diameter on average (medium) • Very little seaweed and a lot of algae rocks is present • 23 brown sea urchin crabs
Quadrat 3, Transect 2	• Very little seaweed on the rock and 1 anemone that covers the entire surface • 13 low to many periwinkle that make the rock look wet/seaweed
Quadrat 2, Transect 2	• 10 pieces of rocks from Quadrat 1 and 2 (Transect 1) • 10 mostly very small rocks with a few large ones • 1 A little bit of seaweed is present, along with kelp and a large
Quadrat 1, Transect 2	• 10 low seaweed rocks • 10 mostly very small rocks • 10 periwinkles on the rock mostly seaweed on the seaweed • Only 10% coverage of seaweed

Figure 5: The indicator number for the total mass of periwinkle per quadrat. The indicator number was calculated by multiplying the number of periwinkles per quadrat by the average periwinkle aperture width for that quadrat.

Quadrat and Transect	Indicator Number for the Total Mass of Periwinkle
Quadrat 1, Transect 1	612.7612
Quadrat 2, Transect 1	2.0000
Quadrat 3, Transect 1	2.0724289
Quadrat 3, Transect 2	5.0
Quadrat 2, Transect 2	1.0
Quadrat 1, Transect 2	2.0000
Quadrat 3, Transect 2	1.2137868

The most periwinkles in *Transect 1* and *2* were found in both of the quadrats closest to the water (Fig. 2). The largest indicator number from both transects was *Quadrat 2* from *Transect 1* (Fig. 5). Very little seaweed was found in that quadrat, and the rocks were smaller (Fig. 4).

Discussion

The purpose of the experiment was to find the conditions where periwinkle were the most abundant, if the environment even played a large role. It was hypothesized that the location environment would matter which was supported by the data collected. The largest number of periwinkles from each transect was found in *Quadrat 3* (Fig. 2). However, the largest indicator number, which gave an indication of where the most suitable periwinkle "mass" could be found, was in *Quadrat 1* of *Transect 1* (Fig. 5). This showed that *Quadrat 2* had the highest that periwinkle thrived in the most. Based on this limited data, it was concluded that periwinkle thrive in low to seaweed, small rocks (as opposed to larger ones found higher up in the intertidal zone), and to live in the middle intertidal zone where water covers the periwinkles roughly 50% of the time (Fig. 4). The seaweed played a large role in the number of periwinkles recorded since in *Quadrat 2* of *Transect 2*, just 2 periwinkles were found however it was observed that there were many more seaweed on the seaweed (the water I covered) (Fig. 2, 4). When looking at the results and the implications is that on this emerging industry, it would be less optimal to have to remove the seaweed to collect the periwinkles. It also would be damaging to the environment for other species. So, based on the results of this experiment, it is not recommended to have seaweed present when collecting periwinkles.

It is important to remember that this is just one experiment, where 6 different environments were each tested just once. There also is a chance that the number of periwinkles that were recorded for each quadrat was off slightly since human error is responsible to avoid. So, there is the potential for some experimental errors to occur.

Periwinkles can be eaten as a food source and are popular all over the world (Silver, 2019). This means that harvesting periwinkles can be seen as a potentially profitable industry. If someone were to try to replicate the environment periwinkles the best in order to grow them (similar to what is being done with Ocean Crabs in labs), it could potentially offer people a chance to earn a decent profit. The data from this experiment could be used to help scientists and farmers in the future produce periwinkles on a commercial scale. This is because the data suggests that periwinkles thrive in specific conditions that could be replicated in tanks in a warehouse. First, *Quadrat 2* which had the best conditions for growing periwinkles that would produce the most mass (as demonstrated with the indicator number), was located right in the middle of the intertidal zone (Fig. 5). This means that the periwinkles were being covered with water about 50% of the time which in order to replicate these natural conditions, it would mean that every 6 hours someone would need to be present in or out of the growing tank. Smaller rocks would need to be placed in the tank to cover the bottom as well, which would maximize the surface area that the biofilms and algae can grow on which is the main food source for the periwinkle (Silver, 2019). This means that seaweed would make up the majority of the surface, which is supported by evidence from *Quadrat 1* of *Transect 2* where no periwinkles were found, and the surface was all sand (Fig. 2, 4). In addition, no seaweed (or very little) should be in the tank which would help with the collection/harvesting of the periwinkles.

Periwinkles are an invasive species and in order to control their numbers, eating them might be a good solution in the future. Fishermen could go out and collect them, targeting areas that have the same characteristics as *Quadrat 2* from *Transect 1*. This experiment 1 also might be possible for fishermen to replicate the conditions in tanks. About 100 periwinkles (which is one pound) can be sold for 7 dollars all around the world, earning the seller a decent profit and making it worth the life (Zhou, 2016; Zhou, Periwinkle, PhD, 2021). So, in conclusion, the data from the experiment shows that there is a low tide line in the number of periwinkle among different locations and distance from the low tide line. However, the data also suggests that distance isn't the only factor playing a role in the number of periwinkles that can be found in different locations.

Acknowledgements/References

Gosner, K. L. (1970). *A field guide to the Atlantic seashore: invertebrates and seaweeds of the Atlantic Coast, from the Bay of Fundy to Cape Hatteras*. Houghton Mifflin Co.

