

Oyster River Cooperative School District
REGULAR MEETING

September 15, 2021

Oyster River High School Library

7:00 PM

o. CALL TO ORDER 7:00 PM

I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*

IV. APPROVAL OF MINUTES

- Motion to approve 9/01/21 Regular Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

- A. District**
- B. Board**

VI. DISTRICT REPORTS

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

***COVID Metric – Catherine Plourde**

B Superintendent’s Report

- Strategic Plan Board Review:
 - DEI
 - Sustainability
- Middle School Grade 5 Foreign Language Proposal

C. Business Administrator

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 approve ORHS Fall Coach & volunteer for the 2021-22 school year.

VIII. DISCUSSION & ACTION ITEMS

- Mask Protocol for School Board Meetings
- Budget Goal: *Motion to set the budget planning goal for FY2023.*
- Board Resolution on Teaching About Race & Discrimination.
Motion to adopt the Oyster River School Board Resolution on Teaching About Race and Discrimination.
- Discussion: 360° Feedback Process in Superintendent’s Annual Evaluation.

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 29, 2021 Manifest Meeting – SAU 3:30 PM
 - October 6, 2021 Regular Meeting – ORHS Library
Public Hearing on Policy BEDH – ORHS Library
 - October 20, 2021 Regular Meeting – ORHS Library
 - October 28, 2021 1/2 Day Budget Workshop – Durham TC Chambers

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

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

- Strategies 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 Library. 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

September 1, 2021

DRAFT

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

STUDENT REPRESENTATIVE: Olivia Gass

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

STAFF PRESENT:

GUEST PRESENT:

ABSENT:

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

Michael took a moment to welcome our new student representative from Barrington and thanked her for filling this role.

II. APPROVAL OF AGENDA

Michael Williams reminded the Board that there would be a 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 Brian Cisneros. Motion passed, 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS

Giana Gelsey thanked the Board for their time and the work that they have been doing. She asked that the Mask mandate not be lifted until certain conditions were met. She also stated that she fully supported DEI in the School District. She strongly recommended that we consult with the Epidemiologist as misinformation is dangerous and that Brian misspoke about COVID and that he should recant and apologize for his statements.

IV. APPROVAL OF MINUTES

Denise Day moved to approve the regular meeting minutes from August 18th, 2nd by Tom Newkirk

Corrections:

Michael Williams stated that Sue Caswell submitted a correction to a motion that was made by Brian Cisneros on page 4 which omitted the amount of \$200,000 from the original motion.

Vote on motion to approve the regular meeting minutes as amended from August 18th passed, 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District:

Misty Lowe stated that the teacher workshop days were very successful. They are thrilled to have the students back and opening day was very successful.

David Goldsmith also expressed how well opening day went and that it was great to have all the staff back in the building. The new and returning staff in other positions was successful.

Jay Richard stated that opening day was awesome and appreciated having staff and students present. A soccer fundraiser and open house for alumni's will be on Friday, 9/24 from 3:30 – 5:00 and Saturday, 9/25 from 11:00 – 2:00 PM.

Rebecca Noe stated that she has met all of her staff and has received wonderful feedback. They ordered t-shirts with this year's motto, "Better Together" that everyone wore the first day of school. She stated the first three days have been enjoyable.

B. Board:

Brian Cisneros updated the Board on the status of the middle school completion which is at 74% complete.

Tom Newkirk relayed to the Board that he had the opportunity to speak with three separate teachers within a 15-minute time span about the individual projects that they created and implemented with our students. He encouraged our staff to create their legends.

VI. DISTRICT REPORTS

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

Suzanne relayed to the Board that the district-wide teacher workshop days were a great success. They provided staff trauma training, reviewed the required district policies that all staff need to review and sign off on. She expressed thanks to Theresa Proia for a wonderful Health Fair that had activities and prizes for all to enjoy. She stated that new this year is an on-line, on-demand opportunity for professional development for staff and that she is working with Mike Anderson. She recognized and thanked all of the principals who do a lot of work behind the scenes.

At this point Jim asked Catherine to follow Suzanne's update to inform the Board about the Covid Metric.

Catherine referenced the Metric that was in all of the Board's folders and explained the findings. She did state that we do have staffing issues right now as we are not only short 10 bus drivers, but we are short 11 para-educators. She went on to update the Board on the UNH S.A.S.S. program and where we are in getting this implemented. She informed the Board that parents need to opt-in for this program. Once the consent is approved and provided by UNH, for is approved the District will move forward informing parents.

The Board asked if another vaccine clinic would be offered, the assistance, if any from DHHS that the District is receiving, if a parent opted in, is the cost submitted to the parents insurance, and what the District nurses responsibilities were in terms of logging test results.

Catherine stated that in terms of the vaccine clinic, right now the state will contact us if we choose to do that. In terms of support from DHHS, there was very little assistance given last year and that will be the same situation this year. The parent will not need to provide their insurance information as the state through Federal Funds is covering this. The nurses will only log requests from positive Binax tests when we begin this process.

