

**Oyster River Cooperative School District
REGULAR MEETING**

September 1, 2021**Oyster River High School Library****7:00 PM**

- o. CALL TO ORDER 7:00 PM**
 - Welcome New Student Representative: Olivia Gass
- I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING**
- II. APPROVAL OF AGENDA**
- III. PUBLIC COMMENTS (Total allotted time for public comment is 30 minutes)**
- IV. APPROVAL OF MINUTES**
 - Motion to approve 8/18/21 Regular 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**
 - Opening Day Enrollment
 - DEI Memo to Community & Staff
 - Strategic Plan Board Review:
 - Curriculum Subject Area Coordinators - District [Suzanne.]
 - World Language {Jim}
 - Technology
 - CBE Elementary, MS and HS [Principals]
 - Barrington Meeting Report
 - C. Business Administrator**
 - DOE25/MS25 **Motion to authorize the Board Chair to sign the MS25 and DOE/25 as a pair.*
 - D. Student Representative Report (Olivia Gass)**
 - 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}***
 - Motion to affirm the hiring of two teachers: Moharimet Kindergarten Teacher and ORHS Chinese Teacher.
 - Motion to approve ORMS Fall Coaches for the 2021-22 school year.
- VIII. DISCUSSION & ACTION ITEMS**
 - Pledge of Allegiance at School Board Meetings.
 - Draft of a Board Resolution on Teaching About Race.
 - Possible Public Hearing for Policy BEDH – Public Participation at a Board Meeting
 - Brainstorm ways the Board can interact with the public.
- IX. SCHOOL BOARD COMMITTEE UPDATES**
- X. PUBLIC COMMENTS (Total allotted time for public comment is 30 minutes)**
- XI. CLOSING ACTIONS**
 - A. Future meeting dates:**
 - September 15, 2021 Regular Meeting – ORHS Library
 - September 29, 2021 Manifest Meeting – SAU 3:30 PM
 - October 6, 2021 Regular Meeting – ORHS Library
- XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}**
NON-MEETING SESSION: RSA 91-A2 I (a)
 - Strategy or negotiations with respect to collective bargaining.

XIII. ADJOURNMENT:

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

**Respectfully submitted,
Superintendent**

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

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

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

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

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

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

Oyster River Cooperative School District Members:

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

Information Regarding Nonpublic Session

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

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

Oyster River Cooperative School Board
Regular Meeting Minutes

August 18, 2021

DRAFT

SCHOOL BOARD PRESENT: Michael Williams, Al Howland, Brian Cisneros, Yusi Turell, Dan Klein, Tom Newkirk, Denise Day

STUDENT REPRESENTATIVE: None

ADMINISTRATORS PRESENT: Jim Morse, Sue Caswell, Misty Lowe, Catherine Plourde, Jay Richard, Rebecca Noe, David Goldsmith

STAFF PRESENT: Jim Rozycki and guest, Felicia Sperry, John Webb, Kim Felch

GUEST PRESENT:

ABSENT: Suzanne Filippone

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

Ia. Public Hearing: Purpose to discuss expenditure of the Facilities Development Capital Reserve Fund.

Brian Cisneros made a motion to open the public hearing, 2nd by Denise Day. Motion passed, 7-0.

Jim Morse gave a brief synopsis as to why there needed to be a public hearing and then invited Sue Caswell to the podium.

Sue Caswell stated the reason for the public hearing is to discuss the need to approve moving of funds regarding the air conditioning update in the tower classrooms at the high school.

Al Howland moved to close the public hearing, 2nd by Brian Cisneros. Motion passed, 7-0.

Michael Williams informed the Board that they will continue this topic later in the meeting.

II. APPROVAL OF AGENDA

Michael Williams reminded the Board that there would be a short non-meeting at the end of the regular meeting for negotiations and then asked the Board if they had any changes. There were no changes.

Tom Newkirk moved to approve the agenda as written, 2nd by Denise Day. Motion passed, 7-0.

III. PUBLIC COMMENTS

Jill Piparo of Lee requested the Board consider making masks optional for students in the PEP program, also requested the Board consider allowing mask breaks for students, and for middle school and high school students to be able to use their lockers beginning on the first day of school. Jill also requested for the Board to develop a gate for when they will stop the mask mandate, and also questioned the Board as to why the pledge of allegiance isn't recited at the beginning of the meetings.

Krista Butts of Lee explained as a past Board member that she really enjoyed hearing what the students were involved in. She went on to state that on July 10th 18 students, 13 of which were OR students went on a mission trip in West Virginia where they painted two house, designed, obtained the lumber and built two decks, did landscaping, planting of a garden, and worked in a food pantry. She then went on to state that 7 students, 6 of which were from Durham and Lee and one Newmarket student backpacked in New Mexico for 12 days and received their 50 miles award. She thanked the Board for all that they are doing to keep our children safe.

IV. APPROVAL OF MINUTES

Denise Day moved to approve the regular meeting minutes from August 4th, 2nd by Yusi Turell.

Corrections:

Denise Day stated that on page 3 of the minutes: under the motion regarding the after school Chinese Program, the motion should include, "and charge families \$100".

Tom Newkirk stated he thought the correct amount was \$100, and then \$150 for two or more siblings, and also requested the recommended amount show as up to \$17,000. He also corrected the spelling of Anita Mathur's name.

Michael Williams stated that we received corrections for the public comment section from two individuals and that Wendy viewed the video for accuracy of the statements and that these corrections will be made.

Vote on motion to approve the regular meeting minutes as amended from August 4th passed, 7-0.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District:

Rebecca Noe shared that the high school has received an accommodation from the NHIAA for outstanding sportsmanship. She shared an update on the three-high school bootcamps that are occurring. This week one is for seniors applying for college, and another for incoming freshmen. Next week there will be one for incoming new students or those returning from remote learning. Principal Noe also shared that school sports started Monday at the high school and that the teachers have returned as well and are working on curriculum.

B. Board: None

VI. DISTRICT REPORTS

A. Assistant Superintendent / Curriculum & Instruction Report(s): None

B. Superintendent's Report

Enrollment Update

Dr. Morse stated the enrollment number for the high school is up significantly, and the middle schools and elementary schools are either at or slightly below where they were expected to be. We will have the official enrollment numbers on October 1st.