Maine Sea Grant. (n.d.). *Maine Seaweed Guide - Periwinkles & Whittos*. Maine Sea Grant - University of Maine. Maine Sea Grant. Retrieved December 17, 2021, from <https://magnummaineseafoods.com/field-guide/periwinkles-whittos/>

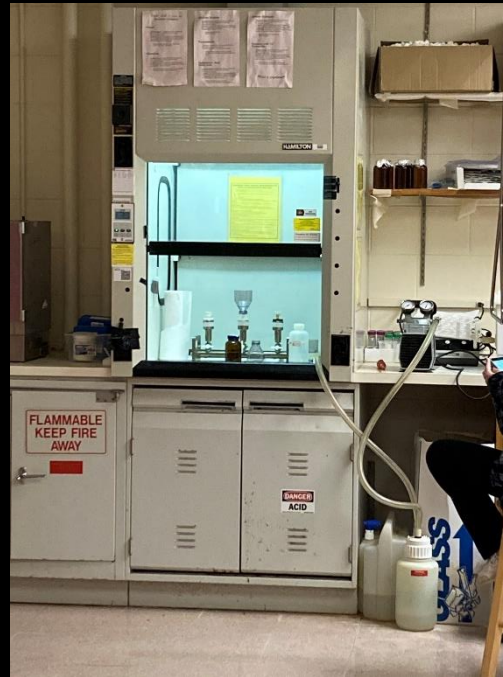
Zoe Dunin - Zhe, Periwinkle, PhD, USA (2021). <https://fishmarket.com>.

Silver, C. (2019, July 27). *Ocean Crabs - Periwinkles - Blue Ocean Society*. <https://www.blueoceansociety.org/blog/periwinkles/>

Centralerian. Blue Ocean Society. <https://www.blueoceansociety.org/blog/periwinkles/>

UNH ELO Lab internship

- I knew that I enjoyed fieldwork, but I wanted to try working in a lab to see if it was something I wanted to do in the future
- To set this experience up as an ELO for credit, I created 5 competencies that I needed to meet
- The competencies worked as the basic framework of this experience, but I was able to do go far beyond them
- Ended up working on 15 different projects, and with over 10 professors and students



Competencies 1, 3, & 5

- Competency 1: I can understand basic lab safety.
- Competency 3: I can use a highly sensitive scale to accurately measure substances.
- Competency 5: I can interpret data and draw conclusions.



	A	B	C	D	E	F
1	Depth (meters)	Count	Particles/mL	Diameter (mean)	Diameter (min)	Diameter (max)
2	5	13,437	1,190.03	20.69	4.82	1,063.57
3	100	3,346	296.33	20.84	5.73	119.03
4	500	6,453	571.5	19.73	4.93	104.72
5	950	17,250	1,527.72	20.75	5.34	283.78
6	2000	2,369	209.81	19.9	5.63	160.87
7	2650	2,690	238.24	22.95	5.14	196.5

In addition, an important lesson I've learned is to always be aware and make a note of any unusual samples such as extra dark filters or unusually high numbers

Competencies 2 & 4

- Competency 2: I can use a micro pipettor correctly and accurately.
- Competency 4: I can use advanced lab equipment correctly and safely.



- Equipment I've used:
- Spectrophotometer (3 different types)
 - FlowCam
 - Google Earth Engine
 - Filtering systems

What have these experiences meant to me?

- I have been able to go above and beyond what I thought I was going to be able to accomplish with both of these experiences
- I've had to work through unexpected challenges and deal with the pressure of working with actual samples at UNH

- I've learned a lot about myself
 - Enjoy working outside collecting data, as well as working in a lab
 - I've noticed that although it can be a bit nerve-wracking, I can handle working with real samples comfortably now
 - Though I don't mind it, I'm not sure I want to study oceanography or ocean chemistry

Because I have actually gone in and worked in a lab for a while, I also have learned a lot about all the little daily aspects that making working in a lab both fun and challenging



People I've Worked With at UNH Across Different Projects:

- Dr. Kai Ziervogel
 - Zoe Kendall
 - Astrid de Jesus
- Dr. Liz Harvey
- Dr. Robert Letscher
 - Jessie Gray
 - Kieran Curran
 - Kayla Tozier
 - Caroline Anderson
- Dr. Atsushi Matsuoka
 - Nate Gruen

The Future: Where am I Headed Next?



- **I will be studying a species of Ascidian (otherwise known as a sea squirt)**
- I will be working in Newcastle and at UNH with Dr. Jenn Dijkstra who is a benthic ecologist and her PhD student Madison Hurley.
- There will be two phases to the research:
 1. Studying how changes in temperature affect their heart rate and the species from a physiological angle
 2. Sequencing RNA samples from different specimens to see how they differ and have adapted genetically



Thank you so much to the following people for making this experience possible!

- Mrs. Cathey
- Mr. Peschel
- My Family
- All the wonderful students and professors I've worked with who have given me the opportunity to keep trying new things and learn

Sea Squirt
Circulatory System



Curricula Review Cycle

School Board Presentation

June 7, 2023

Purpose is to increase awareness of the cycle of curricula review at ORCSD.

