

Oyster River Cooperative School District
HYBRID REMOTE MEETING*
*per Governors Executive Order #12

August 5, 2020

ORHS Library**

7:00 PM

o. CALL TO ORDER (7:00 PM)

~~I. MANIFEST REVIEW REVIEWED PRIOR TO SCHEDULED MEETING~~

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS: Please see information below

IV. APPROVAL OF MINUTES

- Motion to approve 7/14/20 & 7/30/20 workshop meeting minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

~~A. District~~

B. Board

VI. DISTRICT REPORTS

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

B. Superintendent's Report

- Anti-racism Committee Update

C Business Administrator

- Budget Update for End of the Year
- ORMS Bond Final Number
- Bus Lease

D. Finance Committee Update/Minutes

~~E. Student Senate Report:~~

~~F. Other:~~

VII. DISCUSSION ITEM

- Re-Entry Planning Decision for Elementary School
- Re-Entry Planning Decision for Middle School
- Re-Entry Planning Decision for High School
- 2020-21 Calendar Adjustment and Decision

VIII. ACTIONS

A. Superintendent Actions

B. Board Action Item

- Motion to approve Bus Lease.
- Motion to approve Re-Entry for Elementary Schools Fall Opening.
- Motion to approve Re-Entry for Middle School Fall Opening.
- Motion to approve Re-Entry for High School Fall Opening.
- Motion to approve 2020-21 Calendar Adjustment.

IX. SCHOOL BOARD COMMITTEE UPDATES

~~A. Manifest Reviewed and Approved by Manifest Subcommittee.~~

~~X. PUBLIC COMMENTS:-~~

XI. CLOSING ACTIONS

A. Future meeting dates: 8/19/20 – Regular Hybrid/Remote Meeting– 7:00 PM
9/2/20 – Regular Hybrid/Remote Meeting – 7:00 PM

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

~~NON MEETING SESSION: RSA 91 A:2 I {If Needed}~~

XIII. ADJOURNMENT:

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

Respectfully submitted, Superintendent

Members of the public who join the meeting remotely, either by telephone or computer, will be able to offer public comment prior the meeting by submitting their question/comment by 2:00 PM on Tuesday before the regularly scheduled Board meeting via U.S. mail or email to wdifruscio@orcsd.org. Any submissions will be included as part of the meeting minutes. Please note that each submission needs to be 400 words or less.

****Attendance Only by: School Board Members/Superintendent/Asst. Superintendent/Business Administrator/Director of Student Services/4 School Administrators/4 Directors of Operations/ Record Keeper**

Virtual Location:
<https://www.orcsd.org/stream>

Microsoft Teams Audio
Conference: [tel:+1 603-766-5646](tel:+16037665646)
Conf ID: code: 461362#

If you experience technology problems on the broadcast end, please notify us using orcsd-video@orcsd.org or via telephone # 603-280-4202.

Please note that we cannot assist you if the technology problem is on your end.

**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: 2019 - 2022 |
| • Kenneth Rotner | Term on Board: 2019 - 2022 |
| • Denise Day | Term on Board: 2020 - 2023 |
| • Michael Williams | Term on Board: 2020 - 2023 |
| • 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

Hybrid Workshop Meeting* Minutes

***In accordance with Governors Executive Order #12**

July 14, 2020

DRAFT

SCHOOL BOARD PRESENT VIA ROLL CALL VOTE: Dan Klein, Tom Newkirk, Denise Day, Michael Williams, Al Howland. Remote Access: Kenny Rotner. Absent: Brian Cisneros,

Student Representative:

ADMINISTRATORS VIA REMOTE ACCESS:

STAFF PRESENT: Jim Morse, Todd Allen, Susan Caswell, Catherine Plourde, Suzanne Filippone, Jay Richard, Bill Sullivan, Misty Lowe, David Goldsmith, Andy Lathrop, Kim Wolph, Josh Olstad, Jim Rozycki, Doris Demers, Lisa Huppe

GUEST'S PRESENT VIA REMOTE ACCESS: Janet Martel, Guild President

I. CALL TO ORDER at 7:00 PM by Tom Newkirk

Jim Morse introduced himself and informed the listening audience who was attending the workshop and gave a summary of what an actual workshop entails, and that there would be no motions taken or decisions made at this meeting. There would be presentations by the administrators from the elementary, middle, and high school, with input from the Athletic Director, along with the operation divisions of IT, facilities, school nutrition, and transportation. Jim also mentioned that the Guild President, Janet Martel was also available by phone to answer any questions that the Board may have.

Jim mentioned that this is the first time since March 13th that we have gathered as a group and that we are following the social distancing guidelines of 6' apart and wearing masks. Jim spoke briefly of the past survey that was circulated and the tremendous response that was received and the questions that it generated. He explained that the power point that was provided at the July 8th Board meeting was turned into the Superintendent Newsletter that was sent out last week. Jim went on to state that we learnt a lot about the remote learning process and the areas that need improvement. He explained that a Hybrid Model would be introduced tonight for discussion along with the thoughts on returning fully in the fall.

Jim thanked all the administrators and staff for their hard work and that the next three weeks are going to be intense. He stated that we are working on a plan that will keep the students safe, the faculty and staff safe, and presenting a program that we can put in place and adjust if needed for bringing the students back. Addressing the social emotional issues first before academics will be a priority.

Tom Newkirk complimented the administrators and all additional staff involved in creating this incredible detailed plan that puts us in good position to move forward. He also reminded the audience that this was a workshop, so there would be no public comments, but thanked everyone that did write to both Dr. Morse and the School Board, and encouraged everyone to continue to write and express their thoughts and opinions and also express any questions that they may have.

Jim Morse introduced both David Goldsmith, Moharimet Principal and Misty Lowe, Mast Way Principal to begin their discussion surrounding the elementary schools.

David began with their goal: All K-4 students in school, as much as possible, while maintaining social distance and student/staff health protocols. He also explained the benefits of this plan being Equity: Learning opportunities, Technology. Mental Health: SEL education, SEL support. Instruction: Assessment, Individualized. He then shared Model #1 Full Day All Students In Building which would break down as Classes split into 2 groups, Students learn for ½ day with teacher, Students learn for ½ day with “pod”, Pod is staffed with paraeducators, tutors, Encore teachers. He went on the state the pros and cons for this model and stated that they would have a tough time staffing this model and that Mast Way did not have the staff to do this model.

Model #2A: A/B ½ days Classes which would split into 2 groups, Students learn for ½ day with teacher, Students learn for ½ day remotely. David gave an example of what this type of scenario would look like and explained the pros and cons as well. He stated that this is an excellent option.

Al Howland asked if 1 hour was enough time between for the cleaning of the classrooms. Misty stated that this is only a sample and that further discussion with facilities and transportation would need to happen.

Denise Day asked, after listening to the Governor’s update, if there was funding available.

Jim stated that Oyster River’s allotment of funding amounted to 39K. He agreed that there is additional money available and that we could apply for it.

Kenny Rotner asked that with Model A/B what that would look like for the teacher.

Model #2B: Full-Day K & 1; Half-Day 2-4 which would have K –1 ½ day with classroom teacher in classroom, ½ day with paraprofessional in a different space, 2-4 Classes split into 2 groups. Students learn for ½ day with teacher, Students learn for ½ day remotely.

Model #3 All Remote: Consistent Expectations for Each Grade Level and gave an example of a possible grade 4 schedule.

Denise Day asked with the remote learning in the spring what percentage of children struggled with remote learning.

Misty explained that it would be hard to give you a percentage, but teachers, counselors checked in weekly with students. The Tier 2 and 3 students were also supported.

Catherine explained that there were small groups of students that we could provide in service to, keep the cohorts small in school with adult support helps with the engagement piece.

Jim explained that he recently sent a memo to all staff asking if staff cannot come back to work due to the Covid-19 restrictions. He reminded the Board that the information he is asking for is extremely private and that it will not be shared with anyone other than the HR Coordinator, Theresa Proia. He also worked closely with the Guild President, Janet Martel on the wording of this memo and with legal counsel. He explained that Theresa has begun to set up meetings with these individuals and that she will be consolidating a list as he gave a deadline of July 24th.

David explained that all these models will affect some families. ½ day and remote we can do. All in is physically possible at Moharimet but not at Mast Way.

Tom Newkirk can’t image social distancing with young children and masks.

David stated it is one of the most challenging.

Todd Allen stated that there has been a lot of discussion surrounding utilizing outdoor spaces whenever possible.

Tom thanked David and Misty and Jim asked Jay and Bill to the podium.

Jay Richard, Principal and Bill Sullivan, Asst. Principal introduced themselves and Jay thanked Andrea B. for her assistance in creating this draft plan. Jay began by explaining that they have been measuring classrooms to see how many desks they could place in each room. They would keep the cohorts small and that teachers would move class to class instead of students moving. They will not be using the lockers, have staggered dismissal, lunches would be delivered to classrooms. There is no outdoor space for PE. The construction manager suggested an area, but that will not work. There is talk of use of Woodman Park with transportation being utilized.

Jay began by explaining the first possible option of returning to school in the fall with the thought in mind that that it is possible that we start in one model and transition to another model at some point in the fall. Jay shared the challenges they will face and the possible solutions.