Dr. Morse also discussed the new SASS program that Catherine Plourde and Kim Wolph are overseeing. This is an opt-in program that allows the district the capability to perform rapid tests for students and staff should the need arise and get quick test results.

Dr. Morse brought the Board up to date on the Chinese Teacher position that was open for the high school due to a sudden resignation. He is working with Rebecca Noe on a candidate they will be interviewing on Thursday. He also stated that he has a plan B that he is working with Brigitte Herz from One World Language.

Dr. Morse updated the Board on the current transportation status and that he has met with Sue Caswell and Lisa Huppe. There are currently 31 positions on paper and only 21 current staff. He went on to state that this is not just a local or regional problem, this is national. They have determined that at the start of the school year they are going to run the buses as they did last spring with dedicated runs for Mast Way and Moharimet and dedicated runs for the middle and high schools. This will create new school start times for the school year.

Architect's Report/Furnishing

Ryan Tirrell, interior designer discussed the furnishings of the new middle school, their flexibility in usage and arrangement, and how this can help meet future needs of the district as well.

Strategic Plan Board Review:

Catherine Plourde gave a brief breakdown on who will be speaking, what their roles are in the district, and what they will be speaking on. She introduced Kim Felch.

MTSS/SEL & Academic – District

Kim Felch discussed overall district updates, including the addition of a fourth counselor to the middle school, and supporting students post Covid-19.

John Webb discussed the programs that will be implemented at the high school, including trauma training, bystander training, and suicide prevention training for the faculty, and his goal of establishing a measuring system for the mental health of students.

Felicia Sperry discussed establishing the communication skills and common language with students early to help express their mental health later on.

MTSS / SEL & Academic Elementary / MS / HS (Principals, Felicia, Kim F, John W)

David Goldsmith & Misty Lowe stated they are on track with the strategic plan and have met their goals for the first two years, and now they will be trying to reestablish what was accomplished as school is starting again.

Michael Williams asked how new teachers are brought up to speed with the goals of the schools.

David stated that many new teachers have come from schools with similar systems in place and they explain to them how things are done in the district here, and they also include the story of the journey in the new teacher orientation.

Misty stated they also share with them the different measurement systems used in the district and how to read the data collected.

Dr. Morse also stated that they have integrated questions into the interviewing process of new hires that compliment the strategic plan to ensure they are going to participate in achieving the goals.

Yusi Turell asked if there is coordination between the counseling and academic teams when preparing to teach a potentially challenging or emotionally charged topic.

David stated they are constantly working together to support the students.

Felicia Sperry discussed the open circle program and how it teaches, provides, and uses skills when discussing challenging topics with students.

New Middle School

Jay and Jim discussed the progress of the new middle school, and the ongoing planning of logistics of making the actual move. They also discussed the high interest people have expressed in obtaining bricks from the old middle school, and how this could further their sustainability efforts.

Tom Newkirk asked if moving into the new middle school would provide them with the opportunity to reimagine the daily schedule.

Jay stated that they may have the ability to have two lunch periods instead of four, allowing for more time in the day for other activities, as well as providing more space for the advisory program.

Brian Cisneros asked about involving ORTV in the happenings at the new middle school as it moves closer to being completed.

Covid-19 Mitigation & Response Plan

Dr. Morse explained the work that Catherine has done by taking our narrative and turning it into a working color-coded system that the District can use to determine the Covid-19 threat levels locally.

The Board had a lengthy discussion surrounding this plan.

C. Business Administrator

FY21 Fund Balance Update

Sue Caswell explained that the bottom line is set at approximately 900K.

2022-2023 Budget Process Calendar

Brian Cisneros moved to approve the 2022 -2023 Budget Calendar as presented, 2nd by Denise Day. Motion passed 7-0

Michael Williams asked about inputs for goal setting and possible meeting date for this to happen.

Bus Lease

Brian Cisneros moved to approve the Bus Lease as presented, 2nd by Denise Day. Motion passed 7-0.

Chair Michael Williams declared a short recess at 8:56pm and a return at 9:01pm.

D. Student Representative Report: None

E. Finance Committee Report: None

F. Other: None

VII. UNANIMOUS CONSENT AGENDA

Michael Williams moved to approve the unanimous consent agenda for a Motion to approve Moharimet Activity Stipend for the 2021-22 school year. Motion to approve ORHS Maternity Leave of Absence from 08/26/21 through November 26, 2021, 2nd by Denise Day. Motion passed, 7-0.

VIII. DISCUSSION & ACTION ITEMS

Policy BEDH – Public Participation at Board Meetings for Discussion

Michael Williams referred to the information that was provided in the back up and stated the purpose of the policy is to be sure the district's constituents are heard, while allowing us to have guidance and predictability for the meetings.

Al Howland questioned if the policy was needed, as he has not seen an issue during public comments during his time on the school Board and with the Durham town council.

This policy will be sent to the Policy Committee for revisions.

Regional K-8 Virtual School Plan

Dr. Morse stated the district will no longer be working with Florida-based online schooling, as they cannot support the educational needs of students with IEPs or the needs of special education students. VLACS and home schooling are the other options. Jim briefly provided the homeschool process and what the District will provide to homeschooled students.

Expenditure of Facilities Development Capital Reserve Fund (Public-Hearing)

Brian Cisneros made a motion to approve use of Facilities Development Capital Reserve Fund for HS Air Conditioning, 2nd by Al Howland. Motion passed 7-0.

Consideration of a Board resolution on teaching about race

Tom Newkirk gave an overview of this topic.

Al Howland stated that the focus should be on what the teachers are teaching.

Dr. Morse stated the verbiage in HB2 could make teachers scared because they don't want to get in trouble for what they are teaching.

Denise Day made a motion to authorize Tom Newkirk to author a resolution addressing the language of HB2 to be brought back to the Board, 2nd by Yusi Turell. Motion passed, 7-0.

IX. SCHOOL BOARD COMMITTEE UPDATES:

Yusi Turell discussed the Superintendent's Equity BBQ, as well as addressed HB2.

X. PUBLIC COMMENTS: None

XI. CLOSING ACTIONS

A. Future Meeting Dates: September 1, 2021 Regular Meeting – ORHS Library
September 15, 2021 Regular Meeting – ORHS Library

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

NON-MEETING SESSION: RSA 91-A2 I (a)

- Strategy or negotiations with respect to collective bargaining.