B. Superintendent's Report

Dr. Morse began by thanking the parents that followed the protocol of having their children remain at home because they had symptoms. He thanked Jay Richard for continually sending out information about the new traffic pattern that was initiated with this school year, it is working great. He also thanked Todd Selig for running the new traffic pattern in the Friday

Update. He thanked the Durham Police Department for their assistance with helping to make the new pattern run smoothly.

Opening Day Enrollment

Jim began by stating that the elementary schools numbers are relatively the same as last year, the middle school is down by approximately 30 students, and the enrollment number for the high school are up significantly by about 40 students with students coming from Singapore, Ottawa, New York and Connecticut. He is giving himself a task later in the year to send a note to these parent to ask what drew them to Oyster River. He reminded the Board that we will have the official enrollment numbers on October 1st.

When he did his opening day welcome, he was overwhelmed at the number of faculty present. It was wonderful to see them and be together for the 1st time since March 2019. Numerous staff thanked him for the opening. He went on the say that he has learned that, when praising people, be very specific. He also seen a difference compared to the opening day from last year and that the emails received have been very positive.

DEI Memo

The community memo before you has been a work in progress all summer and is pleased that the DEI work that is being done in the District is compliant with the new law. He will be sending this letter out to parents next week.

Bus Run Status

He updated the Board on the current status of the buses and that we are operating at a 2/3 capacity of staff. He gives credit to Lisa Huppe for the smooth running of our buses. The morning runs are flawless, and the afternoon runs are a little harder to accomplish and there are still a few kinks to work out.

Strategic Plan Board Review:

Curriculum Subject Area Coordinators – District (Suzanne)

Suzanne referred to the summary that is in the back up and referenced the individual columns and explained where we stand for the past year, what we are looking at achieving for the current year. The positions are in the budget and she will be filling them soon.

World Language

Dr. Morse began by stating that the power point that is in the back up is the same one that was presented by Todd Allen in November 2019, again in May of 2021 and is being resubmitted tonight. He spoke about expanding this program to the 5th grade and having the middle school shift to an A/B Schedule to bring it more in line with the current high school schedule. Three language opportunities will be offered, Chinese, French, and Spanish. Jay outlined to the Board how the schedule rotation will work.

The Board asked that the plan be refined and brought back to them.

Technology

Josh Olstad began by stating that a lot of time was spent on professional development and technology. He reviewed what has been completed, what is currently in the works and the plans for the current school year. He stated that they have worked on efficiency, device issues, and have learned about accessibility and what that looks like. He stated that they have pushed aside

infrastructure updates and storage for next year. The new middle school has a lot of details that are happening, and we are in year 4 of a 4-year lease at the middle school. These need to be replaced. Josh clarified the Board's questions.

CBE Elementary, MS and HS (Principals)

Elementary: David spoke on behalf of both him and Misty and reviewed where the schools currently are for this year.

Middle: Jay Richard spoke on their progress with CBE and that they have a culture of collaboration and the next step is educating the parents.

High: Rebecca Noe stated that they are getting to know the aspects needed for CBE and are in the process of reinvigorating those discussions.

Barrington Meeting Report

Dr. Morse informed the Board that both Michael and Tom had attended this meeting with him. It was a tough conversation at the beginning with Barrington feeling that there was a lack of communication and follow up from Oyster River. An agreement was reached outlining 5 components for consideration. The Dover Superintendent asked if Barrington was going to drop their request for a tuition discount. Barrington will go back to their Board for an answer.

Tom expressed concern that if this goes further the District will spend more money on legal representation. He suggested that this be a future agenda item.

C. Business Administrator

Sue Caswell reported out on the DOE25/MS25 and that they are due today and is looking for the Board to authorize the Chair to sign on behalf of the Board.

Brian Cisneros made a motion to authorize the Chair Michael Williams to sign both the DOE25/MS25 on behalf of the Board, 2nd by Denise Day. Motion passed, 7-0 with the student representative voting in the affirmative.

D. Student Representative Report:

Olivia reported that even though we have only been in school for a short period of time, there is a sense of normalcy across all grade levels. There is a wave of motivation and excitement with the face to face interaction. There is an increased amount of engagement in classes.

Yusi asked Olivia to tell us a little bit about herself and what she is involved in.

E. Finance Committee Report:

Al Howland reported out that the finance committee was originally scheduled to meet on 9/21 but has been moved to 9/7 at 5:30 at the high school. The main agenda item is going to be the budget goal.

F. Other: None

VII. UNANIMOUS CONSENT AGENDA

Michael Williams moved to approve the unanimous consent agenda for a 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 and addition of the affirmation of the Kindergarten Moharimet teacher, 2nd by Brian Cisneros. Motion passed, 7-0 with the student representative voting in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

Pledge of Allegiance

Brian Cisneros asked if the pledge could be a part of the School Board Meetings and that it is fairly common at other public meetings. It could be optional for those that do not wish to participate. He did not know what the background was for it stopping as it was before his time.

Tom Newkirk briefly explained the background and referred back to the Oath of Office that all Board members sign.

The individual Board members expressed their reasoning behind their stand on the pledge of allegiance being done at a Board meeting.

Brian Cisneros made a motion to bring back the Pledge of Allegiance at School Board Meetings. There was no second. The motion was defeated.