Considerations for Curricula Review

- Systematic approach to evaluating, reviewing, and revising curriculum
- Focuses the allocation of funds on district priorities
- Occurs within a specific time frame
- Multiple phases – 5 phase process
- Collaborative process involves K-12 teachers, specialists, and leadership
- Given to K-4 teachers teach multiple content areas the cycle is designing to focus on one area at a time



Five Year Cycle

Year Goals	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
2022-2023	Health/Science/WL				
2023-2024	SS/Library/Counseling	Health/Science/WL			
2024-2025	PE/Art/ELA/Music	SS/Library/Counseling	Health/Science/WL		
2025-2026	STEM/CS/ Math	PE/Art/ELA/Music	SS/Library/Counseling	Health/Science/WL	
2026-2027		STEM/CS/ Math	PE/Art/ELA/Music	SS/Library/Counseling	Health/Science/WL
2027-2028			STEM/CS/ Math	PE/Art/ELA/Music	SS/Library/Counseling
2028-2029				STEM/CS/ Math	PE/Art/ELA/Music
2029-2030					STEM/CS/ Math

Phase 1: Evaluate and Research

Example: World Language began in the Summer of 2022

- Phase 1: Evaluate and Research
 - Reflect and Evaluate current foundational ideas: District Vision and Mission, District Vision of a Graduate, Department Mission, etc.
 - Reflect and Evaluate current curriculum
 - Research curriculum frameworks and standards as well as professional organization standards and recommendations: *NH Guidelines For World-Ready Language Learning and the American Council on The Teaching of Foreign Languages (ACTFL)*





Phase 2: Reviewing, Revising, and Writing

- Phase 2: Reviewing, Revising, and Writing
 - Discuss research findings
 - Review curriculum
 - Facilitate revision and writing process
 - Begin to develop instructional strategies and common assessments. *Locally created as well as [Assessment of Performance toward Proficiency in Languages](#)*
 - Evaluate programs and resources as well as professional development for staff



Phase 3: Implementation

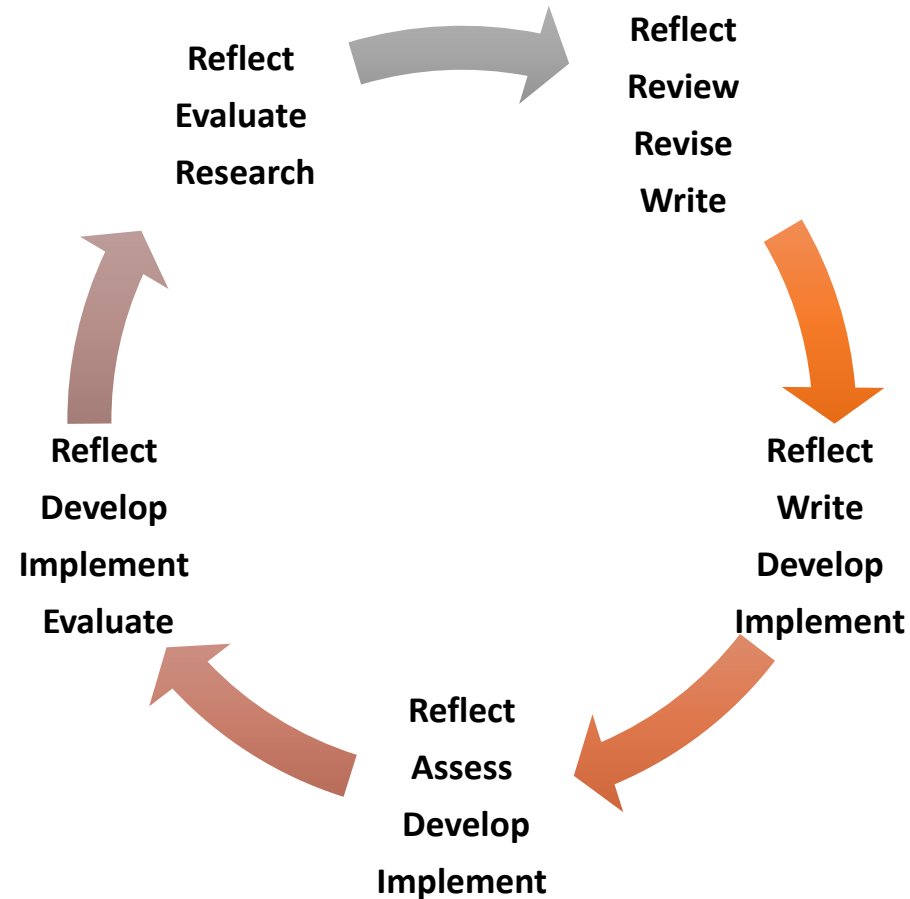
- Continue to develop instructional strategies and assessments
- Expand resources and PD where needed
- Monitor implementation
- Continue to review curriculum



Phase 4 & 5 – Effectiveness

- Assess effectiveness
- Continue to develop instructional strategies and assessments
- Expand resources and PD where needed
- Monitor implementation
- Collect staff feedback
- Continue to review curriculum

Goal is to coach and build capacity for teachers to



Process is overlapping, collaborative, and reflective.



Questions

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: June 2, 2023
RE: Guild Member List for Affirmation.

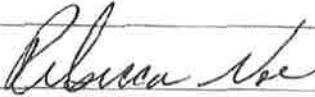
Below listed please find the Guild Member List for Affirmation.