XIII. ADJOURNMENT

**Al Howland moved to adjourn the regular meeting at 9:47pm, 2nd by Brian Cisneros.
Motion passed, 7-0.**

The School Board and Superintendent moved into a non-meeting session at 9:47pm.

Respectfully Submitted,
Alexa Fusilier
Recording Secretary

UNOFFICIAL OPENING DAY ENROLLMENT – August 30, 2021

TOTAL OPENING DAY ENROLLMENT – 2,112

Mast Way - 327

Kindergarten - 64

1st Grade - 56

2nd Grade - 66

3rd Grade - 63

4th Grade - 78

Moharimet - 287

Kindergarten 66

1st Grade – 47

2nd Grade – 58

3rd Grade – 49

4th Grade - 67

Middle School - 628

5th Grade – 151

6th Grade – 159

7th Grade – 161

8th Grade – 157

High School 870

9th Grade – 229

10th Grade – 212

11th Grade – 202

12th Grade - 227

Strategic Plan Summary with Annotations

District Curriculum

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed/In Progress	In progress	In Progress			
District Curriculum Leadership Structure <i>Curriculum Subject Area Coordinators</i>	Establish a budget and job description for a stipend for curriculum leadership positions in 6-12 ELA, Science, SS and World Language; K-12 Art and PE and K-5 Science. <i>Curriculum Subject Area Coordinators</i>	Establish a district curriculum leadership team with goals for the year and develop a budget and job description for Sustainability Coordinator K-4 <i>Curriculum Subject Area Coordinators</i>	Review curricular leadership structure and make adjustments as needed. Establish and budget for a Sustainability/STEM coordinator 9-12 <i>Curriculum Subject Area Coordinators</i>	Establish a sustainability/STEM position for K-4 to be shared between Moharimet and Mast Way. Review curricular leadership structure and make adjustments as needed. <i>Curriculum Subject Area Coordinators</i>	Review curricular leadership structure and make adjustments as needed. <i>Curriculum Subject Area Coordinators</i>	By 2024, a teacher-based curriculum support team will be in place across all curricula areas. <i>Curriculum Subject Area Coordinators</i>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	In progress			
K-12 World Language	Review World Language plan as developed by World Language Committee and discuss implications.	Consider implementation of 5th grade program and discuss K-4 World Language program with focus on space, staffing, cost and impact on overall K4 programming	The district will hire a Chinese Language teacher for MS & HS MS WL to expand to Gr. 5 using an A/B schedule (similar to ORHS) The district will consider hiring a K-4 WL teacher for each elementary school.	To be determined based on school Board discussion.	To be determined based on school Board discussion.	By 2024, the district will have a K-4 World Language FLES model.

Strategic Plan Summary with Annotations

District Information Technology

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	In Progress			
District Tools and Resources	Develop plan to implement 1:1 laptop program for ORHS.	Implement ORHS 1:1 laptop program.	Review and maintain 1:1 laptop program grades 5-12.	Establish replacement plan for ORMS 1:1 laptop.	Review and maintain 1:1 program grades 5-12.	By 2024, the ORCSD IT Department will evaluate and implement technology tools and resources that will be used to support academic and operational goals of the ORCSD.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	In Progress/Revised			
District Policy and Law	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes. Explore options to work with a Cybersecurity Consultant	Review law, update district policies and procedures, and provide staff training on changes.	Review law, update district policies and procedures, and provide staff training on changes.	By 2024, the ORCSD IT Department will continue to review and implement policy and procedure to meet federal and state law.

District Information Technology continued next page.

Strategic Plan Summary with Annotations

District Information Technology

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Revised/In Progress	Revised		
District Infrastructure	Upgrade network switches and firewalls. Assist with technology needs planning for new MS.	Replace staff computers. Copier and Printer Replacement. Assist with technology needs planning for new MS.	Replace servers and storage. Assist with technology needs implementation for new MS. Evaluate classroom desktop computers districtwide. Replace Firewalls	Replace elementary classroom computer sets. Replace classroom desktop computers districtwide. Assist with technology needs implementation for new MS. Replace servers and storage.	Maintain and update district infrastructure and computing systems.	By 2024, the ORCSD computing infrastructure will be up to date and capable of handling the needs of the district.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Revised/In Progress	Revised/In Progress			
SAU Systems-Software	Inventory and list functions of current systems.	Determine SAU system needs for finance, HR, student management, information systems. Communications Committee formed & evaluation/process started.	Research & investigate program capabilities and possible new programs. Evaluate Website/Upgrade & Continue to explore Communications Options for the District.	Narrow potential solutions and budget accordingly.	Select and recommend SAU systems.	By June 2024, software will be recommended for finance, HR, and student information management.

Strategic Plan Summary with Annotations

High School Curriculum

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Partially completed	Partially completed – moved due to COVID	Suggested – Complete remaining 2019-2020			
High School Competency Based Education (CBE)	The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	There will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.			

Strategic Plan Summary with Annotations

Middle School Curriculum

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Revised	2022-2023	2023-2024	2024-2025	
Middle School Competency Based Education (CBE)	Staff will develop a variety of assessments to measure student achievement through curriculum competencies.	Implement teacher created assessments to measure curriculum competencies.	Establish student CBE focus group ad use data to revise teacher created assessments and instruction.	Implement teacher revised CBE assessments and practices.	Continue to use data and revise CBE practices.	By June 2024, students will participate in CBE with a greater understand and depth to their learning to support high school aspirations.

Strategic Plan Summary with Annotations

K-4/Elementary School Curriculum

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Revised	2022-2023	2023-2024	2024-2025	
K-4 Competency Based Education (CBE)	Learn about CBE through professional development and writing science units with competency focus.	Continue learning about CBE through professional development and the continued writing of science units. Moved to 21-22	Develop and begin a schedule of competency writing for English language arts and mathematics.	Continue writing competencies ELA & mathematics.	Continue writing competencies ELA & mathematics.	By June of 2024, K-4 teachers will understand how competencies support student learning and be knowledgeable of writing ad evaluating competencies and implement competencies as developed.