Draft of a Board resolution on teaching about race

Tom Newkirk read his resolution and asked the Board for their thoughts and revisions. He also explained that this was reviewed by legal counsel and there were very minor changes made.

The Board members suggested some changes be made, which Tom will do, and this will be brought back to the Board for approval at the next meeting.

Policy BEDH – Public Participation at Board Meetings for Discussion

Michael Williams suggested that a Public Hearing be held for the review of this policy at the next meeting and asked Denise Day if she felt that would give the Policy Committee enough time to review and send back to the Board.

She stated that this is not enough time and Michael suggested the Public Hearing at the October 6th meeting. Denise was in agreement with that.

Michael Williams made a motion to hold a public hearing at the October 6, 2021 Board meeting for consideration of Review of the Policy BEDH – Public Participation at Board meetings, 2nd by Dan Klein. Motion passed, 7-0 with the student representative voting in the affirmative.

Brainstorming ways the Board can interact with the public

Brian Cisneros suggested that Board members be present at school open houses.

Yusi suggested that for a larger forum we stick with one big topic of discussion.

Tom suggested SEL as a topic.

Al suggested that we reengage the community in the strategic plan.

Michael suggested that we do not need to direct those types of events. We need to differentiate between Board and Administration.

Michael suggested possibly 3 a year.

Denise reminded the Board that we are still in a pandemic.

IX. SCHOOL BOARD COMMITTEE UPDATES:

The Manifest Committee met and completed the following manifests.

Payroll Manifest #2 Total is \$333,790.97

Payroll Manifest #3 Total is \$239,541.40

Payroll Manifest #4 Total \$316,798.17

Manifest #2 Total is \$325,457.41

Manifest #3 Total is \$686,925.35

Manifest #4 Total is \$3,661,359.31

Manifest #5 Total is \$2,676,903.16

Denise reminded everyone that there will be a policy meeting on September 9, 2021.

X. PUBLIC COMMENTS:

Giana Gelsey's opinion on the pledge in school is no.

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 9:14pm, 2nd by Dan Klein. Motion passed, 7-0 with the student representative voting in the affirmative.

The School Board and Superintendent moved into a non-meeting session at 9:24pm.

Respectfully Submitted,
Wendy DiFruscio
Executive Assistant

Strategic Plan Summary with Annotations

District Sustainability

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Revised/In Progress			
Sustainability Education	The Sustainability Coordinator will assist the Superintendent and Business Administrator in developing a job description and transition plan with expectations to be reviewed by the Sustainability Advisory Committee and School Board.	The Board will review plan and consider a stipend sustainability position for each building as a teacher leader using currently budgeted funds.	The 4 teacher coordinators for each school will work with administrators to brainstorm academics that can support sustainability. Coordinator job descriptions.	Teacher Leaders begin implementation of the developed plan.	Efforts to date will be reviewed, assessed, and reported to the School Board.	By June 2024K-12 curriculum will embed sustainability concepts and content to promote an understanding of our world’s limited resources and promote sustainable practices as well as prepare students for college and careers.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Revised/In Progress	Revised	Revised	
Sustainability Operations	Sustainability Coordinator will transition to Sustainability Integrator and will create a plan for how this position will support Facilities/Transportation/School Nutrition/Technology directors with sustainability efforts and practices.	Sustainability Integrator will meet regularly with Operations Directors to continue to support sustainable practices in ORCSD. Usage of remaining funds will be used for Sustainability Integrator payment.	Sustainability Integrator will have met with Operations Directors to review, evaluate and adjust operations’ sustainability practices. Intern Report to be shared with School Board and Staff. Begin operationalization of report.	Sustainability Integrator will quantify progress made towards creating more sustainable practices throughout operations at ORCSD. Continue operationalization of report.	Prepare and create recommendations for next strategic plan in consultation with the Operations Directors. Continue operationalization of report.	By 2024, ORCSD will continue to embrace sustainable practice in all decisions made to operate the school district.

Strategic Plan Summary with Annotations

Diversity, Equity, and Inclusion

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	In Progress	Revised – Moved to 2021-2022	Revised – Moved to 2021-2022			
K-12 Curriculum that Provides students With knowledge, skills, and awareness of race, racism, equity, and inclusion	Develop K-12 equity and inclusion competencies.	Implement equity and inclusion competencies. Introduce Intern Report to School Board and Staff. Begin to operationalize the report.	Review impact of implementation of equity and inclusion curriculum and offer PD to address issues identified in the review. Continue to operationalize the report.	Provide professional development to address areas identified in 2021-22 and develop assessment program to determine student growth on equity and inclusion competencies.	Conduct comprehensive assessment of equity and inclusion curriculum and use findings to guide development of goals for 2024- 2029 strategic plan.	By 2024, K-12 curriculum will be inclusive with respect to content and student experience, embracing and affirming all social identities among students and staff.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	In Progress	Revised – Moved to 2021-2022	Revised – Moved to 2021-2022			
Equitable and inclusive school climate Developing Staff	Develop specific strategies and partnerships to recruit, hire, and retain diverse staff at all levels and roles. Include goals for hiring over next four years. Develop retention strategies to retain recently hired diverse staff member.	Implement recruitment and hiring plan developed in year one. Research school districts in which diversity is supported.	Develop retention strategies to retain recently hired diverse staff members. Customize to OR retention practices. Address district and staff concerns and questions around divisive concepts bill, HB2. Create actionable plan to educate and support staff. Develop a job description for, and budget for 22-23 and hire a District DEI Coordinator.	Review hiring process and modify strategies to better promote diverse applicants. Partner with UNH and Town of Durham to develop joint effort. Hire District DEI Coordinator	Conduct comprehensive assessment of hiring efforts.	By 2024, the ORCSD will have increased staff diversity while assuring a welcoming, inclusive environment free of harassment and discrimination. While assuring a welcoming, inclusive environment free of harassment and discrimination.