The Hybrid Model for 5th and 6th grade in school all day the benefits: Equity, Mental Health, and Instruction. For the 7th and 8th grade it would be 2 days per week (50% of students) with the benefits: Live classes for core subjects, WL, and UA (Block Scheduling-90 minutes), Maintain recommended social distancing, Smaller Bobcat groups when in school, Very similar schedule as high school.

Assumptions for 5th and 6th grade in school all day, All students in school Monday, Tuesday, Thursday, Friday (Wednesday – relearning), Block scheduling for 6th grade, Classrooms large enough to provide adequate social distancing, UA (Health, PE, Art, STEM) will occur either daily or every other day, Lunch in classroom, Teachers rotate – not students (students stay in cohort) Minimal travel in hallway.

Assumptions for 7th and 8th grade 2 days per week, ½ the students are in school either Monday and Tuesday OR Thursday and Friday (Wednesday-relearning), Other two days are remote, Maintain recommended social distancing, Smaller Bobcat groups when in school, Lunch in classroom, Teachers rotate – not students (students stay in cohort as much as possible), Minimal travel in hallway.

Remote Learning Model All Students have Dell laptop, All teachers take attendance and hold advisory at the same time daily, Two core classes and either WL or UA daily, Screen time per class would be limited to 30 minutes, Synchronous classes expected, Team meetings daily from 8:10 am-8:55 am, Similar schedule to hybrid model so back and forth will not be significant change.

Jay provided sample schedules for each of the models to show the Board.

Dan Klein asked if the lockers could be removed completely to provide additional square footage for students. Dan also asked of the possibility of removing any of the antiquated countertops and shelving throughout the building for additional space to be utilized by students. He also noted that this would assist with the cleaning time as there would be less clutter.

Ken Rotner thanked everyone for all of the work that went into developing this proposal but questioned what would happen to the students and families that opt not to return to school, and the splitting of grade levels on different days. What would that experience be like?

Jim stated that this is the million-dollar questions and that we do not have that answer right now.

Catherine explained that it can mirror the elementary AM/PM model which would reduce the amount of space required and allow easier movement for students.

Jim stated that the middle school has a lot of issues in returning students to school.

Al Howland felt that the Hybrid model was the best option at this time.

Denise Day is concerned about returning to a full remote learning environment and asked if classes for the MTSS Tier 3 and 4 students was possible.

Catherine stated that we did identify students through that model and using the strategic plan as a guide to follow.

Jim stated that there were students that were not successful in the remote learning environment.

Tom Newkirk stated that we cannot bring back middle school students for 5 days per week.

Jay stated that this is correct as it would not be safe for students and staff.

Tom Newkirk re-iterated that the situation is impossible for all in and thanked Jay and Bill for their input. Jim invited Suzanne to the podium.

Suzanne Filippone, HS Principal introduced herself and began her proposal by explaining the Goal for ORHS is to provide a safe and equitable environment for rigorous and engaging studies which reflects our Vision of a Graduate and Mission as a school. She began explaining her proposals.

Model 1 – 50% return per day/alternating days (alphabetical) – all students 2 days/week.

Benefits: Equity, in person/in time monitoring of student learning and growth for academic success (which compliments remote instruction and learning), SEL/Mental Health Supports in Person Human Connection, School Community.

Challenges: Cohorts and social distancing, Electives, lunch, hallways, larger classes, classroom size, student privilege, arrival and dismissals, Cleaning spaces and materials throughout the day Faculty and students who do not return –Staff Dependent, Creation of robust and engaging curriculum and instruction for dual modes (remote and in-person).

Suzanne went on to explain the Bell Schedule: Classes are on alternating days A Day and B Day Classes are blocks of time; same schedule could be used regardless of model making transitions between models easier. Schedule has been created/adjusted according to student input. She also provided a sample schedule of what the week would look like.

Model 2 – Remote and bring in targeted populations to campus.

Benefits: Equity, SEL/Mental Health Supports in Person for identified students Human Connection, Cohorts, cleaning, and social distancing, focus on creation of robust and engaging remote curriculum and instruction (single mode).

Challenges: Faculty time to adjust curriculum & instruction, School Community, Structure/protocols to determine individuals or groups for in-person experience (examples: 9th grade transition or student needing services) Some faculty working from school with student's others from home.

Denise Day asked how this would work with our students that attend the alt programs at other schools, like Dover, Rochester, and Somersworth and how many students that encompassed.

Suzanne stated that she is meeting with these schools and there is no decision yet and that there are about 60 students in these programs, 4 in Rochester, 11 in Somersworth and the rest in Dover.

There were additional Board questions pertaining to the number of students affected by each of the individual proposals and that the decision at the middle school could affect the high school.

Jim stated that is why the principals have been working closely on aligning their proposals.

Al Howland stated that with consistency in and inconsistent world being what it is, the structure of the schedules needs to remain the same.

Model 3 – Remote

Benefits: Cohorts, cleaning, and social distancing, Pull from experience in the Spring, Focus on creation of robust and engaging remote curriculum and instruction, Ability for students to work synchronously and asynchronously depending on personal and family needs, Learning everywhere, anytime.

Challenges: Equity, SEL/Mental Health Supports, Human Connection, Faculty time to adjust curriculum & instruction, Lack of in person/in time monitoring of student learning and growth for academic success, School Community.

Fluid Option - Start with two or three weeks of Model 1 (50%) and transition to Model 2.

Goal for first 2-3 weeks at 50% is to build connections with kids and provide specific training focused on areas that we know kids struggled with in the remote setting. Schoology, Teams, PowerSchool, Email, Digital Citizenry and Academic Integrity, Executive Functioning, SEL/Mental Health and Wellness, Use of FLEX and Access to Faculty.

Faculty plan for a robust and engaging remote learning experience, bring in specific students who need supports and/or programming, SEL, Mental Health, Spec. Ed. Services, Academic Supports Depending on community outbreak of COVID-19 bring in targeted groups based on student needs and faculty requests.

Denise Day asked how many students opted for grades? Suzanne stated that she did not have that information with her but could get it. Denise felt that this would be good to have if we go fully remote. Suzanne stated that the grading scale would need to be looked at.

The Board had additional questions pertaining to the number of staff and students in the building, what modifications will need to be addressed and put in place for the different scenarios and the thought that the option of all in for 5 days was pretty much unworkable. There was additional discussion and thoughts surrounding opening school. Tom thanked Suzanne and Jim invited Lisa Huppe to the podium.

Lisa Huppe introduced herself and began by stating that she is using the guidelines that she was given for bus transportation. Currently there is a max of 39 students to a bus which would be 3 to a row with 13 rows using facemasks. She is also in the process of working the routes.

Jim stated that he met with Lisa and Sue Caswell this past week to discuss the different scenarios that could possibly work. They will continue to watch the guidelines and adjust accordingly.

There was discussion surrounding the possibility of parents driving students to school, possible traffic jams at the schools, whether additional parking passes will be given to students who drive with the option of carpooling families given priority.

Suzanne stated that until we know more, they will be delaying the parking permit requests.

The Board thanked Lisa and Jim invited Doris Demers to the podium.

Kenny Rotner asked Jim about the status of Barrington students.

Jim explained we are in good shape with Barrington and that he is in constant contact with the area superintendents to keep abreast of the changing scenarios for opening school.

Doris Demers, School Nutrition Director informed the Board what the meal service would look like. K-8 meals would be prepared and package and delivered to classrooms and handed to them. HS options are limited, and the Ala carte has been removed from the kitchen area. Students would be spread out between the café and MPR. She also explained that a new point of service program that was just signed has an option for parents to preorder meals. They might need to juggle staff and re-assign and have stopped local dairy delivery.

Michael Williams expressed concern for a lot of students in and out of the MPR and café and asked if the same program that is being suggested for K-8 be considered for the HS as well.

Doris stated that they will do whatever is needed. Tom thanked Doris and invited Jim Rozycki to the podium.

Jim Rozycki, Facilities Director thanked the Board for having him and wanted to address two issues. One being ventilation and one being custodial. He started with ventilation stating that the District has spent a tremendous amount of money insuring that the ventilation systems for all the schools are always constantly being maintained and running efficiently. The vents are continually checked for obstructions and change regularly. The air exchange has monitors for carbon monoxide levels and we are running the systems a lot longer beginning an hour before school and an hour after school. We are currently investigating an ION Cleaning system and there is a constant flow of information coming to the District that we review carefully.

Michael Williams asked if this applied to the middle school as well. Jim R. confirmed it did.

Custodial concerns for an all-in scenario. We are following the CDC guidelines for all areas. Full cleaning would happen at the end of each day, but the common areas would require a constant daily rotation of thorough cleaning throughout the day, bathrooms, doorknobs. This model would require an additional 2.6 fte positions. If we go with a 50%- or 4-day scenario, I would like to

Explore the possibility of 4 10-hour day work schedules so we won't have to hire more, but I would like to beef up the sub roster. We also have disinfecting cleaning supplies, hand sanitizer that will be placed in all rooms where students or staff would have access to it.

Al Howland asked about funding due to COVID-19.

Jim Morse stated that Sue Caswell has been keeping a COVID list of the costs. Tom thanked Jim and invited Kim Wolph, the high school nurse to the Podium.