Strategic Plan Progress Report

Goal Area: Curriculum Leadership Structure - Subject Area Curricular Coordinators

What is the 5-year outcome for this goal? By 2024, a teacher-based curriculum support team will be in place across all curricula areas to work with the Assistant Superintendent to guide vertical curriculum development and planning within their content area as well as across content when possible.

What has been accomplished so far?

- Budget for curriculum subject area coordinator
- Stipend for curriculum leadership coordinator positions in 6-12 ELA, Science, SS and World Language; K-12 Art and PE and K-5 Science established.

What is recommended for next year?

- Develop job description with curricular leaders that reflect the needs of the district.
- Establish goals for work with the established team.
- Establish SUS/STEM coordinators

Budget Implications for FY 22-23 None

Strategic Plan Progress report

Goal Area: World Language

What is the 5-year outcome for this goal?

At this point no 5-year outcome for World Language has been approved by the OR School Board. In the World Language Committee report from November 20, 2019 and reviewed again on May 5, 2021, the committee recommends the following 5-year outcome.

Establish a proficiency-based K-12 World Language program utilizing the FLES Model for all students in the district.

- 1. Academic time at the elementary level needs to be expanded to accommodate World Language instruction along with other important district priorities.***
- 2. A single target language for K-4 should be selected. (Spanish is most common)***
- 3. All students in grades K-4 should have 2-3 World Language classes per week of at least 25-30 minutes.***
- 4. Starting in grade 5 students should have world language 3-5 days a week for 45 minutes after choosing from three language options. (Currently French, Spanish and Chinese)***

What has been accomplished so far?

Three key actions have been taken to advance the World Language program since the adoption of the 2019-2024 Strategic Plan.

1. The Middle School and High School World Language department has worked extensively to further develop and refine a proficiency-based curriculum for grades 6-12. In 2018 the district adopted a proficiency-based approach. Over the summers of 2018 and 2019 significant work was done to align district World Language curricula to this framework. In 2018 Year 1 and Year 2 Spanish, French and Chinese were mapped out. In 2019 Year 3 was mapped out. The pandemic has slowed the development of Years 4 and 5 but the department continues to collaborate on proficiency curriculum development.
2. The K-4 World Language Committee was formed in January of 2019 to review best practices and potential obstacles for adopting a K-12 World Language program. The committee was made up of teachers, community members and administrators. The committee did a thorough review of best practices, conducted site visits to model programs and gave its' recommendations stated above at the November 20, 2019 School Board Meeting. This presentation was reviewed a second time at the May 5, 2021 School Board Meeting.
3. Due to the sudden departure of the Confucius Institute from UNH the partnership the OR School District had, came to an end. As a result, a new MOA was developed between the ORCSD and Chengdu University in China to provide a teacher exchange program in the district. For 2021-22 Chengdu is committed to helping us identify and fund 2 Chinese teachers. In 2022-23, the number of teachers drops to 1 teacher and in 2023-24 the ORCSD will need to be self-sufficient with its Chinese program staffing. In the spring of 2021, the School Board approved local funding for up to 2 Chinese teachers for 2021-22. One Chinese teacher has been hired locally at this time for 21-22 with the hope for 2 grant funded positions from Chengdu University.

What is recommended for next year?

The recommended goal to adopt a K-12 Proficiency-Based World Language model needs to be officially reviewed by the board and a goal for World Language adopted. If the recommended goal is adopted, then a plan to add the necessary staffing needs to be put into the 22-23 budget. One additional WL teacher would be needed at the Middle School to expand to 5th grade and 2 WL teachers, one at each elementary school, would be needed to provide WL instruction 2-3 times a week for all K-4 students.

An additional issue that needs to be resolved is staffing of our Chinese Program. For the last 5 years Oyster River has had a relationship with the Confucius Institute that has provided us with 3-4 Chinese teachers at no cost to the district. As a result of this arrangement we have been able to add Chinese as a full option for students in grades 6-12. In addition, Confucius teachers have run a successful after school Chinese program in grades k-4 serving as many as 60-80 students. The Confucius institute is no longer an option and we will need to transition to locally funding this program if we want it to continue. In the short-term we have a MOA with Chengdu University (described above) to provide instructors for our program. This is a transitional program that will shift responsibility for funding Chinese to the district gradually over the next 2 years.

Budget impact for FY 22-23

3 FTEs (1 MS, 2 K-4) at \$90,000 per teacher

Resources and materials \$20,000

Total \$290,000

Elementary World Language Committee

▶ Resubmitted to School Board: September 1, 2021

▶ Report to Oyster River School Board: May 5, 2021

▶ Originally Presented: November 20, 2019

1

Members of the Committee

- ▶ Andrea Birkel, Moharimet Parent
- ▶ Kristin Laberis, Moharimet Parent
- ▶ Anita Mathur, Mast Way Parent
- ▶ Kate Zimar, MW Teacher
- ▶ Candace French, MS Spanish Teacher
- ▶ Leslie Ayers, HS Spanish and French Teacher
- ▶ David Goldsmith, Moharimet Principal
- ▶ Misty Lowe, Mast Way Interim Principal
- ▶ Jay Richard, MS Principal
- ▶ Todd Allen, Assistant Superintendent

2

Charge of the Committee

- ▶ To investigate current research related to effective elementary world language programs, to identify the obstacles faced including how world language would fit into the schedule and to present best practice options with a preliminary report in May, with a final report for Board consideration in November 2019.

3

Our Process

- ▶ The Committee was formed in January and has met regularly (1-2 times per month) throughout the school year.
- ▶ Research was conducted on best practices in World Language.
- ▶ Model K-4 World Language programs were identified and site visits were conducted.
- ▶ The current World Language program was reviewed.
- ▶ The master schedules at Mast Way, Moharimet and the Middle School were reviewed.
- ▶ Building and district priorities beyond World Language were reviewed.

4

Models of Elementary World Language Instruction



FLEX Model

Foreign Language Exploratory Program: Typically once a week for 30-45 minutes. The focus is on exposure to culture and language usually with no proficiency goals.



FLES Model

Foreign Language in the Elementary School Program: Typically meets multiple (2-3) times a week for 25-30 minutes with the primary goal to build language proficiency.



Immersion Model

Students spend 50% of their day or more learning and communicating in a target language with the goal of having all students achieve a very high level of proficiency in the target language.