Strategic Plan Summary with Annotations

Diversity, Equity, and Inclusion Continued

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status		In Progress	In Progress			
Using Restorative Justice Techniques		Explore restorative practices as a tool to address disciplinary issues within the school community.	Begin implementation of restorative practices.	Review restorative justice practices and make adjustments as needed.	Restorative Justice initiative and set goals for next five years.	By 2024, the ORCSD will have the tools in place so that students and staff can respond appropriately and supportively to incidents of harassment or discrimination.
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	In Progress	Revised – Moved to 2021-2022	Revised – Moved to 2021-2022			
Equitable and Inclusive Cocurricular and Extracurricular Programs	Conduct a review of current extracurricular and cocurricular activities and organizations to identify areas in need of growth in order to provide an equitable and inclusive experience for all. Provide PD to advisors and coaches to create more equitable and inclusive programs.	Create assessment tools used by organizations and teams to assess student experience relative to equity and inclusion. Continue to provide PD to advisors and coaches on providing equitable and inclusive environments.	Implement use of assessment tool developed in 2020-21 in all extracurricular and cocurricular activities. Review data gathered and make adjustments to programs to provide a more fully inclusive environment for all students and staff.	Implement goals established in 2021-22.	Conduct comprehensive assessment of cocurricular activities to determine success in creating inclusive and welcoming programs, including athletics; set goals for next five years based on assessment of cocurricular activities.	By 2024, all extracurricular and cocurricular activities will offer equitable and inclusive experiences for all students and staff.

Strategic Plan Summary with Annotations

Diversity, Equity, and Inclusion Continued

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	In Progress			
Family and Community Engagement on Equity and Inclusion	Create a Family and Community Engagement Advisory Group to set goals and design program activities.	Implement the goals for Family and Community Engagement established in 2019-20.	Implement goals set in 2020-21 to promote community and family engagement.	Community and family engagement goals at the district and building levels will be implemented. The Advisory Group will review progress to date and make recommendations.	Conduct a comprehensive assessment of family and community engagement and set goals for 2024-29 strategic planning	By 2024, ORCSD will continuously engage with Durham, Lee, and Madbury residents to assure understanding and support for Equity and Inclusion goals

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

INTEROFFICE MEMORANDUM

TO: OR School Board
FROM: Dr. Jim Morse
DATE: September 15, 2021
RE: DEI

Our diversity, equity, and inclusion work has been dynamic and has changed annually due to community interest and recent state legislation. Our DEI work has proven to be the least static component of the strategic plan. As seen with the goal on community involvement which has been more than successful while increasing the diversity of the staff has been only marginally successful.

On a negative note, the state passed HB2, also called the 'divisive concepts' bill which created a 'dark cloud' throughout the state due to the threatening language against educators embedded in the new law.

On a more positive note, this summer a UNH Intern worked with members of or DEI Committee and staff and has drafted a report which will be shared at a later date. The work of the intern was not envisioned as part of our initial strategic plan but will influence our future work.

Another positive was the re-energized community, staff, student committee that met on a bi-monthly basis throughout the 20-21 school year. Their work included a revised anti-racism policy, as well as new vision and mission statements. The high school, and middle staff also completed statements to be placed voluntarily on high school and middle school syllabi and course content documents.

Specific to the strategic plan:

1. Restorative justice work was impacted by the pandemic. We will continue this work, but at the 2020-2021 school year goal.
2. The Cocurricular and Extracurricular goal was also impacted by the pandemic. We will continue this work, but at the 2020-2021 school year goal.
3. Family & Community Engagement goal was not impacted by the pandemic. The committee grew due to active community interest and expanded to include faculty and students.
4. Curricular work was impacted by the pandemic, as K-12 competencies have not been developed. The goal is too limiting and needs to expand to include cultural competencies. This work will be informed by the UNH Intern report, as faculty have a chance to digest and implement recommendations.
5. Equitable and inclusive school climate by hiring diverse staff. We have made very modest gains in this area. We have added diversity to our bus driving staff, our custodial staff, and our professional staff, but not in the numbers that we can deem this goal achieved.

We need to add a goal related to HB2 that includes the so called 'divisive concepts' language and given the growth and emphasis we give DEI in our District, we include in the diverse hiring goal, the hiring of a DEI Coordinator.

I also recommend that the DEI Community Committee be given the opportunity to report to and add outcomes to the five goals noted above.

DEI Strategic Plan Progress Report

Goal Area: K-12 Curriculum that provides students with knowledge, skills, and awareness of race, racism, equity, and inclusion.