Kim Wolph introduced herself and stated that the nurses have been working closely together and are following all the guidelines that they receive and share that information with the administration. She explained that along with COVID-19 there are additional health concerns out there that need to be monitored. She explained the need for isolation areas within the schools that would need to be created and that not all school nursing offices can accommodate this. Kim additionally stated that at the high school there are many immuno-compromised students and keeping them isolated is imperative. They are also investigating UV Lighting.

Catherine stated that she meets with the nurses and that they have discussed the various scenarios, review of the supplies on hand and what would be needed, restructuring of the nursing areas and review of the governor's protocols.

Kenny Rotner asked about the feasibility of screens at the schools for staff and students.

Catherine explained that we have put in screening protocols at all district buildings that need to be followed before anyone can enter and an application is filled out as well. In terms of testing agency support would need to come in.

Jim stated that the nurses have been amazing during this process and thanked Kim for her input. Jim invite Andy Lathrop, Athletic Director to speak on Athletics in the District.

Andy Lathrop, Athletic Director stated that he is waiting on additional guidance from NHIAA who are having sports be a local decision. He explained that he has been in contact with other area athletic directors who are in similar situations. There are a lot of things to take into consideration. Can we offer other programs? He stated that he will continue to keep everyone informed as information is provided to him. Tom thanked Andy for his input.

Tom Newkirk asked that the function for the next workshop is that the administration will come back with answers to the questions posed and refine of the various models proposed.

Jim Morse stated that we need to look at all 3 models in detail, take those models and build out from there with more details and present those on the 30th so that the Board will be informed and able to make a decision on August 5th.

Denise Day asked if examples of schedules for all levels could be presented to show how they would interact with each other.

Catherine asked the Board if any of them saw us as being fully in session come the fall.

Todd asked if we were going to only present proposals for Hybrid and Remote and remove all in.

There was a brief discussion among the Board Members surrounding the various models, parent input through the survey and letters sent to the Board, state guidelines and which do we follow when we return. What safety measures will be implemented regarding social distancing, masks, in schools on the buses. What guidelines need to be for student interaction limitations that we will follow in a hybrid or all in scenario, and the plan that needs to be in place if the shift moves to 100% remote.

XIII. ADJOURNMENT:

Tom Newkirk thanked everyone and appreciated all the presentations. The meeting ended at 9:22 PM.

Respectfully Submitted,

Wendy L. DiFruscio
Executive Assistant to
Superintendent of Schools

OYSTER RIVER COOPERATIVE
SCHOOL DISTRICT
FISCAL YEAR 2019-20
FINANCIAL STATUS AS
OF: 6/30/2020

	Budgeted	Expended	Encumbrances	Amount Remaining	Percentage Spent
	2019-2020	2019-2020	2019-2020	2019-2020	2019-2020
SALARIES:					
Administrator	1,538,444	1,530,945	0	7,499	100%
Teacher	16,488,618	16,422,140	0	66,478	100%
Para	2,209,871	2,048,366	0	161,505	93%
Tutor	225,859	218,586	0	7,273	97%
Custodian	782,723	763,887	0	18,836	98%
Secretary	432,569	420,397	0	12,172	97%
District Hourly	785,502	791,664	0	(6,162)	101%
Maintenance	219,172	216,349	0	2,823	99%
Drivers	767,987	662,502	0	105,485	86%
Misc & Summer	169,724	178,867	0	(9,143)	105%
Subs - Professional	302,340	290,972	0	11,368	96%
Subs - Para	59,164	21,640	0	37,524	37%
Subs - Secretary	6,700	4,310	0	2,390	64%
O/T	24,500	19,407	0	5,093	79%
Med & Dent Payback	396,230	373,283	0	22,947	94%
TOTAL SALARIES	24,409,403	23,963,315	0	446,088	98.2%
BENEFITS:					
Health Ins	5,774,676	5,709,148	0	65,528	99%
Dental Ins	150,516	155,836	0	(5,320)	104%
Life Ins	65,326	65,876	0	(550)	101%
LTD Ins	55,419	54,881	0	538	99%
FICA	1,869,224	1,761,308	0	107,916	94%
Retirement - Non-Professional	351,290	346,775	0	4,515	99%
Retirement - Professional	3,048,326	3,065,641	0	(17,315)	101%
Annuity	136,665	156,221	0	(19,556)	114%
Tuition Reimbursement	5,000	10,575	0	(5,575)	
Unemployment Comp	15,000	0	0	15,000	0%
Workers Comp	165,346	87,316	0	78,030	53%
TOTAL BENEFITS	11,636,788	11,413,577	0	223,211	98.1%
ALL OTHER OPERATING EXPENSES:					
Mast Way	266,875	234,195	0	32,680	88%
Moharimet	171,785	133,918	0	37,867	78%
Middle School	380,468	266,173	0	114,295	70%
High School	710,136	571,304	0	138,832	80%
District	1,913,520	1,935,014	0	(21,494)	101%
Transportation	554,845	513,832	0	41,013	93%
Technology	674,129	673,111	0	1,018	100%
Facilities	3,642,736	3,574,859	0	67,877	98%
SPED	1,621,153	1,740,145	0	(118,992)	107%
TOTAL OPERATING	9,935,647	9,642,551	0	293,096	97.1%
GRAND TOTAL	45,981,838	45,019,443	0	962,395	97.9%

NHMBB New Hampshire Municipal Bond Bank

July 16, 2020

Ms. Susan Caswell
Business Administrator
Oyster River Cooperative School District
36 Coe Drive
Durham, NH 03824

Dear Sue:

The bond bank held another successful bond sale on July 14, 2020.

The True Interest Cost (TIC) for your \$23,041,800 25 year loan is approximately 1.97% ,

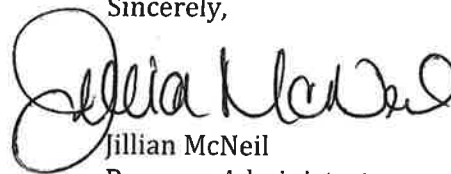
Total Proceeds:	\$25,000,000
Premium:	<u>\$ 1,958,200</u>
End Loan Amount:	\$23,041,800

Please fax or mail the attached wire confirmation form to the Bond Bank by August 3, 2020. The bond and other certificates you receive from your Bond Counsel must be returned directly to them by July 28, 2020, as closing is scheduled for August 12, 2020.

As outlined in the loan agreement, going forward, all future bond payments for this loan and all previous loans will be due **30 days in advance**. The bond bank also requires that yearly financial audits be furnished to the bank upon completion as long as any municipal bonds remain outstanding.

If you have any questions or comments, please call me at 271-2595 or toll-free at (800) 393-6422.

Sincerely,



Jillian McNeil
Program Administrator

Impact of the premium to your bond issue.

Current market conditions are such that with borrowing rates as low as they are, investors want coupon rate protection (protection against future rising interest rates and having to resell the securities at less than face value, which makes them less liquid) and are willing to pay a premium (an up-front cash payment) in exchange for higher coupon rates on the bonds.

In the Bond Bank's bond issue, we were advised by our financial advisers, who were in turn advised by the trading desks of several investment banking firms, that the market would likely want to pay a premium of approximately **\$11,573,941.19** on a bond issue the size of 2020 Series B, and that not allowing the premium would likely negatively impact your borrowing rates by at least 10 to 15 basis points (10 basis points equals 1/10 of 1%). We often strive to accommodate what the market wants to the extent possible, as this will generally result in the lowest possible borrowing rate for our participants.

New Hampshire law allows that any premium received upon the sale of bonds or notes be used toward the capital project for which the borrowing occurred. Therefore, each participant in 2020 Series B received a pro-rata share of the premium, which was used to reduce the amount of bonds issued by each participant. The net borrowing rate, factoring in the receipt of the premium, is less than it would have been had the Bond Bank constrained the bidding and prevented premium bids. As a result, even though the coupon rates are higher, they apply to a lesser amount of bonds than originally anticipated. This methodology has been routinely used by a number of municipalities in New Hampshire to accommodate the issuer's goal of achieving the lowest net borrowing rate, the market's interest in premium bonds, and New Hampshire law regarding the use of bond premiums.