SCHOOL	NAME	POSITION
OR High School	Christopher Quirke	Social Studies
OR High School	Eden Suoth	Social Studies
OR Middle School	Matt Pappas	Social Studies - internal transfer
Mast Way	Katherine Reilly	School Nurse
District Wide	Kendall Bird	District Wide Flex Nurse

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 24

Name:	Christopher Quirke
Date:	5/30/23
Position:	Social Studies
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	Matt Pappas
Budgeted Amount:	\$96,753
Recommended Step/Salary:	MA/Step 1 \$48,252
Interviewed By:	Rebecca Noe, Karen VanDyke, Nate Grove, Jaclyn Jensen, Gab Anderson, Nicole Casimiro
# Interviewed:	9
Education:	BA History UNH M.Ed Secondary Education
Certification:	Anticipated July 2023
Related Experience:	Chris Quirke has been a substitute teacher and test proctor for the AP and SAT exams. He has been a tutor and a volunteer teaching assistant. He completed his year-long internship at Portsmouth High School.
Comments:	Chris is an energetic, positive new teacher that is looking forward to making a difference in the classroom. His experiences at Portsmouth High School, work with non-traditional curriculum in the classroom, and focus on differentiation matches well with ORHS and our mission. We look forward to having Chris join our school community.
Date: <u>5/30/23</u>	Authorized Signature: 

REQUIRED Attachments:

- Resume 3 Letters of Recommendation Copy of Certification

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 24

Name:	Eden Suoth
Date:	May 22, 2023
Position:	Social Studies Teacher
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	Dave Hawley
Budgeted Amount:	\$96,753
Recommended Step/Salary:	BA/Step 4 \$49,059
Interviewed By:	Rebecca Noe, Nate Grove, Gab Anderson, Jaclyn Jensen, Kim Sekera, Nicole Casimiro
# Interviewed:	6
Education:	B.A. in Philosophy & Mathematics
Certification:	English certification Statement of Eligibility for Social Studies
Related Experience:	Three years teaching high school English
Comments:	Eden is a very bright academic who wants students to understand the history and context behind the many documents and pieces of literature they read. He is a Fulbright Scholar and Critical Language Scholarship Recipient. His travel and volunteer experiences with the Indonesian Community brings a different perspective to the classroom. His passion for being a life long learner and thoughtful educator will be some of the many strengths he brings to ORHS.
Date: <u>May 11, 2023</u>	Authorized Signature: <u>Rebecca Noe</u>

REQUIRED Attachments:		
<input checked="" type="checkbox"/> Resume	<input checked="" type="checkbox"/> 3 Letters of Recommendation	<input checked="" type="checkbox"/> Copy of Certification

Revised 5/7/09, 9/12/11 to include HQT Status, 7/17/15, 7/10/19

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 24

Name:	Matt Pappas
Date:	5/24/23
Position:	ORMS Social studies
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS
Person Replacing:	David Montgomery
Budgeted Amount:	\$96,753
Recommended Step/Salary:	\$96,753
Interviewed By:	Assistant Principal Bill Sullivan, Erich Ingelfinger-Community Member/SS Teacher/SNHU Graduate Student, SPED Teacher Jason Duff, Special Education Assistant Director Melissa Jean, ELA Teacher Emily Geltz, Science Teacher Andrea Lawrence, SS Teacher Jade Terrill
# Interviewed:	7 Candidates (8 were invited)
Education:	BA Political Science University of New Hampshire Master of Education Notre Dame College
Certification:	#1500 Social Studies (Grades 5-12)
Related Experience:	ORHS Social Studies Teacher 1998-Present
Comments:	Matt has 20+ years of experience serving the ORHS community as a social studies teacher. Matt impressed the interview committee and taught a model lesson with our students. We are fortunate to have Matt join us.
Date: <u>5/25/23</u>	Authorized Signature: <u>Jay Richard</u>

<u>REQUIRED Attachments:</u>		
<input checked="" type="checkbox"/> Resume	<input type="checkbox"/> 3 Letters of Recommendation	<input checked="" type="checkbox"/> Copy of Certification

Oyster River Cooperative School District
Nomination Form

#of Resumes Received: 9

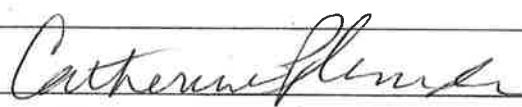
Name:	Katherine Reilly
Date:	5/25/2023
Position:	School Nurse
School for Position	<input checked="" type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input type="checkbox"/> HS
Person Replacing:	Katherine Moore
Budgeted Amount:	MA Step 6 \$57,960
Recommended Step/Salary:	MA Step 7 \$60,385
Interviewed By:	Kim Wolph, Sheila Koutelis, Cheryl Thibodeau, Katie McKay, Misty Lowe, David McCormick, Catherine Plourde, Dr. James Morse
# Interviewed:	5
Education:	M.S. Nursing, University of New Hampshire B.S. Nursing, University of Massachusetts Dartmouth
Certification:	NH Registered Nurse
Related Experience:	Registered Nurse, Wentworth Douglass Hospital Registered Nurse, Exeter Hospital Assistant Director Health Services, Riverwoods
Comments:	Ms. Reilly has experience as a nurse in clinical settings. She has additional certifications as a clinical nurse leader, dementia care specialist, professional in health care quality, professional in patient safety, as well as others. She has been in leadership and supervisory roles as a nurse and also provided education and treatment. We are excited to welcome Ms. Reilly to our school nurse team and Mast Way.
Date: <u>5/25/23</u>	Authorized Signature: <u>Catherine Plourde</u>