5

Committee Recommendation:

Establish a proficiency-based K-12 World Language program utilizing the FLES Model for all students in the district.

Academic time at the elementary level needs to be expanded to accommodate World Language instruction along with other important district priorities.

A single target language for K-4 should be selected. (Spanish is most common)

All students in grades K-4 should have 2-3 World Language classes per week of at least 25-30 minutes.

Starting in grade 5 students should have world language 3-5 days a week for 45 minutes after choosing from three language options. (Currently French, Spanish and Chinese)

6

Benefits of a K-12 Proficiency-Based World Language Model

- ▶ The earlier one starts language study the more fluent you become.
- ▶ The study of language increases creativity and problem-solving skills.
- ▶ World Language study enhances English language skills.
- ▶ World Language study exposes students to a wider range of cultures.
- ▶ Students who study World Languages have improved basic skills in core academic areas.
- ▶ Studying languages contributes to a life-long ability to communicate.
- ▶ Curriculum in the K-5 level lends itself to integration of language study in a meaningful way to students.

7

Obstacles to expanded World language instruction in the ORCSD



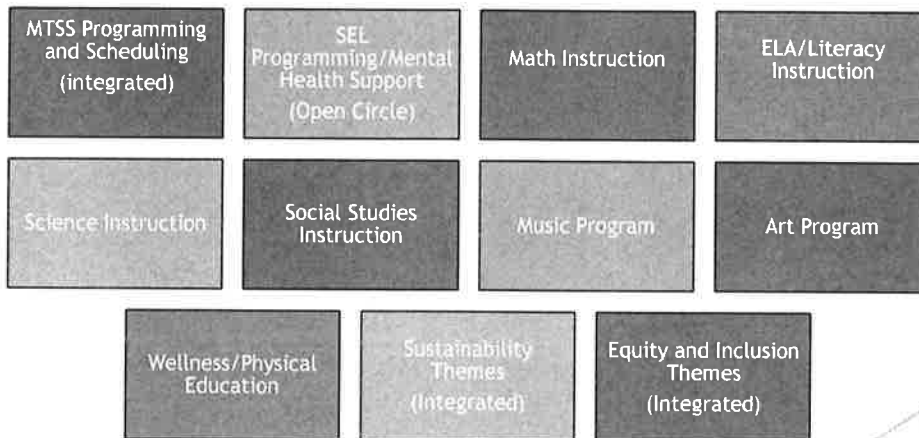
Where does World Language instruction at the K-5 level fit into district priorities?



How do we find the time to add World Language instruction in K-5?

8

Current ORCSD Areas of Focus at K-5 Level



9

Sample K-4 Daily Schedule

Time	Activity
8:45-9:00	Arrival, unpacking, breakfast
9:00-10:30	Literacy Block (Whole or small group instruction, word work, MTSS support)
10:30-10:45	Snack
10:45-11:15	Recess
11:15-12:15	Math
12:15-12:30	Open Circle or Read Aloud
12:30-1:00	Lunch
1:00-1:45	Science or Social Studies
1:45-2:15	Writing
2:15-3:00	Encore(PE, Music, Art)
3:00-3:10	Pack up and dismissal

10

Sample K-4 Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:20 Attendance/Math Warm-Up Good Morning Circle (weekend Whip Share)	8:45-9:30 Attendance Math Warm-Up Open Circle	8:45-9:20 Attendance/Math Warm-Up Good Morning Circle	8:45-9:30 Attendance Math Warm-Up Open Circle	8:55-9:20 Attendance/ Math Warm-Up Good Morning Circle
9:20-10:15 Daily 5 Reader's Workshop	9:30-10:15 Daily 5 Reader's Workshop	9:20-10:15 Daily 5 Reader's Workshop	9:30- 10:15 Daily 5 Reader's Workshop	9:20-10:15 Daily 5 Reader's Workshop
10:15 - 10:30 Snack	10:15 - 10:30 Snack	10:15 - 10:30 Snack	10:15 - 10:30 Snack	10:15 - 10:30 Snack
10:30 - 11:15 Trick word review/phonics dance Word Work Writer's Workshop	10:30 - 11:15 Trick word review/phonics dance Word Work Writer's Workshop	10:30 - 11:15 Trick word review/phonics dance Word Work Writer's Workshop	10:30 - 11:15 Trick word review/phonics dance Word Work Writer's Workshop	10:30 - 11:15 Trick word review/phonics dance/Word Work Writer's Workshop - alternate with Math with T.T.
11:20 - 12:05 Library -Day A	11:20 - 12:05 Art - Day B	11:20 - 12:05 Music - Day C	11:20 - 12:05 P.E. - Day D	11:20 - 12:05 Special - Day A etc.
12:15-12:40 Recess	12:15-12:40 Recess	12:15-12:40 Recess	12:15-12:40 Recess	12:15-12:40 Recess
12:40 - 1:05 Lunch	12:40 - 1:05 Lunch	12:40 - 1:05 Lunch	12:40 - 1:05 Lunch	12:40 - 1:05 Lunch
1:10 - 1:30 Mindful Moment/Read Aloud	1:10 - 1:30 Reflex Math	1:10 - 1:30 Mindful Moment/Read Aloud	1:10 - 1:30 Reflex Math	1:10 - 1:30 Tree Trekkers - every other Friday - Fall and Spring
1:30 - 2:30 - Math	1:30 - 2:30 - Math	1:30 - 2:30 - Math	1:30 - 2:30 - Math	Science Fridays - flexible
2:30 - 2:55 - Theme	2:30 - 2:55 - Theme	2:30 - 2:55 - Theme	2:30 - 2:55 - Theme	Closing O/Compliment box

11

K-4 Academic Day

- ▶ The K-4 Academic Day in the ORCSD is 6 hours and 15 minutes long, starting at 8:55 and ending at 3:10.
- ▶ All model World Language programs visited had academic days that were 15 to 40 minutes longer.
 - ▶ Dover-Sherborn, MA +15 minutes
 - ▶ East Kingston, NH +15 minutes
 - ▶ Glastonbury, CT +25 minutes
 - ▶ Keene, NH +20 minutes
 - ▶ Newington, NH +40 minutes
 - ▶ Rye, NH +15 minutes
 - ▶ St. Patrick's Academy, NH +30 minutes