Oyster River Cooperative School District

Total Proceeds:	\$25,000,000
Premium Received:	<u>\$1,958,200</u>
Total Loan Amount:	\$23,041,800

NHMBB New Hampshire Municipal Bond Bank

2020 SERIES B NON GUARANTEED

25 YEAR LEVEL DEBT SCHEDULE FOR

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

DATE PREPARED:	07/16/20	Total Proceeds	\$25,000,000.00
BONDS DATED: 7/14/20	08/15/20	Premium to Reduce Loan	\$1,958,200.00
INTEREST START DATE:	08/12/20	Amount of Loan to be Paid	\$23,041,800.00
FIRST INTEREST PAYMENT:	02/15/21		
TRUE INTEREST COST:	1.97%		

DEBT YEAR	PERIOD ENDING	PRINCIPAL OUTSTANDING	PRINCIPAL	RATE	INTEREST	TOTAL PAYMENT*	FISCAL YEAR TOTAL PAYMENT
	02/15/21				\$357,479.34	\$357,479.34	\$357,479.34
1	08/15/21	\$23,041,800.00	\$0.00	5.100%	351,619.03	351,619.03	
	02/15/22				351,619.03	351,619.03	703,238.06
2	08/15/22	23,041,800.00	0.00	5.100%	351,619.03	351,619.03	
	02/15/23				351,619.03	351,619.03	703,238.06
3	08/15/23	23,041,800.00	646,800.00	5.100%	351,619.03	998,419.03	
	02/15/24				335,125.63	335,125.63	1,333,544.66
4	08/15/24	22,395,000.00	675,000.00	5.100%	335,125.63	1,010,125.63	
	02/15/25				317,913.13	317,913.13	1,328,038.76
5	08/15/25	21,720,000.00	710,000.00	5.100%	317,913.13	1,027,913.13	
	02/15/26				299,808.13	299,808.13	1,327,721.26
6	08/15/26	21,010,000.00	740,000.00	5.100%	299,808.13	1,039,808.13	
	02/15/27				280,938.13	280,938.13	1,320,746.26
7	08/15/27	20,270,000.00	780,000.00	5.100%	280,938.13	1,060,938.13	
	02/15/28				261,048.13	261,048.13	1,321,986.26
8	08/15/28	19,490,000.00	820,000.00	5.100%	261,048.13	1,081,048.13	
	02/15/29				240,138.13	240,138.13	1,321,186.26
9	08/15/29	18,670,000.00	860,000.00	5.100%	240,138.13	1,100,138.13	
	02/15/30				218,208.13	218,208.13	1,318,346.26
10	08/15/30	17,810,000.00	910,000.00	5.100%	218,208.13	1,128,208.13	
	02/15/31				195,003.13	195,003.13	1,323,211.26
11	08/15/31	16,900,000.00	950,000.00	4.100%	195,003.13	1,145,003.13	
	02/15/32				175,528.13	175,528.13	1,320,531.26
12	08/15/32	15,950,000.00	985,000.00	3.100%	175,528.13	1,160,528.13	
	02/15/33				160,260.63	160,260.63	1,320,788.76
13	08/15/33	14,965,000.00	1,010,000.00	2.100%	160,260.63	1,170,260.63	
	02/15/34				149,655.63	149,655.63	1,319,916.26
14	08/15/34	13,955,000.00	1,030,000.00	2.100%	149,655.63	1,179,655.63	
	02/15/35				138,840.63	138,840.63	1,318,496.26
15	08/15/35	12,925,000.00	1,055,000.00	2.100%	138,840.63	1,193,840.63	
	02/15/36				127,763.13	127,763.13	1,321,603.76
16	08/15/36	11,870,000.00	1,075,000.00	2.100%	127,763.13	1,202,763.13	
	02/15/37				116,475.63	116,475.63	1,318,238.76
17	08/15/37	10,795,000.00	1,100,000.00	2.100%	116,475.63	1,216,475.63	
	02/15/38				104,925.63	104,925.63	1,321,401.26
18	08/15/38	9,695,000.00	1,125,000.00	2.100%	104,925.63	1,229,925.63	
	02/15/39				93,113.13	93,113.13	1,323,038.76
19	08/15/39	8,570,000.00	1,145,000.00	2.100%	93,113.13	1,238,113.13	
	02/15/40				81,090.63	81,090.63	1,319,203.76
20	08/15/40	7,425,000.00	1,170,000.00	2.100%	81,090.63	1,251,090.63	
	02/15/41				68,805.63	68,805.63	1,319,896.26
21	08/15/41	6,255,000.00	1,195,000.00	2.225%	68,805.63	1,263,805.63	
	02/15/42				55,511.25	55,511.25	1,318,316.88
22	08/15/42	5,060,000.00	1,225,000.00	2.225%	55,511.25	1,280,511.25	
	02/15/43				41,883.13	41,883.13	1,322,394.38
23	08/15/43	3,835,000.00	1,250,000.00	2.100%	41,883.13	1,291,883.13	
	02/15/44				28,758.13	28,758.13	1,320,641.26
24	08/15/44	2,585,000.00	1,280,000.00	2.225%	28,758.13	1,308,758.13	
	02/15/45				14,518.13	14,518.13	1,323,276.26
25	08/15/45	1,305,000.00	1,305,000.00	2.225%	14,518.13	1,319,518.13	
TOTALS			\$23,041,800.00		\$9,126,198.45	\$32,167,998.45	\$32,167,998.45

*Debt service payments are due 30 days prior to the payment date per sections four and five of the loan agreement

ACKNOWLEDGEMENT OF BOARD APPROVAL

Board:	Oyster River Cooperative School Board
Date of Board Meeting:	August 5, 2020
Borrower:	Oyster River Cooperative School District
Lender:	Mercedes-Benz Financial Services USA LLC
Master Installment Purchase Agreement Contract	Master Installment Purchase Agreement dated August 17, 2018 Schedule No. 3 dated July 15, 2020 to the Master Installment Purchase Agreement
Equipment to be purchased:	See attachment for details
Cost not to exceed:	\$181,566.00
Rate of interest:	Rate 3.4900%

A motion was offered by _____, seconded by _____, and carried by a vote of ____ to ____ to approve entering into a Master Installment Purchase Agreement with Mercedes-Benz Financial Services USA LLC for the purpose of purchasing, via a financing contract, the equipment listed on the attachment. The cost shall not exceed the figure specified above.

Borrower has or will comply with applicable property acquisition laws, public bidding requirements, and open meeting laws in connection with the Master Installment Purchase Agreement and the transactions contemplated thereby. Borrower is a political subdivision or agency of the State of New Hampshire within the meaning of Section 103 of the Internal Revenue Code of 1986, as amended, with full power and authority to enter into, and perform its obligations under, the Contract.

The Master Installment Purchase Agreement and the Contract have been or will be duly authorized, executed, and delivered by Borrower. It is the intention of the Board that the above Contract shall constitute a legal, valid and binding obligation of Borrower, enforceable against Borrower in accordance with its terms, except to the extent limited by state and federal laws affecting creditors' remedies and by bankruptcy, reorganization, moratorium or other laws of general application relating to or affecting the enforcement of creditors' rights.

Capitalized terms herein shall have the same meanings as in the Contract unless otherwise provided herein.

I certify the above Contract is approved by the Board.

Board Member Signature

Date

Print Name

Title

Finance Committee Remote Meeting Minutes
Wednesday, July 29, 2020 @ 6:00 PM – ORHS Library

Attendees: Al Howland, Brian Cisneros, James Morse, Sue Caswell, Michael Williams (7:00 PM)

Visitors: Todd Selig -Durham Town Administrator, Jim Lawson - Durham Town Council, Scott Bugbee - Lee Select Board, Dean Rubine - Lee Resident, Janet Wall - Madbury Select Board, Denise Kushmerek - Madbury Resident

Al Howland welcomed everyone and asked everyone to introduce themselves.

Al began the meeting by asking to adjust the agenda to allow Superintendent Morse to speak about the re-opening of Oyster River Schools in the fall.

Superintendent Morse began by stating that he and the administrators have been working non-stop on preparing for the opening of schools in the fall. Jim stated that priority is to keep students and facility safe, there will be unique costs associated with whatever model is chosen.

Currently, the District is looking at three different models for re-opening: Traditional opening where all the schools open with full attendance of students and staff. This model will incur unique costs of ¼ million dollars for P.P.E to the District to ensure the critical safety of our staff and students.

Remote Learning options are being considered. Such plans may reduce P.P.E costs somewhat. We will recommend bringing in struggling students for teacher student contact. We will require masks while maintaining social distancing and expect proper hygiene. Bus transportation costs likely up by 20-25%. These buses will need to run all day in order to service struggling learners with a maximum capacity of only 26 students. Transportation costs will increase by 20 – 25%. Or approximately \$400,000.

The third model is the Hybrid Model which would provide several different options at all levels, like splitting the school day in half with an AM/PM model, or an alternating block 2-day model. The Board will have a final workshop on Thursday before they decide which model at the August 5th Board meeting.

Scott Bugbee asked Jim what other source of funding is available to the school district?

Jim stated the district received \$39K from the state, and that this figure was based on the poverty level using the Title1 district allotment. He explained that surrounding towns received more, because the funds were distributed based upon Title 1 poverty levels. Jim stated, in his opinion, the funds should have been shared on a per student basis since this is a health emergency not educational issue.

Dean Rubine explained the process that will be taking place at UNH regarding testing of both staff and students. Maybe the district could reach out to UNH pertaining to testing.

Jim explained that the district does not have the funding or the staffing to screen students and that we will rely on parents to monitor their children. The district has one nurse per building, and they do not have the resources to test. They are also continually monitoring students that have unique health needs, as well as student walk ins.

Jim went on to state that there are four areas that will be addressed on a daily basis within the schools. Masks will be required, social distancing, proper hygiene throughout the day, and using the outdoors as much as possible for classes and fresh air. Regardless of district diligence, the threat of COVID-19 will never be zero for students and staff coming to school.

Al Howland asked what the trigger was to go remote, and we should be troubleshooting now for what a remote model would look like, and referred to the non-scientific survey results that was sent to parents.

Brian Cisneros stated that for some student's school is their stability, and that we need to look at all scenarios and as good as remote sounds, it is not always the way to go.

Al mentioned that we currently have staff with underlying medical conditions and that is a real challenge and we will need to adapt.