REQUIRED Attachments:		
<input checked="" type="checkbox"/> Resume	<input checked="" type="checkbox"/> 3 Letters of Recommendation	<input checked="" type="checkbox"/> Copy of Certification

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 9

Name:	Kendall Bird
Date:	5/25/23
Position:	School Nurse- District-wide Flex
School for Position	<input checked="" type="checkbox"/> MW <input checked="" type="checkbox"/> MOH <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	Tracy Demers
Budgeted Amount:	BA Step 15 \$73,336 plus \$1,600 longevity
Recommended Step/Salary:	BA Step 2 \$44,746
Interviewed By:	Kim Wolph, Sheila Koutelis, Cheryl Thibodeau, Katie McKay, Misty Lowe, David McCormick, Catherine Plourde, Dr. James Morse
# Interviewed:	5
Education:	B.S. Nursing, University of New Hampshire
Certification:	NH Registered Nurse
Related Experience:	Triage Nurse, Core Physicians Registered Nurse, Wentworth Douglass Licensed Nursing Assistant, Wentworth Douglass
Comments:	Ms. Bird completed one of her clinical rotations here in Oyster River at our middle school last year. She took a year to gain some additional clinical experience and applied to Oyster River. She has additional certifications in advanced cardiac and life support and basic life support. She will be a great addition to our school nursing team as the flex nurse. We are pleased to welcome her back.
Date: <u>5/25/23</u>	Authorized Signature: 

REQUIRED Attachments:

Resume 3 Letters of Recommendation Copy of Certification

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
June 7, 2023 – Second Read

Title	Code
Policies for First Read	
Policies for Second Read/Adoption – Unanimous Consent	
World Language Programs	IHAH
Teaching About Alcohol, Drugs and Tobacco	IHAMA {NHSBA}
Policies for Deletion/Replacement	
Teaching About Alcohol, Drugs, Tobacco, And Other Abused Substances	IHAMA {Current}
Policies in Process	
Discipline Polices to be reviewed	JIDD
Website Accessibility and Grievance	KEE

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAH
School Board First Read: December 3, 2014 School Board Second Read/Adoption: December 17, 2014 Back to Policy Committee: 1 /7/2015 & 2/11/2015 School Board First Read: March 4, 2015 School Board Second Read/Adoption: March 18, 2015 Policy Committee: May 11, 2023 School Board First Read: May 17, 2023 School Board Second Read/Adoption: June 7, 2023	Page 1 of 1 Category: Priority Recommended

WORLD LANGUAGES PROGRAM

In keeping with the Oyster River Cooperative School Districts mission to provide broad academic opportunities to students, a world language program will be offered to students in the middle school and high school and when possible at the elementary.

Content will include basic vocabulary as well as an introduction to the culture of countries speaking the studied languages. Instruction will include speaking and listening skills with some writing skills. The world languages teacher(s) and the building principal will develop other curriculum components.

~~Students who demonstrate content mastery at the exploratory level may be offered the opportunity to participate in a full year instructional program in 7th and 8th grades with the expectation that they will continue to study world language at the high school level.~~

Legal Reference:

- NH Code of Administrative Rules, Section Ed. 306.26(c), World Languages, Middle School
- NH Code of Administrative Rules, Section Ed. 306.27(e)(16), High School Curriculum, World Languages,
- NH Code of Administrative Rules, Section Ed. 306.48, World Languages Program

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAMA
Policy Committee Review: May 11, 2023 School Board First Read: May 17, 2023 School Board Second Read/Adoption: June 7, 2023	Page 1 of 1

Oyster River Cooperative District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent or designee shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance counseling offices and other locations deemed appropriate by the principal in each school.

As part of the health education program for grades K – 12, the District shall provide ~~aged and~~ developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, ~~abuse thereof,~~ misuse of the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent or designee shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent or Assistant Superintendent, may be used for this purpose.

Legal References:

- RSA 126-K:8, Youth Access to and Use of Tobacco Products, Special Provisions
- RSA 189:10, Studies
- RSA 189:11-d, Drug and Alcohol Education
- RSA 193-E:2-a, Substantive Educational Content of an Adequate Education
- Ed 306.40, (b)(2) a - Health Education Program.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHAMA
<p>Date of Adoption: August 17, 1988 Previously: IGAG Code Change Adoption School Board: May 2, 2012 Policy Committee: November 19, 2014 & January 7, 2015 & February 11, 2015 & March 11, 2015 & April 8, 2015 School Board First Read: April 15, 2015 School Board Second Read/Adoption: May 6, 2015 Policy Committee Review: May 11, 2023 School Board for Deletion: May 17, 2023 – Replace with NHSBA School Board for Deletion: June 7, 2023 – Replace with NHSBA</p>	<p>Page 1 of 1 Category: Recommended</p>

~~TEACHING ABOUT ALCOHOL, DRUGS, TOBACCO, AND OTHER ABUSED SUBSTANCES~~

~~Drug abuse includes any physical or mental state resulting from the use of a drug for any purpose other than its medically prescribed use, and that this mental and/or physical effect precludes realization of the educational potential of the individual. The objectives of the drug education curriculum are rooted in the Oyster River Cooperative School Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of each student to the consequences of drug use and abused substances. The superintendent shall be responsible to establish and periodically review the district's guidelines for staff members.~~

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
2023 - 2024 MASTER SCHEDULE OF SCHOOL BOARD MEETINGS**