12

Other Comparable Elementary School Academic Days

Hanover, NH +30 minutes
(Has K-4 FLES Program)

Portsmouth, NH +15 minutes
(Working to add K-4 Program)

Exeter, NH +15 minutes
(Some schools in district have FLEX Program)

Bedford, NH +5 minutes
(Doesn't have K-4 WL)

Amherst, NH +25 minutes
(Has a FLEX Program)

13

Action Steps to Adopting a K-12 World Language Proficiency Model

- ▶ The addition of 3 FTE would provide enough staff to fully implement a K-12 program of this type.
 - ▶ One Full-time teacher at each elementary school and one at 5th grade.
 - ▶ Plan to expand to 5th grade should be implemented.
 - ▶ Proficiency-based program should be rolled out gradually at the K-4 level.
- ▶ More academic time in the K-4 school day needs to be identified. (Lengthen day vs. Priorities)
- ▶ Adjustments to the system would need to take place to support decisions made. (Transportation system, master schedule, etc.)

14

Options Considered

Option Considered	Considerations/Issues
K-4 Afterschool Model (Could be a transition model)	Not available to all kids, Busing, Staffing, Not a FLES Model, not proficiency-based
K-4 Encore/Unified Arts Block (Could be a transition model)	This is a FLEX Model, Limited language exposure, reduces time to PE, Art, Library and Music, not proficiency-based
K-12 Proficiency-based (Recommended as best practice)	This is a FLES Model, focus is on language fluency, all students will have the opportunity to become fluent in a language.

15

Questions for the Board to consider

- ▶ Is the district committed to a K-12 proficiency-based model for World Language?
 - ▶ If so, what is our timeline for implementation?
 - ▶ Requires one additional World Language teacher at Middle School to add 5th grade.
 - ▶ Requires the addition of one World Language teacher at each elementary school to offer 2-3 day a week program for k-4.
 - ▶ If we adopt a K-12 model at what point does Mandarin become an option for students?
 - ▶ Most schools that have a k-12 model focus on Spanish or French in the early grades. Mandarin and other languages usually become options at the middle or high school level.
- ▶ Does the district want to adopt a short or a long-term strategy for maintaining the Mandarin Program?
 - ▶ Do we pursue the grant opportunity through Chengdu University and the Chinese International Education Foundation?
 - ▶ This option could include funding for the K-5 afterschool part of the program as well.
 - ▶ Grant funding is on a year-to-year basis making program more vulnerable.
 - ▶ Do we fund the Chinese positions locally?
 - ▶ This option would require 2 teachers for the number of students signed up for the MS and HS Mandarin program next year.
 - ▶ An additional solution would need to be found for the K-5 afterschool program. Could The One World Language School be part of this solution?
 - ▶ The district controls the funding for the program making it more stable.

16

Additional Information

17

Projected Oyster River Students in Mandarin, French and Spanish for 2021-22

Level	Mandarin	French	Spanish
K-5*	60+	0	0
Grade 6*	12	24	110
Grade 7	8	26	103
Grade 8	14	21	107
ORHS Level 1	10	22	44
ORHS Level 2	19	39	86
ORHS Level 3	6	45	129
ORHS Level 4	5	32	63
ORHS Level 5	0	21	22
ORHS AP	0	0	16
Total	134+(74 in-school)	230	680

*estimated

18

Current World Language Staffing

Level	Mandarin	French	Spanish
K-5	1*	0	0
Middle School	2	1	3
High School	1	2	4
Total	4	3	7

*One Mandarin teacher is assigned to the OR afterschool program and community outreach at UNH.

To fully implement the recommendations of the World Language Committee 3 additional World Language teachers are needed. One each at Mast Way, Moharimet and the Middle School.

19

Addition of One WL Teacher at the Middle School

- ▶ One additional WL teacher would allow the language program to start at 5th grade.
- ▶ With one teacher students would have World Language on an A/B rotation in 5th and 6th grade. (90 classes per year)
- ▶ 7th and 8th grade would have a daily World Language experience.
- ▶ This model assumes Mandarin as one of 3 options (French and Spanish are the other 2) starting in 5th grade.

20

Addition of One WL Teacher Each at Moharimet and Mast Way

- ▶ One WL teacher at each elementary school would provide the staffing for a K-4 FLES program.
- ▶ Students would have 2-3 WL classes per week of 25-30 minutes.
- ▶ The WL Committee recommends a gradual roll out of the program.
 - ▶ K-2 would start immediately with a FLES model 2-3 classes per week.
 - ▶ Grades 3-4 should start with a once-a-week FLEX model giving 2 years for the curriculum to gradually transition to a full k-12 proficiency model.
 - ▶ A gradual roll out would also provide the time for the new WL teachers to collaborate with K-4 teaching staff to integrate language study into various subject areas.
- ▶ This model assumes selecting a single language to focus on in K-4 but does not preclude the continuation of the after school Mandarin program at K-4 level.

21

One World Language School

- ▶ OWL is a local 501(c)(3) organization that has provided World Language opportunities to K-8 students in the Seacoast area for many years.
- ▶ OWL offers French, Spanish, German and Mandarin language programs.
- ▶ The cost of the program varies depending on structure of the program designed for a particular school.
- ▶ One OWL class of 20 students at a single level meeting once a week for 32 weeks is approximately \$4500. The more sessions offered the lower the cost per class.
- ▶ OWL has experience running both in-school and afterschool programming.

22

Virtual Learning Academy Charter School

- ▶ VLACS is free to all New Hampshire school children.
- ▶ VLACS offers Chinese 1, Chinese 2 and Chinese 3
- ▶ They have the capacity to absorb all ORHS students if needed.
- ▶ The VLACS Chinese program has a heavier emphasis on reading and writing than the Oyster River program.
- ▶ VLACS Chinese 3 would be appropriate placement for all ORHS Level 3 and 4 students.
- ▶ VLACS indicated that students transitioning from a brick-and-mortar classroom generally do quite well in their program.
 - ▶ Recently Bow High School lost their in-house Chinese program and many students transitioned to VLACS successfully.

23

Questions?

24

Goal Area: Technology Curricular

What is the 5-year outcome for this goal?

What has been accomplished so far?