There were no more questions pertaining to the opening of school and Al moved forward to the District Financial Status stating that he asked Sue Caswell what the unexpended fund balance looked like as of today, and it was approximately \$980K, \$400K of which will be returned to the towns. He also stated that he asked Jim Rozycki to provide the Finance Committee with the CIP status list for the 2020/21 year and that due to COVID 19 we saved approximately \$105K, so the district looked at the most pressing CIP needs and determined that could be accomplished now. It was determined that the high school chairs for the cafeteria needed to be replaced, as they were nearly 20 years old and falling apart, and that the flexibility of usable space in both the cafeteria and multi-purpose room is critical, so the purchase of these stackable chairs was necessary. He also stated that there has been a tremendous concern for school safety through homeland security which necessitated the need for a new high school front entry along with the Mast Way and Moharimet School being done.

Al stated, in terms of the CIP for the 2021-22 budget it gives us a starting point of approximately \$1M in the emergency fund not including \$500K for special education emergency needs. The biggest portion of the budget is personnel at approximately 80%. He said, Jim approached the Board about the possibility of a retirement incentive and at the present time there are approximately 17 people who are eligible and meet the requirements for retirement. Jim shared, to date, six staff have submitted applications for consideration. Al also stated that they are looking into not replacing some positions if possible.

Regarding next year's Capital Improvement, going back to the 2021/22 CIP, we have the Moharimet front office spaces including the nurse and counseling offices that need to be updated listed as a priority with an approximate cost of \$300K. Al also stated that we do not have a percent budget goal at this time but will be working on it.

Dean Rubine stated that now that the MS Bond is finalized, and came in under the projected percent, could we utilize the additional funds to alleviate our cash flow problem.

Brian Cisneros stated that the Bond money can only be used for the new MS building.

Jim Morse stated that the GMP continues to be on target and that he will know more in August and it is not possible to use bond funds for anything other than the new middle school.

There was discussion amongst the town and committee regarding the impact of the lower interest rate on the taxpayer. The impact to the towns if tax bills are not paid, the unemployment trend currently happening and its impact.

Jim explained that the district anticipated the 2021-22 budgeted MS payment and that is why they formed the Finance Committee to get ahead of that and to push costs down. We are working hard to keep costs contained. As of today, there is a half million-dollar savings due to the proposed retirement incentive. We are working to be fiscally conservative in the coming year and working very hard to be partners to the towns.

Al stated that we cannot take a hatchet to the budget and that COVID is making it worse.

Brian stated that we need to determine if things are a need or a want. The bottom line is that we make sure what we are cutting does not affect the quality of the education of our students.

Al moved the meeting to the town portion of the agenda.

Jim Lawson gave a brief rundown of the status of the Town of Durham and provided current and past percentages of the unemployment rates for the towns, along with the fund balances.

Al confirmed with Todd Selig that the Town of Durham gave their residents an additional month to pay their tax bills, and also provided some percentage comparisons of the totals paid during the 2018 and 2019 years of 94% collected and currently for 2020 it is 93% collected.

Janet Wall confirmed that the Town of Madbury were keeping up now and doing well, but there is a concern surrounding the December payments.

Scott Bugbee from the Town of Lee explained the letter that was sent out previously to the school and that vehicle registration is down by 12% or approximately \$100K.

Al asked the towns about additional COVID costs and whether there was any big construction going on.

Scott Bugbee stated there is ongoing building around town including the construction at the Rte. 125 traffic circle. He also stated that they are looking at a building on Rte. 125 to move town employees there.

Janet Wall from Madbury stated that there are no big building projects, but they are purchasing needed equipment for the various departments.

Scott Bugbee stated that he received a notice from the state retirement system that the rates are going up. He did not have the numbers with him but would forward a copy of the letter following the meeting.

Al moved the meeting forward to Article V. Ways the School District and towns can work collaboratively.

He suggested that the three towns work together on the REACH Program with the School District. He stated that currently the Town of Durham's Recreation Director works with the school district to provide summer programs to students and that they accept children from all 3 districts. The Town of Durham does not have the staff to expand this program and would like to see if Lee and Madbury would work with us.

Jim Morse explained the current REACH program and that it has taken three years to work out the kinks. It is an amazing and successful program that is self-supporting. Even in this time of COVID, the Reach program has been adjusted to REACH in a Box and we have reached capacity each time it is offered, with a waiting list. Al's hope is that we can plant a seed and form a connection with all towns to plan for next year.

Brian Cisneros felt that another area of possible consolidation with all towns and the school district could be for trash.

Al agreed and stated that another area of possible discussion would be composting.

Scott Bugbee suggested the propane program that Lee and the School District are a part off for lower cost to residents and employees. He also stated that the towns and the school district should work together on waste management.

Jim Lawson suggested we investigate self-funding health care.

There was a brief discussion between the committee and towns.

Todd Selig also commented on Electric Aggregation (Green Power), Solar Arrays and the agreement the town has with the school district.

Al suggested that when this group meets again in the fall these could be agenda items.

Dean Rubine suggested that when we meet again in the fall that a representative from UNH should also be included.

Janet Wall stated that this meeting location was great and that if possible, she would like to keep it on a Wednesday. She was very interested in working with the other two towns.

There was no additional questions or comments.

Al thanked everyone for coming.

Meeting ended at 7:45 PM. No additional meeting date was set for the finance committee at this time.

Respectfully submitted,
Wendy L. DiFruscio



Board Workshop Re-entry Plan Workshop 2

July 30, 2020
ORHS Library

ELEMENTARY

Goal: To create the most effective educational model that also supports student/staff health and family need

Hybrid vs. Remote

- **Hybrid Challenges**

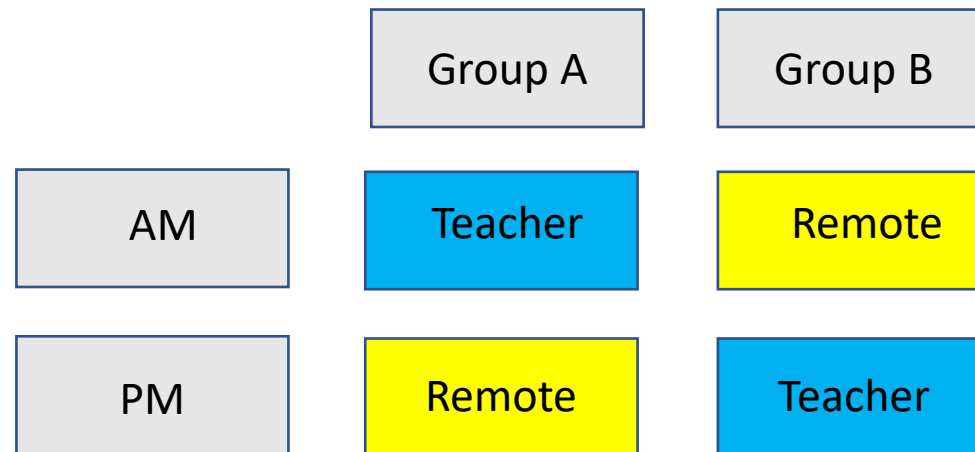
- Exposure risk for students and staff
- Student adherence to social distancing and mask guidelines
- Young student health issues (ex. runny noses or upset stomach) = time out of school?
- Student quarantine = teacher quarantine = what happens to the class?
- Substitute teachers?
- The need for daycare (before/after school or other half of day) negatively impacts the health success of small cohorts and can be a burden on families
- Will impact some/many families' ability to work

- **Remote Challenges**

- Inequity in student support/structure outside of school
- Learning model is different from what teachers/students/families are accustomed to
- Ability to support community health functions:
 - Mental health
 - Food security
 - Socialization
- Will impact some/many families' ability to work

ELEMENTARY Hybrid Model: AM/PM Half Days

- Classes split into 2 groups; AM/PM
- In-person classes @ 10-12 students
- Students learn for ½ day in-person and ½ day remotely
- All students and staff wear masks, 6ft distancing, other health guidelines
- Remote learning assignments will be directly connected with in-person learning
- Students continue learning at home with an integration of in class assignments and remote instruction



ELEMENTARY Hybrid Model: AM/PM Half Days

	Group A	Group B
8:45 – 9:15	Student Arrival/Transition	Remote Learning
9:15 –11:45	In – person Classroom – Learning Block <ul style="list-style-type: none"> • ELA/Math/SS/Sci • Encore/Unified Arts • Open Circle 	Remote Learning
11:45 –1:00	Student transition Planning/Lunch for teachers	Student Arrival/Transition
1:00 – 3:30	Continuation of Learning Remotely	In-person Classroom – Learning Block <ul style="list-style-type: none"> • ELA/Math/SS/Sci • Encore/Unified Arts • Open Circle

PROS

- Equity: All students in school
- Continuity of learning
- Continuous Model
- Minimize the need for technology
- Remote learning directly connected to in-class
- Flexible staffing and space use
- Mental Health

ELEMENTARY Fully Remote Model

Example of a Possible Full Remote Schedule	
9:00 – 9:30	Open Circle/Morning Meeting – Live on Teams
9:30 –10:40	Math Focus Lesson Live on Teams: Teacher Lesson/Small Group Instruction Independent work
10:40 – 11:10	Encore/Unified Arts 15 minutes live on Teams; 15 minutes independent
11:10 -11:50	Lunch break
11:50 – 1:15	Literacy Workshop Live on Teams: Teacher Lesson/Small Group Instruction Independent work
1:15 – 2:00	Integrated Social Studies/ Science
2:00 – 2:45	Community Connection Advisor Live on Teams Office Hours

PROS: • No Risk of Exposure

ELEMENTARY

Being at School During Remote Learning

District choice of Remote learning allows students to access building

- Targeted groups can come on a scheduled basis
 - Every day for K?
 - Every student twice a month?
 - Assessments
 - Specific in-person services
 - SEL activities
 - Check-ins
- PROS:**
- Lower risk of exposure
 - Provides some level of in-person benefits
 - More "normal" experience for youngest students

Targeted Groups



- Kindergarten and First Graders
- Disadvantaged youth
- Students identified through our MTSS process who have social/emotional, academic, and/or behavioral needs
- Special education students

Options for supporting targeted groups:

Fully remote model: Target groups could access the building and receive additional direct instruction and interventions as needed.