School Board Approval - To Be Determined

<u>DATE</u>	<u>LOCATION 7:00 pm</u>
July 6 Manifest Review Meeting (3:30 PM).....	SAU Office - Conference Room
July 19.....	Middle School Recital Hall
August 2.....	Middle School Recital Hall
August 16.....	Middle School Recital Hall
August 30 Manifest Review Meeting (3:30 PM).....	SAU Conference Room
September 6.....	Middle School Recital Hall
September 20.....	Middle School Recital Hall
October 4	Middle School Recital Hall
October 18.....	Mast Way Cafeteria
October 26 ~ ½ day Budget Workshop	Durham Council Chambers
November 1.....	Middle School Recital Hall
November 15	Middle School Recital Hall
November 29 – Manifest Review Meeting (3:30 PM)...	SAU Office – Conference Room
December 6.....	Middle School Recital Hall
December 20.....	Middle School Recital Hall
January 3.....	Middle School Recital Hall
January 10 ¹ Bond & Budget Hearing.....	Middle School Recital Hall
January 17.....	Middle School Recital Hall
January 31 – Manifest Review Meeting (3:30 PM)	SAU - Conference Room
February 7 – Regular Meeting	Middle School Recital Hall
February 6 ² Annual Meeting-Session I.....	Middle School Recital Hall
February 2³ Candidates Night	High School Room C120-TBD
February 21	Middle School Recital Hall
March 6 - Regular Meeting	Middle School Recital Hall
March 12 - Annual Meeting - Session II.....	Town Voting Locations
March 20 - Regular Meeting	Middle School Recital Hall
April 3	Middle School Recital Hall
April 17.....	Middle School Recital Hall
May 1	Moharimet Cafeteria
May 15	Middle School Recital Hall
May 29 – Manifest Review Meeting (3:30 PM)	SAU - Conference Room
June 5	Middle School Recital Hall
June 19 Juneteenth	Middle School Recital Hall

¹ Bond hearing- snow date – January 11th
² Session I- snow date – February 8th *Subject to change
³ ~~Candidates Night – Snow Date – February – TBD~~

This calendar subject to change with Board action pending needs of the District
 23-24 Board Misc.



New Hampshire School Boards Association
25 Triangle Park Drive, Suite 101
Concord, NH 03301
(603) 228-2061
(603) 228-2351 (fax)
www.nhsba.org

Policies, Resolutions and Statements of Belief Manual

October 2022

**By Procedure Adopted Unanimously at Delegate Assembly,
November 4, 2006**

**And Following Action of the
January 23, 2021 Delegate Assembly**

Overview of Action Taken at the 2006 Delegate Assembly

The resolutions contained herein have been adopted for three consecutive years by a vote of the Delegate Assembly. Such resolutions become a continuing commitment of the Association and part of this document, *Policies, Resolutions and Statements of Belief Manual*. This practice is based on the proposal adopted unanimously at the 2006 Delegate Assembly on November 4, 2006:

Whereas NHSBA takes consistent positions on certain issues that repeatedly come before the Delegate Assembly as re-adopted resolutions; and

Whereas these issues deserve special recognition for their continued importance as long-standing positions;

Be it therefore resolved that any resolution adopted for at least three continuous years be moved to the NHSBA Policies, Resolutions and Statements of Belief Manual.

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

<u>SECTION</u>	<u>TOPIC</u>	<u>PAGE</u>
I	School Choice	4
II	Education Funding	4
III	Health Care Funding	7
IV	Charter Schools	7
V	Local Control/School District Autonomy	7
VI	School Safety	10
VII	Accountability	11
VIII	State Board of Education	11
IX	Federal Legislation	13
X	Public Pension System	15

Perennial Resolutions of the New Hampshire School Boards Association

I - School Choice

- I:A• NHSBA** supports the utilization of public education funds solely for public school purposes as determined by the local school boards. (1991)
- I:B• NHSBA** urges the NH Legislature and Congress to oppose any efforts to subsidize elementary or secondary private, religious or home schools with public tax dollars. Specifically, NHSBA opposes the creation of vouchers, tax credits and tax subsidies that in any form are targeted to the tuition or expenses for non-public K-12 schools. Rather than diverting scarce tax dollars away from our public school classrooms, NHSBA urges the NH Legislature and Congress to support improvements in our public schools and meet current funding obligations and promises, benefiting the vast majority of America's children who are educated daily in our public schools. (2005)

II - Education Funding

- II:A• NHSBA** proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)
- II:B• NHSBA** supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)
- II:C• NHSBA** supports the appropriation of at least \$50 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state's Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate education to all children. *(First Adopted in 2000 – Revised in 2014)*
- II:D• NHSBA** supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, transportation and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. *(First Adopted in 2000 – Revised in 2014 – Revised in 2020)*

II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

II:F• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

NHSBA opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:G• *Replaced by Resolution II:D in 2014.*

II:H• NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

II:I• *Replaced by Resolution II:N in 2014.*

II:J• NHSBA opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court's ruling and present interpretation of the New Hampshire Constitution. (2008)