1. 100% integration of an LMS
2. Utilization of the Microsoft Office Suite
3. Implemented K-12 1 to 1 program
4. Maximized our resources and evaluated what we already had and what were critically needed to go to remote learning successfully
5. Had the software infrastructure in place before pandemic
 - a. Freckle K-6
 - b. Nearpod K-12
 - c. Flipgrid K-12
 - d. Canva K-12
 - e. WeVideo K-12
 - f. Technology Help Desk for Staff
 - g. Creation and Implementation of new programs to meet HB1612 rules
 - h. Student/Parent Help Desk
 - i. District wide collaboration on initiatives by technology integrators
 - j. Extensive professional development focused on technology
 - i. 2 full days of technology
 - k. Extensive work with technology integrators and classroom teachers
6. Software/Hardware purchased:
 - a. Classlink K-8 (planned prior to pandemic)
 - b. Abcya (elementary)
 - c. Okiocams
7. Accessibility
 - a. Microsoft Stream
 - b. Video Captioning
 - c. Evening programming
 - d. Special services through Teams
8. Teams Live Events
 - a. Integrators ran events for teachers, clubs, administrators, special ed, counseling, etc.
 - b. Virtual Open Houses
 - c. All school assemblies
9. Remote after school programs
10. Incident IQ and inventory of all digital devices

What is recommended for next year?

1. Community education (Teams Live events, dedicated places on webpage)

- a. Digital citizenship
 - b. Use of digital tools
 - c. Available resources/education on resources
 - d. At home technology trouble shooting
2. Utilization of webpage for technology resources
 - a. New webpage design will allow us to streamline resources for all stakeholders
 - b. New webpage design will be accessible for all users
 3. Develop K-12 Digital Citizenship/technology curriculum
 4. Continue development of a K-12 one to one initiative
 5. Utilization of approved district purchased applications to advance teaching and student learning
 6. Enhance collaboration within discipline, buildings, and district
 - a. Teams for meetings and shared experiences
 - b. Schoology for shared content
 7. File management for staff and students

Budget implications for FY 22-23

\$1,500 per building for maker space supplies

ORHS Strategic Plan - CBE

Strategic Plan Progress Report Template:

Goal Area: Competencies

What is the 5-year outcome for this goal?

To complete implementing a competency-based system.

What has been accomplished so far?

Standards, and learning targets are in place for all classes.

What is recommended for next year?

To reinvigorate in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work.

Budget Implications for FY 22 23

ORMS Strategic Plan Progress Report:

Goal Area:

Competency Based Education

What is the 5-year outcome for this goal?

By June 2024, students will participate in competency-based education with a greater understanding and depth to their learning to support high school aspirations.

What has been accomplished so far?

Grade level content area teaching teams and school wide departments meet monthly.

Assessments were be created and implemented by subject area.

Student led conferences occurred at all grade levels to review learning goals and selected competencies.

(Student led conferences during 2019-2020 SY, Conference options during the 2020-2021 SY)

During the 2020-2021 SY, the teachers had to prioritize the student learning goals.

What is recommended for next year?

Student data from assessments will be analyzed and used to inform changes in instruction.

Continue communication to parents regarding competencies by content area such as hosting a virtual open house and conferences.

CBE PLC will meet to review the progress on this goal.

Budget Implications for FY 22-23

Elementary Strategic Plan Progress Report

Goal Area: CBE

What is the 5-year outcome for this goal? By June 2024, K-4 teachers will understand how competencies support student learning and be knowledgeable of writing and evaluating competencies and implement competencies as developed.

What has been accomplished so far? Science competencies have been created. Art, music and PE competencies are complete but need to be revisited into progress report. A framework in ELA has been created.

What is recommended for next year? Revisit Next Generation Science (NGS) standards, relearn the science competency work that has been completed and understand how they impact instruction and learning in preparation for ELA and math competency work in years to come.

Budget Implications for FY 22-23 Continued professional development with the NGS (Next Generation Science) organization, sub coverage for professional development to occur.

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 15

Name:	Mallory Goudin
Date:	8/19/2021
Position:	Kindergarten Teacher
School for Position	<input type="checkbox"/> MW <input checked="" type="checkbox"/> MOH <input type="checkbox"/> MS <input type="checkbox"/> HS
Person Replacing:	New Position
Budgeted Amount:	
Recommended Step/Salary:	MA/Step 1 \$47,301
Interviewed By:	David Goldsmith, Lydia Cupp, Ann Gordon, Marsha Lapierre
# Interviewed:	2
Education:	SNHU, Manchester, NH ~ Master of Education - Elementary Ed UNH, Durham, NH - Bachelor of Arts: Sociology
Certification:	Elementary K-6
Related Experience:	Lead Kindergarten Teacher, Portsmouth NH
Comments:	Mallory has experience teaching kindergarten at Great Bay. She is excited to join our public school. She brings excitement, skill, and a love of learning with our youngest students.
Date: <u>8/19/21</u>	Authorized Signature: <u>David Goldsmith</u>

<u>REQUIRED Attachments:</u>		
<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: 1

Name:	Lisa Xian Fan
Date:	8/24/2021
Position:	Chinese Teacher
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	New Position
Budgeted Amount:	
Recommended Step/Salary:	MA/Step 1 \$47,301
Interviewed By:	Dr. Jim Morse, Rebecca Noe
# Interviewed:	1
Education:	UNH, Durham NH ~ Master of Education - Early Childhood Education/Special Education University of Phoenix - Bachelor of Science in Psychology
Certification:	NH DOE Beginning Educator License
Related Experience:	Hampstead NH Academy Project Coordinator Woodman Park School, Dover Grade 1 Teacher
Comments:	Fan has traveled the world working in various positions, some in leadership. She impressed our ORHS World Language teachers with her warm personality and her command of both the spoken and written english language. Our World Language staff are willing to mentor her and assist her in the teaching skills necessary to be successful at the high school level
Date: <u>8/24/21</u>	Authorized Signature: <u>Dr. Jim Morse</u>

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



ORHS ATHLETICS
55 Coe Drive
Durham, NH 03824
603-868-2375 x1105
603-868-1355 Fax

ORCS D ATHLETICS DEPARTMENT

To: Dr. James Morse, Superintendent
From: Andy Lathrop
Date: 8/24/2021
Re: 2021 HS Fall Coach and Volunteer Nominations

Message:

Please accept the following names for nomination to coach their selected sports this upcoming fall season.