What is the 5-year outcome for this goal?

By 2024, K-12 curriculum will be inclusive with respect to content and student experience, embracing and affirming all social identities among students and staff.

What has been accomplished so far?

The revision of anti-racism policy

Expansion of Diversity Equity and inclusion committee to include students and community

Utilizing NH listens to provide high quality PD for staff

Intern report on curriculum best practices

Development of a coordination committee with stakeholders from students, staff, parents, administration community members.

What is recommended for next year?

Continuation of large stakeholder group meetings

Identify 2 forums for DEI work in fall and spring

Utilize the recommendations of intern report to guide curricular decision making.

Analyze the impact of Divisive Concepts bill and implications on ORCSD.

Build out the 'procedures' for the anti-racism policy

Budget Implications for FY 22-23

Goal area: Equitable and inclusive school climate

5-year outcome: By 2024, the ORCSD will have increased staff diversity while assuring a welcoming, inclusive environment free of harassment and discrimination.

Accomplished so far: We have been successful in hiring a nominal number of staff to teaching and coaching positions to provide adult role models for our students of color.

Utilization of Schoolspring, a national search engine as a hiring platform to increase the diversity of applicants for all professional positions. This has resulted in a number of applicants from across the country.

Next year: Create a anti-biased screening and application process. Build relationships with education programs that service a diverse population of candidates.

Develop a job description for, and budget for 22-23 and hire a District DEI Coordinator

Budget implications for FY 22-23

\$125,000 for salary and benefits

Goal area: Using Restorative Justice Techniques

Accomplished so far: ORHS reviewed both Athletic and Student/Parent Handbook for restorative practices.

5-year outcome: By 2024, the ORCSD will have the tools in place so that students and staff can respond appropriately and supportively to incidents of harassment or discrimination

Next year: ORMS and Elementary Schools will review practices outlined in handbooks for restorative justice techniques.

Budget implications for FY 22-23

Possible training for administration.

Goal area: Equitable and Inclusive Cocurricular and Extracurricular Programs

Accomplished so far: our work during the pandemic stalled this work

5-year outcome: By 2024, all extracurricular and cocurricular activities will offer equitable and inclusive experiences for all students and staff.

Next year: Conduct a review of current extracurricular and cocurricular activities and organizations to identify areas in need of growth in order to provide an equitable and inclusive experience for all. Provide PD to advisors and coaches to create more equitable and inclusive programs.

Budget implications for FY 22-23

Goal area: Family and Community Engagement on Equity and Inclusion

Accomplished so far:

Broadened the DEI committee to include parents and students

Provided a forum for AAPI

5-year outcome: By 2024, ORCSD will continuously engage with Durham, Lee, and Madbury residents to assure understanding and support for Equity and Inclusion goals

Next year:

Provide at least 2 community forums related to DEI

Continue working with DEI Committee

Budget implications for FY 22-23

Strategic Plan Progress Report

Goal Area: Sustainability Education

What is the 5-year outcome for this goal? By 2024, K-12 curriculum will embed sustainability concepts and content to promote an understanding of our world's limited resources and promote sustainable practices as well as prepare students for college and careers.

What has been accomplished so far? Funding for stipends for 4 teacher coordinators is budgeted. Work with Sustainability Fellow is developing a Sustainability Management Draft Plan for anticipated completion in August 2021. This plan will be reviewed by the Sustainability Committee and shared with the School Board prior to adopting. As part of the development of the Sustainability Management plan faculty voice will be included in areas of curriculum, instruction, community voice for feedback.

What is recommended for next year? The remaining sustainability coordinator will assist the superintendent and business administrator in developing a job description and transition plan with expectations to be reviewed by the sustainability committee and School Board. The 4 teacher coordinators for each school will be identified and work with the Sustainability Management plan.

Budget Implications for FY 22-23 None

Strategic Plan Progress Report

Goal Area: Sustainability Operations

What is the 5-year outcome for this goal? By 2024, ORCSD will continue to embrace sustainable practice in all decisions made to operate the school district

What has been accomplished so far? Ongoing discussions and planning. The School Board has approved many initiatives since this goal was adopted...

What is recommended for next year? Sustainability Coordinator will transition to Sustainability Integrator and will create a plan for how this position will support Facilities/Transportation/School Nutrition/Technology Directors with sustainability efforts and practices.

Budget Implications for FY 22-23 None

Strategic Plan Progress Report

Goal Area: Electric Bus

What is the 5-year outcome for this goal?

Plan yet to be developed.

What has been accomplished so far?

Submitted several grants to the state and federal gov. and made proposals to ORCSD SB Finance Committee.

What is recommended for next year?

Continue to pursue avenues to support having electric bus.

Budget Implications for FY 22-23 None



OYSTER RIVER
COOPERATIVE
SCHOOL DISTRICT

Sustainability Management Plan

August 2021

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EXECUTIVE SUMMARY

Our climate is changing

2020 was the hottest year on record and had the most severe climate catastrophes in the last 100 years.¹ Carbon emissions are drastically increasing, pushing our globe to the brink.² In New Hampshire specifically, warmer winters and increasing in annual temperature is following periods of prolonged droughts and increase severe weather events³. In addition, rising sea levels are eroding wetlands and damaging infrastructure.⁴ It is time to take action, and Oyster River Cooperative School District (ORCSD) is stepping up to the challenge.