Half day model: Targeted groups could come in early or stay late during the transition times to receive additional direct instruction and interventions.

ORMS – Model 1

Grades 5 & 6 AM/PM

Grades 7 & 8 – 2 Days a Week

Wednesday – Re-learning Day

Benefits

- Equity
- Students Less Screen Time
- Students seen 4 days a week Gr. 5 & 6
2 days a week Gr. 7 & 8
- Builds School Community
- Allows for Targeting Learning

Challenges

Busing
Cleaning
Monitory Movement
Staffing
Meals
P.P.E Costs

Grades 5 & 6 in school every day for ½ a day Grade 7 & 8 in school every other day

- Whole school is on Blue/White schedule (A/B)
- 5th graders come to school every day for ½ day (2 core classes, UA, Bobcat/music, and Advisory)
- 6th graders come to school every day for ½ day (2 core classes, UA or WL, Bobcat/music, and Advisory)
- 7th and 8th grade (50% of students) come to school every other day for a full day (block scheduling – 2 core classes, UA or WL, Bobcat/music, and Advisory)

Grade 5 3 rd Floor	Grade 5 2 nd Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavour 8
8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance
8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory
8:40-9:20 Core	8:40-9:20 Core	8:40-9:20 UA WL A/B	8:40-9:20 WL UA B/A	8:45-10:15 Core	8:45-10:15 Core	8:45-10:15 Core	8:45-10:15 Core
9:20-10:00 UA	9:20-10:00 Core	9:20-9:45 Bobcat/Music (A)	9:20-9:45 Bobcat/Music (A)				
10:00-10:40 Core	10:00-10:40 UA	9:45-10:25 Core	9:45-10:25 Core	10:25-11:55 UA	10:25-11:55 WL	10:15-11:45 Core	10:15-11:45 Core
10:40-11:00 Bobcat/Music	10:40-11:00 Bobcat/Music	10:25-11:05 Core	10:25-11:05 Core				
11:00-11:30 Lunch/dismissal	11:00-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	12:00-12:30 Lunch/Recess	12:00-12:30 Lunch/Recess	11:50-12:40 Bobcat/Music (A)	11:50-12:40 Bobcat/Music (B)
11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	12:35-2:05 Core	12:35-2:05 Core	12:45-1:15 Lunch/Recess	12:45-1:15 Lunch/Recess
12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance			1:20-3:00 WL	1:20-3:00 UA
12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	2:10-3:00 Bobcat/Music (A)	2:10-3:00 Bobcat/Music (B)		
12:35-1:15 Core	12:35-1:15 Core	12:35-1:15 UA A/B	12:35-1:15 WL B/A	3:00-3:05 Pack up	3:00-3:05 Pack up	3:00-3:05 Pack up	3:00-3:05 Pack up
1:15-1:55 UA	1:15-1:55 Core	1:15-1:55 Core	1:15-1:55 Core				
1:55--2:35 Core	1:55-2:35 UA	1:55--2:20 Bobcat/Music	1:55--2:20 Bobcat/Music				
2:35-3:00 Bobcat/Music	2:35-3:00 Bobcat/Music	2:20-3:00 Core	2:20-3:00 Core				

ORMS – Model 2

Grades 5 - 8 AM/PM

Wednesday – Re-learning Day

Benefits

- Equity
- Students Less Screen Time
- Students seen 4 times a week
- Builds School Community
- Allows for Targeting Learning
- Consistent with K -4

Challenges

Busing
Cleaning
Monitory Movement
Staffing
Meal schedule
P.P.E Costs

ORMS – Model 3

Grades 5 - 8 Two Days per Week
Wednesday – Re-learning Day

Benefits

- Equity
- Students Less Dependent on Technology
- Students seen 2 times a week
- Builds School Community
- Allows for Targeting Learning

Challenges

Busing
Cleaning
Monitory Movement
Staffing Needs
P.P.E Costs
Less Contact Time with Students

Grades 5-8 in school every day for ½ day

- Whole school is on Blue/White schedule (A/B)
- Grade 5 comes to school every day for ½ day (2 core classes, UA, Bobcat/music, and Advisory)
- Grades 6-8 come to school every day for ½ day (core classes, UA or WL, Bobcat/music, and Advisory)
- Grades 6-8 core classes can be block (meet once a week) or every other day (meet twice a week)
- Allows for less dependence on technology – not as much screen time

Grade 5 3 rd Floor	Grade 5 2nd Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavour 8
8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance
8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory
8:40-9:20 Core	8:40-9:20 Core	8:40-9:20 UA WL A/B	8:40-9:20 WL UA B/A	8:40-9:05 Bobcat/Music	8:40-9:05 Bobcat/Music	8:40-9:20 Core	8:40-9:20 Core
9:20-10:00 UA	9:20-10:00 Core	9:20-9:45 Bobcat/Music (A)	9:20-9:45 Bobcat/Music (A)	9:05-9:45 UA WL A/B	9:05-9:45 UA WL B/A	9:20-10:00 Core	9:20-10:00 Core
10:00-10:40 Core	10:00-10:40 UA	9:45-10:25 Core	9:45-10:25 Core	9:45-10:25 Core	9:45-10:25 Core	10:00-10:25 Bobcat/Music	10:00-10:25 Bobcat/Music
10:40-11:05 Bobcat/Music	10:40-11:05 Bobcat/Music	10:25-11:05 Core	10:25-11:05 Core	10:25-11:05 Core	10:25-11:05 Core	10:25-11:05 UA WL A/B	10:25-11:05 UA WL B/A
11:00-11:30 Lunch/dismissal	11:00-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal
11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch
12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance
12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory
12:35-1:15 Core	12:35-1:15 Core	12:35-1:15 UA WL A/B	12:35-1:15 WL UA B/A	12:35-1:00 Bobcat/Music	12:35-1:00 Bobcat/Music	12:35-1:15 Core	12:35-1:15 Core
1:15-1:55 UA	1:15-1:55 Core	1:15-1:40 Bobcat/Music (A)	1:15-1:40 Bobcat/Music (A)	1:00-1:40 UA WL A/B	1:00-1:40 UA WL B/A	1:15-1:55 Core	1:15-1:55 Core
1:55--2:35 Core	1:55-2:35 UA	1:40-2:20 Core	1:40-2:20 Core	1:40-2:20 Core	1:40-2:20 Core	1:55-2:20 Bobcat/Music	1:55-2:20 Bobcat/Music
2:35-3:00 Bobcat/Music	2:35-3:00 Bobcat/Music	2:20-3:00 Core	2:20-3:00 Core	2:20-3:00 Core	2:20-3:00 Core	2:20-3:00 UA WL A/B	2:20-3:00 UA WL B/A