Middle School Paid Positions:

Name	Team	Stipend	Years	Longevity	Total
Bill Sullivan	MS Athletic Director	\$5,000	4		\$5,000
Chris Hall	MS Cross Country	\$2,492	0	0	\$2,492
David Geschwendt	MS Cross Country	\$2,492	5	\$150	\$2,642
Heather Concannon	MS Cross Country	\$2,492	4	\$75	\$2,567
Julia-Anne Woodbury	MS Cross Country	\$2,492	4	\$75	\$2,567
John Silverio	MS Boys Soccer	\$2,078	0	0	\$2,078
Jason Duff	MS Boys Soccer	\$2,078	2	0	\$2,078
Jen Snow	MS Girls Soccer	\$2,078	8	\$225	\$2,303
Randi Margi	MS Volleyball	\$2,078	0	0	\$2,078
Meaghann Johnson	MS Volleyball	\$2,078	1	0	\$2,078
Kelly Lacoste	MS Field Hockey	\$2,078	1	0	\$2,078
Carina Dolcino	MS Field Hockey*	\$2,078	0	0	\$2,078

* Using Girls Soccer Stipend

Sincerely,

Andy Lathrop
Director of Athletics
Oyster River Cooperative School District



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Chris Hall

Coaching Position: MS Cross Country Coach

HS

MS

Number of Years as ORCSD Coach: 8

Number of Years of Coaching Experience: 8

Summary of Professional Experience:

ORMS Cross Country coach (2009-2016)



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: David Geschwendt

Coaching Position: Cross Country

HS MS

Number of Years as ORCSD Coach: 7

Number of Years of Coaching Experience: 7

Summary of Professional Experience:

Volunteer Coach for ORMS Cross Country for two seasons - 2014-2015
Contracted Coach for ORMS Cross Country for five seasons - 2016-Present
Coached 2 New Hampshire state Championship Boys' Teams 2016-2017
Coached 4 Seacoast League Championship Boys' Teams 2015-2018
Coached 1 Seacoast League Championship Girls' Team 2018



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Heather Concannon

Coaching Position: Cross-Country

HS MS

Number of Years as ORCSD Coach: 6

Number of Years of Coaching Experience: 10

Summary of Professional Experience:

I ran cross country for my high school and also coach track and field for the middle school. I have enjoyed watching my daughters go through this program and my youngest is on a track and field scholarship at the University of Maine where I have seen how her coaches positively have helped influence her running desire.



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Juliann Woodbury

Coaching Position: Cross Country

HS MS

Number of Years as ORCSD Coach: 4

Number of Years of Coaching Experience: 4

Summary of Professional Experience:

Cross Country all 4 years at Exeter High School 1978-1981

Member of State, New England and National competition teams during that time period
*State Champions 1978 and 1979

Lifetime runner participating in local 5k, 10k, and half marathon distances

Additional activity footnote: In the last 5 years, finished hiking all 48 4,000 footers as determined by the Appalachian Mountain Club



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: John Silverio

Coaching Position: Boys Soccer

HS MS

Number of Years as ORCSD Coach: 17

Number of Years of Coaching Experience: 30

Summary of Professional Experience:

Youth, High School and Collegiate Coaching, Playing and Officiating Experience

Lacrosse, Football, Soccer, Basketball, and Volleyball



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Jason Duff

Coaching Position: Boys Soccer Coach

HS MS

Number of Years as ORCSD Coach: 9

Number of Years of Coaching Experience: 12

Summary of Professional Experience:

Iowa Special Olympics Adult Soccer Coach 1999

Nashua Youth Soccer Coach Boys U10 2002

ORMS Boys Assistant Soccer Coach 2006

ORMS Boys Head Soccer Coach 2007-2010

ORMS 7th Grade Boys Head Soccer Coach 2011

ORMS Boys Soccer Coach 2019 to present



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Jennifer Snow

Coaching Position: Middle School Soccer - Girls

HS MS

Number of Years as ORCSD Coach: 11

Number of Years of Coaching Experience: 16

Summary of Professional Experience:

-B.A. English U.N.H.

-M.Ed. U.N.H.

-20 years teaching at ORMS

-Previous teaching experience in Northwood, Kingston, Strafford

-Previous coaching includes Strafford Youth Soccer and Northwood School

-In addition, coached ice hockey with Rochester Blackhawks and Seacoast Lightning (now Spartans program)

-Coached team of Oyster River Middle School students along with a few from Portsmouth to be state champions of the Southern Maine Middle School Hockey League



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Randi Margey

Coaching Position: Girls Volleyball

HS

MS

Number of Years as ORCSD Coach: 1

Number of Years of Coaching Experience: 7

Summary of Professional Experience:

For the past seven years I have coached several middle school sports. I have coached basketball, soccer and track and field. Last year, I coached the Oyster River Middle School girls basketball team. I have been playing in an adult volleyball league for the past three years.



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Meaghann Johnson

Coaching Position: Volleyball coach

HS MS

Number of Years as ORCSD Coach:

1 season

Number of Years of Coaching Experience:

5

Summary of Professional Experience:

I have coached volleyball at many different levels from beginning middle school to high school varsity. I also hold a degree in kinesiology with an emphasis in teaching coaching, I am a certified physical education teacher. On top of that I have ran many youth Rec programs.



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Kelly Lacoste

Coaching Position: Field Hockey Coach

HS MS

Number of Years as ORCSD Coach: 4

Number of Years of Coaching Experience: 6

Summary of Professional Experience:

I have assisted for 2 years as the middle school coach, and 1 year as the head coach. I also coached 1 year of JV field hockey at the high school. I started the ORYA field hockey program 4 years ago, coordinated the program and coached ages k-14. In January 2020 I started Maximum Velocity Field Hockey which I currently am the Director of, and coach ages K-14, developmental and competitive programs. I have previously coached for Seacoast United Field Hockey Club during the 2018-2019 season as a head U12 coach, and also coached for their Skills and Drills program.



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Carina Dolcino

Coaching Position: 5/6 Field Hockey

HS

MS

Number of Years as ORCSD Coach: 0

Number of Years of Coaching Experience: 3

Summary of Professional Experience:

1yr Dover (NH) JV field hockey coach
2yrs ORYA soccer and basketball coach