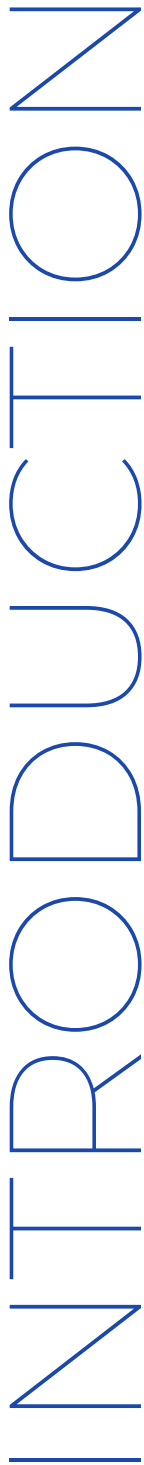
In this sustainability management plan, ORCSD is committed to drastically cutting down on its carbon emissions, educating its students and school community about how to make sustainable choices, and paving the way for a more sustainable future. In this report, ORCSD has 7 focus areas in which they have set goals and strategies to tackle the most pressing sustainability issues. These focus areas include energy, waste, construction and land use, health and wellness, transportation, DEI (diversity, equity, and inclusion), and social justice curriculum. This plan outlines the goals in these focus areas for the next 5-10 years and explains strategies the school district will take to reach the stated goals.

In the last several years, the ORCSD called out the need for a sustainability management plan within their districts strategic plan. This document celebrates past sustainability accomplishments, highlights current initiatives within the school, and creates a roadmap of where we still need to go. Grounded in the United Nations Sustainable Development Goals as well as the ORCSD Sustainability Policy and Strategic Plan, this management plan is answering the call to save our planet and be more sustainable. Most importantly, the plan will be utilized as a learning tool and spells out strategies to prepare students to be more empathetic, well-informed, and prepared for an uncertain climate future.

Footnotes:

1 and 2: <https://www.nasa.gov/press-release/2020-tied-for-warmest-year-on-record-nasa-analysis-shows>

3 and 4: <https://19january2017snapshot.epa.gov/sites/production/files/2016-09/documents/climate-change-nh.pdf>



About the Oyster River Cooperative School District

The Oyster River Cooperative School District (ORCSD) is comprised of four schools in the towns of Lee, Durham, and Madbury in New Hampshire. ORCSD was founded in 1954 and is one of the oldest cooperative school districts in the state. The school has grown to serve over 2,000 students and employs over 400 individuals. Within ORCSD, there are two elementary schools (grades K-4), one middle school (grades 5-8), and one high school (grades 9-12).

In 2013, taxpayers from the three towns voted to approve a sustainability coordinator to draft new sustainability policies and procedures. Over the past 9 years, ORCSD has made significant progress in creating a more sustainable school district. In the most recent district wide strategic plan, the need for a sustainability management plan was addressed.

Within the past several years, ORCSD has made several strides in preparation for a sustainability management plan. This includes composting on their campuses, conducting a greenhouse gas inventory, and several energy efficiency projects. Most recently, ORCSD wanted to set more strategic sustainability goals and create strategies to hit certain sustainability targets. The following sustainability management plan was carefully constructed to propel ORCSD in a more sustainable and resilient direction.



LETTER FROM THE SUPERINTENDENT

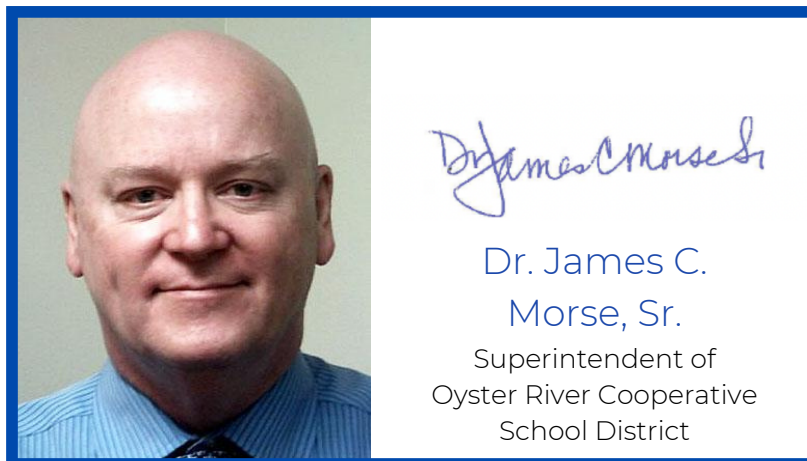
Dear ORCSD Community,

Nine years ago, Oyster River adopted a policy on Sustainability. The policy was a result of concerted community efforts supporting sustainability. We recognized that the school district had a role to play. Since then we have actively engaged our students in sustainability efforts from school gardens, to waste awareness, to an ongoing student committee at our high school. Our faculty and staff have been terrific stewards of this effort.