MTSS: Targeted Learners

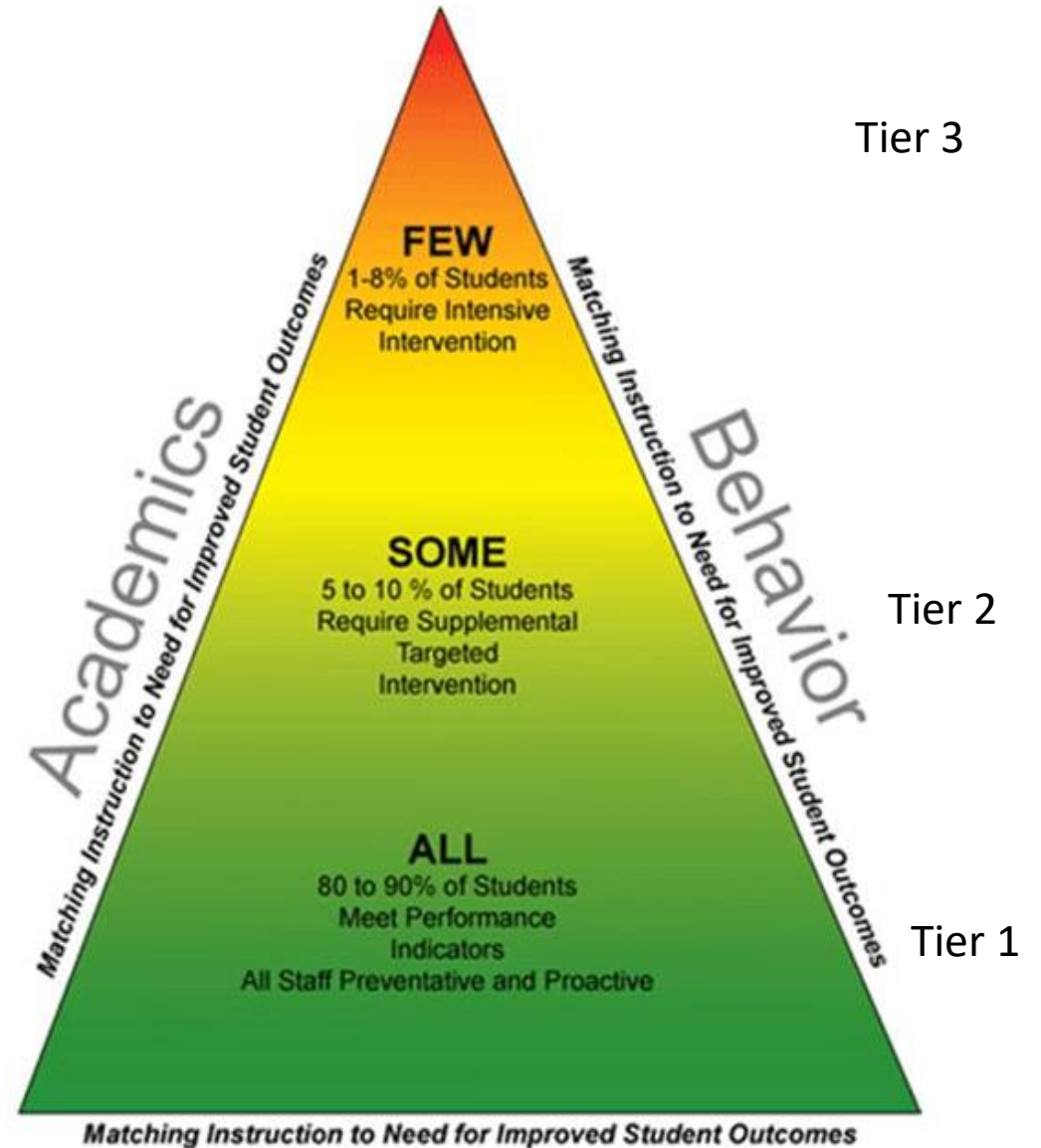
MTSS allows us to use strategies to personalize a student's educational experience allowing for equity and opportunity for student success.

Some indicators that ORHS examines for such personalization include (but are not limited to):

If students had difficulty with Remote Learning in the spring 2020.

Behaviors: absenteeism, nurse visits, counselor and teacher referrals, social emotional needs, etc.

Academic: teacher and counselor referrals, grades, performance on assessments, etc.



Targeted Assistance Groups:

<u>Group</u>	<u>How to identify</u>	<u>Supports implemented/monitored:</u>
1. Special Education, 504	Caseloads given to case managers	Ensure hours of school day or remote meet service needs
2. Multi-Tiered Systems of Support (MTSS)	MTSS Student Matrix	HS = Advisory/Flex MS = Bobcat Time in schedule Elementary = MTSS Time
3. Remote learning Challenges	Teacher Input	Identify a key staff member to connect, monitor, and problem solve with student
4. Social-Emotional Concerns	Counselor & Teacher Input	Advisory regularly Identify resources needed- Parent communication Counselor consultation with team Regular or as needed counseling Outside referral process
5. Poor attendance	Counselor & Teacher Input (2019-2020SY) Daily attendance in-school session Attendance for each class- remote	Attendance referral form to Admin.- Administration follow up with staff, Counselor, and parents if needed
6. 5 th grade	All 5 th Grade Students	Introduction to Building Teacher/Student Meet & Greet Increase teacher/student interaction- I.e. Daily morning meeting or advisory
7. Pre-K, Kindergarten, 1st Grade		
8. 9 th Grade		

OR HIGH SCHOOL

Goal is for ORHS is to provide a safe and equitable environment for rigorous and engaging studies which reflects our Vision of a Graduate and Mission as a school.

Vision of a Graduate

- Students strive to develop and master transferable academic, social and emotional skills, our graduates will be capable and empowered individuals who demonstrate a critical awareness of self and an empathetic awareness of others.

Mission

- Oyster River High School promotes a safe and nurturing community where the uniqueness of each member is valued. In this spirit, we are committed to becoming educated, ethical, responsible citizens who strive to contribute positively toward the betterment of ourselves, our school, our society and our world.

First two weeks of school for students

Orientation Goals:

- Build connections with kids and transition to the new school year.
- Provide specific training focused on areas that we know kids struggled with in the remote setting.
 - Schoology
 - Teams
 - PowerSchool
 - Email
 - Digital Citizenry and Academic Integrity
 - Executive Functioning
 - SEL/Mental Health and Wellness
 - Use of FLEX and Access to Faculty
 - And other areas as determined

Model 1 – 50% return per day/alternating days (alphabetical/or by grade) – all students 2 days/week

Benefits:

- Equity
- In person/in time monitoring of student learning and growth for academic success (which compliments remote instruction and learning)
- SEL/Mental Health Supports in Person
- Human Connection
- School Community

Challenges:

- 425 students - mixing cohorts and social distancing
 - Electives, lunch, hallways, larger classes, classroom size, student privilege, arrival and dismissals
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Faculty and students who do not return –Staff Dependent with faculty dependent classes
- Creation of robust and engaging curriculum and instruction for dual modes (remote and in-person)

Bell Schedule

Classes are on alternating days A Day and B Day

Classes are blocks of time

Same schedule could be used regardless of model making transitions between models easier.

Schedule has been created/adjusted according to student input.

Time	Bell Schedule
8:00-8:15	Arrival If remote quick Advisory Check In
8:15-9:35	A/B Class (80 min)
9:40-11:00	<i>C/FLEX Students report to Advisory and schedule out as normal.</i> If remote 9:40-10:10 Advisory and 10:10-11:00 Office Hours
11:05–11:35 11:35 12:05	Half Lunch/Half Advisory Half Advisory/Half Lunch
12:10-1:30	F/D
1:35-2:55	E/G
2:55-3:05	Dismissal

Weekly Rotation with alternating 50% model

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Day 1 – A,C, F, Lunch, E	Blue Day 2 – A, C, F, Lunch, E	8:15-10:15 9 th Grade at ORHS for programing/Divided Alphabetically (cohorts)	White Day 1 – B, FLEX/Advisory, D, G	White Day 2 – B, FLEX/Advisory, D, G
50% at ORHS (Group 1)– synchronous	50% at ORHS (Group 2) – synchronous	8:15 – 11:30 Remote Relearning & Reassessment	50% at ORHS (Group 1)- synchronous	50% at ORHS (Group 2) – synchronous
50% Remote (Group 2) - asynchronous	50% Remote (Group 1) - asynchronous	12:30 – 3:05 Faculty Planning & Meetings Curriculum Work	50% Remote (Group 2) – asynchronous	50% Remote (Group 1) – asynchronous
<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>

Model 2– Start with In-Person FLEX and Additional Learners slowly introduce classes, mixing cohorts.

Benefits:

- Small Cohorts, social distancing and cleaning
- Equity
- Some SEL/Mental Health Supports in Person
- Some human connection, school community and in person monitoring
- Ability to bring in students who need more frequent check-ins
- Focus on creation of robust and engaging remote curriculum and instruction (single mode)

Challenges:

- Regulating movement in building
- School Community/Climate
- Limited in person
- Faculty time to adjust curriculum & instruction
- Structure/protocols to determine individuals or groups for in-person experience (examples: 9th grade transition or student needing services)

50% Per Session – 100% per Day

Model for first two weeks of school with Model 2

Monday 8/31	Tuesday 9/1	Wednesday 9/2	Thursday 9/3	Friday 9/4
8:15-10:15 9th and 11th Grade Orientation, report to advisory for the period 10:30 – 12:30 – Faculty Planning & Meetings, Curriculum Work 1:05 - 3:05 10th and 12th Grade Orientation, report to advisory for the period	8:15-10:15 10th and 12th Grade Orientation, report to advisory for the period 10:30 – 12:30 – Faculty Planning & Meetings, Curriculum Work 1:05 – 3:05 9 th and 11 th Grade Orientation, report to advisory for the period	Blue Day - Remote	White Day - Remote	No School
Monday 9/7	Tuesday 9/8	Wednesday 9/9	Thursday 9/10	Friday 9/11
No School	Blue Day – Remote – Election Day	White Day – Remote	8:15-10:15 10th and 12th Grade Orientation, report to advisory for the period 12:30 – Faculty Planning, Meetings & Curriculum Work 1:05 – 3:05 9th and 11th Grade Orientation, report to advisory for the period	8:15-10:15 9th and 11th Grade Orientation, report to advisory for the period 10:30 – 12:30 – Faculty Planning & Meetings, Curriculum Work 1:05 - 3:05 10th and 12th Grade Orientation, report to advisory for the period

Learning Schedule

Classes are on alternating days A Day and B Day

Classes are blocks of time

Same schedule could be used regardless of model making transitions between models easier.

In person FLEX would occur once a week. Students would schedule themselves or faculty would schedule students during this time using Adaptive Scheduler.