II:K• NHSBA opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

II:L• *Replaced by Resolution II:C in 2014.*

II:M• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

- II:N• NHSBA** opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)
- II:O•** Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. This resolution should not be interpreted to obligate the NHSBA to challenge the renewal or re-authorization of mandates that uphold existing rights for students receiving special education services. (*First Adopted in 2009 – Revised in 2020*)
- II:P• NHSBA** supports amending New Hampshire’s special education statute so that only the state legislature, not the state board of education via rulemaking or any other process, decides when it is appropriate for state law to exceed federal law. (2010)
- II:Q• NHSBA** supports fully funding the School Building Aid program pursuant to RSA 198:15-a. Furthermore, NHSBA believes that an adequate school building is a component of the requirement to provide an adequate education and therefore the state is obligated to provide funding for adequate school facilities. The state has failed to meet this obligation since 2009. (2017)
- II:R• NHSBA** supports modifying RSA 198:38 to provide state funding for the cost of full day kindergarten for school districts that have chosen to provide kindergarten for the entire school day. (2017)
- II:S• NHSBA** supports the study of the establishment of additional state adequacy aid for public pre-kindergarten. (2017)
- II:T• NHSBA** supports the state seeking to provide viable financial solutions and funding models to assist municipalities in completing the true “last-mile” broadband Internet networks throughout their towns or cities or establish a regulatory framework that requires providers to complete the networks, so that broadband Internet access is available along every public way in the state. (January 2021)

III - Health Care Funding

III:A• NHSBA supports a statewide effort to work with legislative bodies to address the spiraling costs associated with health care benefits borne by the school districts in New Hampshire. (2005)

IV – Charter Schools

IV:A• NHSBA proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)

IV:B• NHSBA proposes that the State Department of Education develop evaluation and accountability criteria for the state’s charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

V:A• NHSBA supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)

V:B• NHSBA supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)

V:C• Deleted in 2014.

V:D• NHSBA supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)

V:E• NHSBA supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)

V:F• The NHSBA supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)

- V:G• NHSBA** opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. *(First adopted in 2009 – Revised in 2014)*
- V:H• NHSBA** opposes any mandated teacher salary schedule requiring all districts in the state to pay salaries based on a common state schedule. (2009)
- V:I• NHSBA** supports local control provided in NH statutes and rules that allow local school districts the authority to make their own decisions in defining a school calendar that complies with both the spirit and the letter of the law. *(First adopted in 2009 – Revised in 2014)*
- V:J• NHSBA** supports new legislation or administrative rules that impose penalties against school district employees who breach their employment contracts. (2011)
- V:K• NHSBA** opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state’s rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)
- V:L• NHSBA** supports legislation to allow local school districts to retain a percentage of their year-end unreserved fund balance in the same manner as local municipal governments. (2011)
- V:M• NHSBA** supports local boards and their responsibility for establishing the structure, accountability, advocacy and delivery of instruction within their local district. This includes statutory changes that affirm this managerial policy confided exclusively to public employers. Specifically, governing bodies have the right to determine standards for evaluation, compensation, selection, layoff and retention, discipline, assignment and transfer, and other traditionally accepted managerial rights so as to continue public control of governmental functions. (2013)
- V:N• NHSBA** supports state and federal legislation that affirms the responsibility for education resides with the states, which have delegated to local school boards the power and authority to adopt policies, establish priorities, and provide accountability to direct the operation of the schools, including the school system’s mission and goals, organization, budget, program, curriculum and services, all essential to the daily operation of schools, consistent with state laws and regulations. (2014)

V:O• NHSBA supports legislative affirmation of the management right associated with teacher evaluation that is an integral component of the requirement that school boards adopt a teacher evaluation policy. Further, NHSBA supports involving teachers and principals by allowing a reasonable opportunity to comment on draft school board evaluation policy, understanding that the school board has the sole prerogative to adopt a local policy it deems appropriate. (2014)

V:P• NHSBA supports New Hampshire’s adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities. (2016)

V:Q• NHSBA supports language in legislation that provides parents’ rights to opt-out of content and programs that they feel are not appropriate for their child(ren). However, NHSBA opposes language requiring parents to opt-in to content and programs for their child(ren). Opt-in language creates an undue burden on the school district to account for every student who would participate, versus the few who choose not to participate. (2017)

V:R• NHSBA supports modifying RSA 193:12 to add the following: Any person who provides false information for establishing residency for school attendance purposes, or any person who assists in doing so, may be required to remit full restitution to the school district or districts that have financial or fiscal liability as a result of the false information. (2018)

V:S• NHSBA supports amending pertinent electioneering statutes to clarify: (1) the definition of “election” official”; (2) that electioneering by election officials may not occur at the polling place; and (3) that a public body may affirmatively promote positions established by formal actions of that body. (2018)

V:T• The NHSBA supports modifying RSA 193:3, I, to require the New Hampshire State Board of Education to restore support for local decision in Change of School Assignments and Manifest Educational Hardship requests by requiring the State of New Hampshire to fully fund any change in school assignment made under RSA 193:3,1 so that the local school district will not be held financially responsible for any school assignment change prescribed by the State Board of Education which conflicts with the local school board decision. (2019)

VI - School Safety

- VI:A• NHSBA** supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)
- VI:B• NHSBA** supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)
- VI:C• NHSBA** supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)
- VI:D• NHSBA** supports legislative action that allows criminal background checks to be shared with their Human Resources Department and that the specific charge be shared with the Superintendent so he/she can make an informed judgment related to their employment. (2017)
- VI:E• NHSBA** calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)
- VI:F• NHSBA** supports equity and inclusion in all aspects of education. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)