Operationally, every decision made has been made through the lens of sustainability. We have completed several lighting retrofits, made conscious efforts to reduce water waste, bought highly energy-efficient copiers, and cut down on copier use. We also installed new highly efficient furnaces and ensured they run at maximum efficiency.

The culminating effort is now being built, a new middle school to be net-zero. To that end, the building will have geothermal heating and cooling, solar panels, LED lighting, all in a super-insulated building. The new middle school will be the first public school of its size to achieve net-zero.

The ORCSD is committed to our efforts on sustainability now and into the future.

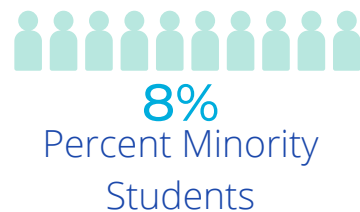
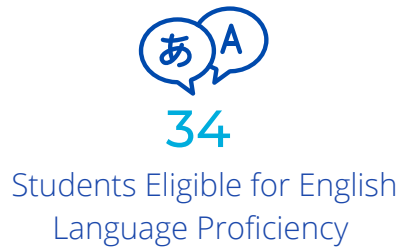
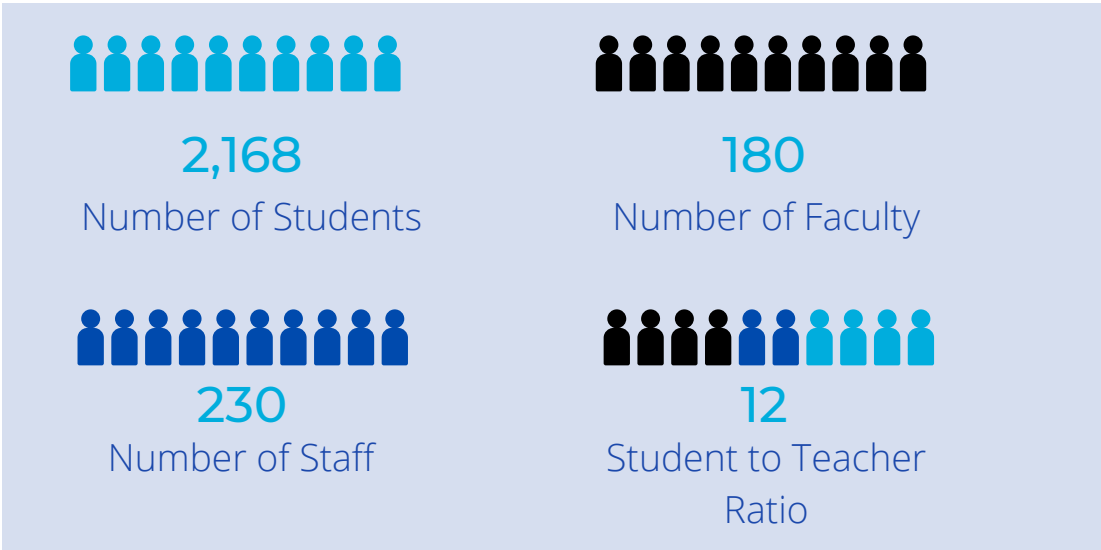


ORCSD Mission Statement

"Working Together to Engage Every Learner"

ORCSD Vision Statement

ORCSD is a place where students, parents, staff and community members' work together to foster a life-long passion for learning and engage all students in developing the skills and knowledge they need to further their education; participate as citizens, succeed in the work-place; live healthy lives; and, thrive in the 21st century. In the ORCSD students, teachers and community members take pride in our schools and understand that each of us has a role to play in ensuring their success. We create safe, stimulating learning environments where all students are challenged and excited by the opportunities to learn; where students and teachers alike feel it is safe to take creative risks; and where every member of our community is known and valued. During their time at ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world.



In 2011, the Sustainability Committee, comprised of students, faculty, staff, and other community members voted on the approval of the following vision and value statements. 10 years later, these value and vision statements are still the guiding principles for the sustainability work that has been completed over the past 10 years.

Sustainability Vision Statement

The Oyster River Cooperative School is committed to integrating sustainable practices. This will be demonstrated by our leadership and resolve to educate the ORCSD community to advocate for sustainable living.

Sustainability Value Statements

1. The Oyster River Sustainability Committee serves as a community change agent, dedicated to planning long-term sustainability initiatives that engage members of the Oyster River Cooperative School District Community and the towns of Durham, Lee and Madbury.
2. We are committed to establishing and nurturing resilience (the capacity to adapt and grow when faced with turbulent changes) within our communities. Resilience and short-term efficiency are often at odds. Sustainability requires that resilience prevail.
3. We are committed to promoting cooperation and acknowledging interdependency as we proactively address issues in our ecological, economic, and social systems.
4. We are committed to appreciating and preserving the natural beauty of our local and global communities.
5. We are committed to achieving both quantitative and qualitative measurable sustainability outcomes, leading to recommendations in serving a diverse audience through careful listening, critical thinking, and community-based engagement.
6. We are committed to educating ORCSD students and the greater ORCSD community about sustainability, using knowledge in making conscious choices and providing creative solutions in support of a healthy and vibrant life for present and future generations.
7. We are committed to having fun, working hard, and celebrating our shared love of New Hampshire's mountains, forests, farmlands, pastures, rivers, streams, wetlands and open spaces that contribute to inspiring our work and quality of life.
8. We are committed to the task of achieving goals in the areas of local food, school gardening, food preparation and nutrition, energy usage in facilities and transportation, and educational outreach, and to the integration of all of these within school curricula.