***Monitor cohort success then begin to introduce classes such as Science, Culinary, Art, Tech Ed, Orchestra, etc.**

Time	Bell Schedule
8:00-8:15	Arrival
8:15-9:35	A/B Class (80 min)
9:40-11:00	C/FLEX 9:40-10:10 Advisory 10:10-11:00 Office Hours
11:05-12:05	Lunch
12:10-1:30	F/D
1:35-2:55	E/G
2:55-3:05	Dismissal

In Person FLEX & Additional Learners Model– Goal is to create small cohorts and have kids on campus for one on one time with faculty.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Blue Day – Remote - A,C, F, Lunch, E</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>	<p>White Day – Remote – B, FLEX/Advisory, D, G</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>	<p>8:15-10:15 9th and 11th Grade, report to advisory for the period</p> <p>10:30 – 12:30 – Faculty Planning, Meetings & Curriculum Work</p> <p>1:05 - 3:05 10th and 12th Grade, report to advisory for the period</p>	<p>Blue Day – Remote - A, C, F, Lunch, E</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>	<p>White Day - Remote – B, FLEX/Advisory, D, G</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>
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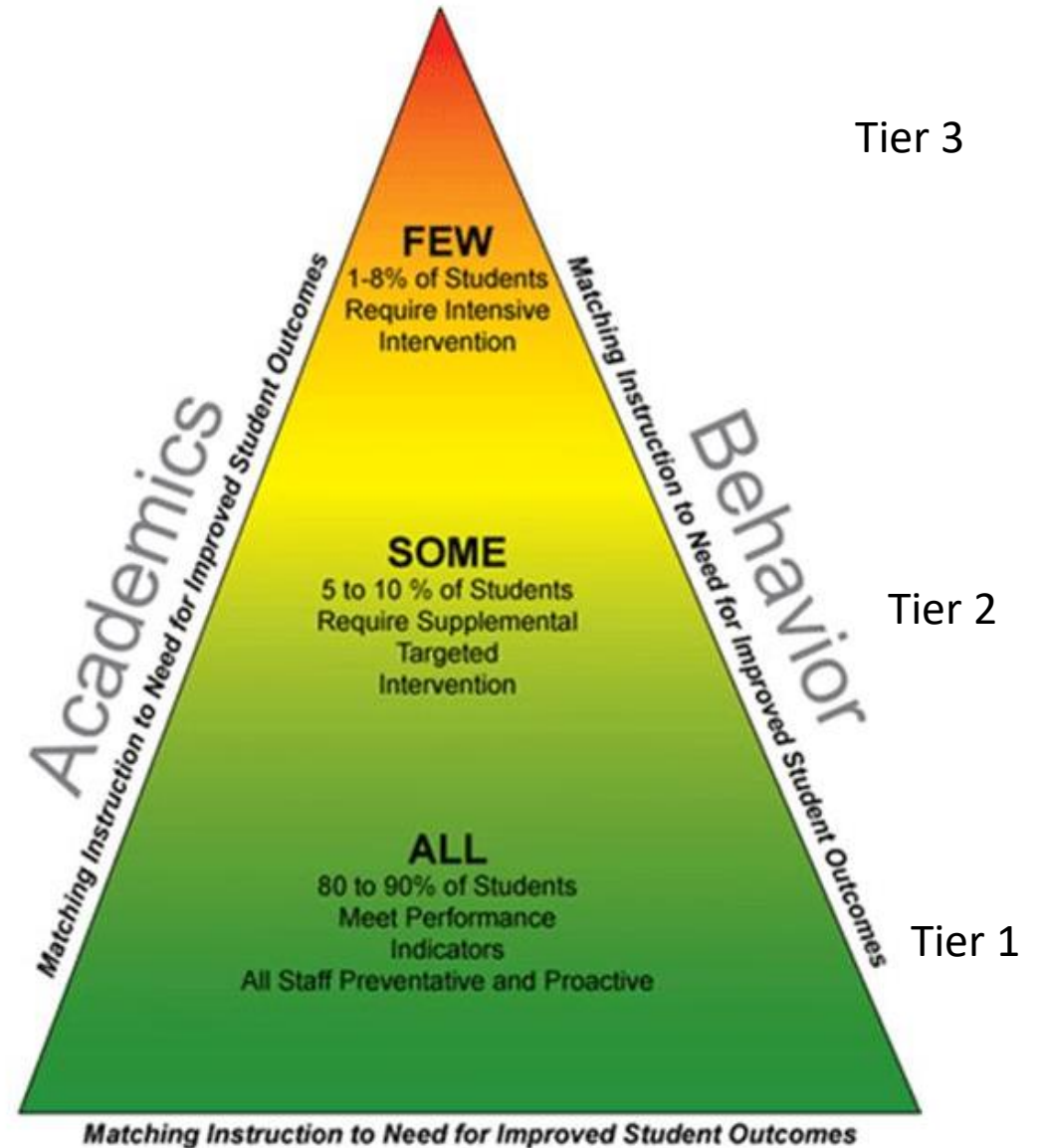
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Grading, Reporting and Marking Periods

Two areas ORHS staff have identified as hurdles to teaching and learning.

- Curriculum design, instruction and assessment of student acquisition of knowledge should be flexible for the entirety of the course.
- Grading and reporting should tell students that they are learners who are growing and gaining proficiency over time. Learning for anyone does not happen in a single snapshot and
- Research tells us 0's, 10's 20's do not motivate learners – Fear and shame should not be used as motivators for adults or children.

Provide flexibility in instruction and learning throughout the semester. Report home same number of times but shift to what Colleges and Universities use and mark only at the close of the course (semester and year end).

Disaggregate the “F” into parts for teachers to better communicate student learning with students and parents/guardians. Encouraging students to continue to learn and grow without shame and fear.

- IE – Insufficient Evidence
- NYC – Not Yet Competent

We all hope for full return to school. Models will evolve and we hope to introduce more students over time.

Research shows that, “Even a brief intervention with students designed to boost their hope led to a measurable increase in life satisfaction.” – Shane J. Lopez

It is important to view this, and to talk to kids about this, as an evolving process. This is only our starting point.

- Begin: With In-Person FLEX as presented
- Mix cohorts within two grade levels or open select courses for multiple grade level cohort mixing
- Increase numbers of cohort mixing until we can fully open.
- Be fluid as conditions and guidance changes.

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

SCHOOL CALENDAR

2020-2021

School Board Approved – 12/18/19

Deliberative Session: February 2, 2021*

Voting Day: March 9, 2021*

*Subject to Change

AUGUST/ SEPTEMBER 2020					
M	T	W	Th	F	
	TW	TW	△	28	
S(23) T(25)	31	1	2	3	X
	X	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

OCTOBER 2020					
M	T	W	Th	F	
			1	2	
S(20) T(21)	5	6	7	8	TW
	X	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

NOVEMBER 2020					
M	T	W	Th	F	
S(16) T(17)	2	TW	4	5	6
	*9	10	X	12	13
	16	17	18	19	20
	23	24	X	X	X
	30				

DECEMBER 2020					
M	T	W	Th	F	
S(16) T(16)	7	8	9	10	11
	14	15	16	17	18
	21	22	X	X	X
	X	X			

JANUARY 2021					
M	T	W	Th	F	
S(18) T(19)	4	5	6	7	8
	11	12	13	14	15
	X	19	20	21	22
	TW	26	27	*28	29

8/25, 8/26..... Teacher Workshop Days
 8/27..... 1st Day for All Students
 8/31..... 1st Day Preschool
 9/4..... No School Day
 9/7..... Labor Day Observance

10/9..... Teacher Workshop -
 (Parent/Teacher Conference Gr K-5)
 10/12..... /Indigenous Peoples
 /Columbus Day

11/3 Teacher Workshop (Presidential Election)
 11/11..... Veterans' Day Observed
 11/25 - 11/27... Thanksgiving Recess

12/23 - 1/1..... Holiday Recess

1/18..... Martin Luther King Day
 1/25..... Teacher Workshop

2/22 - 2/26 Winter Recess

3/19..... Teacher Workshop

4/26 – 4/30..... Spring Recess

5/28..... Teacher Workshop
 5/31..... Memorial Day

TBD..... ORHS Graduation
 6/23..... With 5 Built In - Snow Days

△ First Day of School for Students
 △ Last Day of School - **Early Dismissal**
(unless more than 5 make-up days are required)

TW Teacher District Workshop Days
(no school for students)

X School Closed – Holiday/Vacation/No
 School Day

* End of Quarter

SD Snow Days (5 Built in)

Anticipated last day for students is 6/23. The
 calendar allows for five school cancellation
 days. If less or more than five days are needed to
 cover cancellations, the schedule will be
 adjusted accordingly.

FEBRUARY 2021					
M	T	W	Th	F	
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	X	X	X	X	X

S(15)
T(15)

MARCH 2021					
M	T	W	Th	F	
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	TW
	22	23	24	25	26
	29	30	31		

S(22)
T(23)

APRIL 2021					
M	T	W	Th	F	
			1	2	
	5	6	7	8	*9
	12	13	14	15	16
	19	20	21	22	23
	X	X	X	X	X

S(17)
T(17)

MAY 2021					
M	T	W	Th	F	
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	TW
	X				

S(19)
T(20)

JUNE 2021					
M	T	W	Th	F	
	1	2	3	4	
	7	8	9	10	11
	14	15	16	SD	SD
	SD	SD	SD /△		

S(12)
T(12)

178 Student Days

185 Teacher Days