VII - Accountability

- VII:A• NHSBA** believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for measuring student performance. If NH does not adopt gains-score or value-added measures as the principal means for measuring student performance, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. *(First adopted in 1998 – Revised in 2016)*
- VII:B• NHSBA** supports the inclusion of only students who have enrolled in a district continuously for the previous school year in the numbers calculated to measure student performance. *(First adopted in 2005 – Revised in 2016)*
- VII:C• NHSBA** supports a review of NH’s accountability and performance measures as well as standards established for the NH state assessment program. (2009)
- VII:D• NHSBA** supports legislation to amend the State Common Core Testing that will begin in the school year 2014-2015 to allow special education students be tested at their grade level ability rather than their placement of their current school grade. (2013)
- VII:E• NHSBA** supports the development of curriculum for use by trained teachers in grades K-12 to educate students in the prevention of sexual abuse, with such curriculum to be developed locally using either a model developed by the New Hampshire Department of Education or by one of the 13 state agencies that already use evidence-based sexual abuse prevention education. (2016)

VIII - State Board of Education

- VIII:A• NHSBA** calls on the State Board of Education to continuously monitor all teacher training programs at New Hampshire colleges and universities to assure that such institutions are offering quality and relevant training programs preparing individuals for careers as teachers and/or administrators in New Hampshire’s public schools. *(First adopted in 1998 – Revised in 2014)*

VIII:B• NHSBA proposes that the Department of Education develop and maintain a database of available grants and other funding mechanisms to assist local school districts in their grant writing efforts and funding of locally determined programs. (2002)

VIII:C• NHSBA urges the State Board of Education to conduct a statewide study of the “traditional” school calendar utilized by most public school districts in New Hampshire and to issue a summary report of its findings, conclusions and recommendations. (2003)

VIII:D• NHSBA urges the NH State Board of Education to adopt Standards of NH School Approval which emphasize qualitative standards rather than quantitative standards. (2003)

VIII:E• *Replaced by Resolution II:H in 2014.*

VIII:F• NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)

VIII:G• NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

VIII:H• NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that **NHSBA** can support. (2005)

VIII:I• NHSBA supports a compulsory attendance age of eighteen (18); along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)

VIII:J• NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities’ relationship to the funding formula. (2009)

VIII:K• NHSBA supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)

VIII:L• NHSBA supports modifying RSA 193-C:6 to require that the State Department of Education publish the results of the statewide assessment within 30 days of receipt of the assessment results. The NHSBA supports modifying RSA 193-C:6 to prohibit embargos of assessment results by the State Department of Education, local school districts, or other agencies. (2017)

IX - Federal Legislation

Individual with Disabilities Education Act:

IX:A• NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

IX:B• Since its original enactment in 1975, the Individuals with Disabilities Education Act (IDEA) has played a pivotal role to assure that students with disabilities receive the services they need for their success. **NHSBA** supports and applauds the efforts and goals encompassed by IDEA's mission.

As our Congress considers the reauthorization of IDEA, **NHSBA** believes attention should be directed at components of the program that are moving away from the original mission of educating children to a mission that involves a wider range of functions. **NHSBA** believes that for special education to achieve its potential in today's environment, several areas should receive attention. **NHSBA** proposes that federal reauthorization of IDEA address these specific priority concerns in the following areas:

- federal funding - Congress should fully fund the federal share of IDEA as a mandatory program;
- teacher recruitment and retention - federal law should create and encourage incentives for new teachers seeking special education certification;
- administration and paperwork - federal law should ease the current complex paper trail aimed at documenting compliance as well as allowing greater flexibility in the IEP process;
- due-process hearings - federal law should provide for adequate notice of issues and good-faith mediation

- related services - federal law should identify the financial role of other governmental units rather than fix all costs for related services on the narrow portion of the tax base that just serves education;
- private placements - federal law should focus on whether a substantive deprivation of educational opportunities exists in the public setting before consideration of private placement;
- safe learning environment - federal law should allow local school district personnel the flexibility and discretion to make appropriate discipline determinations that are in the best interests of all students when it comes to disciplining children with disabilities;
- over identification - federal law should clarify the definition of those disabilities that can result in over identification. (2002)

IX:BA• NHSBA opposes changes in the IDEA allocation calculations resulting in funds being disbursed directly to the school/district in which the child is registered (in towns which do not have high schools) and not to the student’s residence. NHSBA calls for the immediate return of prior method of calculations for IDEA federal and state funds, as well as maintaining this commitment in the future to keep any and all funds distributed to the student’s town of residence. (January 2021)

Every Student Succeeds Act:

IX:C• NHSBA urges the New Hampshire Legislature and New Hampshire Department of Education, consistent with the language and intent of the Every Student Succeeds Act (ESSA), to maximize local governance and community leadership through enhanced local school board flexibility in addressing key areas such as standards, testing, and accountability; and further to pro-actively engage and collaborate with NHSBA in all legislative and administrative discussions and decisions concerning the implementation of ESSA. (*First adopted in 2003 – Revised in 2009 – Revised in 2016*)

National School Boards Association:

IX:D• NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)

X – Public Pension System

X:A • *Deleted in 2019. Replaced with Perennial Resolution X:B (2019).*

X:B • **NHSBA** supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally stable. To achieve this goal, NHSBA supports legislation that will return state contributions to NHRS. (2019)