SUSTAINABILITY HIGHLIGHTS AND EXISTING EFFORTS

For the past several years, ORCSD has been incorporating sustainable practices into the district. Here are several highlights of projects the district has achieved:

Project	Impact
Curriculum gardens (2012)	<ul style="list-style-type: none"> • Curriculum gardens began as a teaching resource for students to learn about food systems. • Each school has at least one curriculum garden. • This program once included a community intern to monitor the gardens during summer.
Integration of local foods in school lunches (2012)	<ul style="list-style-type: none"> • Starting in 2012, ORCSD began purchasing local foods from farms around New Hampshire. • ORCSD partnered with other districts within the region to start a local group purchasing program. • In 2021, ORCSD will begin purchasing local food through a CSA program.
Composting in Cafeterias (2012)	<ul style="list-style-type: none"> • Composting within the cafeterias started in 2012 and became a district wide practice by 2014. • Currently, the high school composts outside of the dining hall. ORCSD is looking to expand this to all schools within the next several years.
Solar Array on Service Building (2017)	<ul style="list-style-type: none"> • In 2017, ORCSD installed a 22 kw solar system on the roof of their service building. • Each year, the system will generate roughly 27,750 kilowatt-hours (kWhs) of electricity, offsetting the equivalent of driving over 50,610 miles in a gas-powered car.



Solar array on service building that was completed in 2017

SUSTAINABILITY HIGHLIGHTS AND EXISTING EFFORTS

Project	Impact
---------	--------

Building Energy Upgrades (2017)

- ORCSD signed a performance contract to update all lights with LEDs, install motion sensors, and complete other energy efficiency projects.
- This project significantly reduced the amount of energy the district consumed and aided in limiting GHG emissions.

Recycling (Prior to 2010)

- For at least the past two decades, ORCSD has been recycling in all their facilities.
- All offices have separate bins to encourage recycling within the district.
- The school recently installed water hydration systems at all drinking fountains to discourage the use of plastic bottles.

Net Zero Middle School (2022)

- The new middle school is completely carbon neutral and is the first net zero school in New Hampshire. Net zero means that it will offset emissions produced.
- Amongst many of its sustainable features, there will be solar panels on the roof as well as a solar canopy above the parking lot.

Proposed New
Oyster River Middle School



The proposed new middle school that will be completed by February of 2022.

BAUEN CORPORATION LAVALLEE BRENSINGER ARCHITECTS

HOW THE SUSTAINABILITY PLAN WAS CREATED



University of
New Hampshire

UNH Summer Fellowship

In the summer of 2021, ORCSD partnered with the University of New Hampshire Sustainability Institute to hire a graduate fellow to complete a sustainability management plan. Meg Maloney, the fellow who drafted this plan, had completed a previous sustainability plan for a City of 141,000 residents. Meg spent 10 weeks meeting with stakeholders and collaborating with districts across the county to create this management plan.



National Stakeholder Collaboration

In the first 3 weeks of the fellowship, all school districts sustainability plans across the US were collected and analyzed. ORCSD ranked their favorite management plans in which Meg conducted interviews with those districts (over 5+ districts) to help understand lesson learned and how to move this plan forward. Meg also collaborated with nationally recognized consultants, attended a green schools conference, and met with several other non-profits.



Local Stakeholder Collaboration

After the national stakeholder collaboration, Meg met with a group of local stakeholders comprised of community members, teachers, parents, UNH Faculty, non-profits, a School Board Member, District Administration, and the Sustainability Coordinator to create the draft sustainability management plan.



Synthesizing Information to Establish ORCSD's Sustainability Framework, Goals, and Objectives.

Finally, Meg synthesized all her conversations to distill the sustainability management plan below. Through her conversations, she created ORCSD's sustainability framework and drafted objectives, goals, and strategies based on the previous conversations. Moreover, Meg continuously met with local stakeholders throughout the process to ensure that all goals aligned with the wants and needs of the ORCSD community.

HOW TO READ THE MANAGEMENT PLAN

The Oyster River Cooperative School District designed this Sustainability Management Plan with the intent of setting strategic objectives, goals, and strategies to make the district more sustainable. The goal of this plan is to be easily digestible, utilized as a learning resource, and updated over time. This management plan is striving to achieve the outlined goals within the next 5-10 years, with some goals continuing past that time frame. Below is the general structure of objectives, goals, and strategies within each focus area.

TENETS AND SDG'S

At the top of each page, there will be the picture of each Sustainable Development Goal (SDG) that the goals of each focus area are addressing. In addition to the SDG's, the ORCSD Strategic Plan and Sustainability Tenet symbol is listed to serve as a reminder about how each focus area relates back to the strategic plan and sustainability policy. More about the sustainability framework is on the next page.

OBJECTIVE

Within each focus area, there will be an overall objective that is guiding each goal and subsequent strategies. These objectives will be static and continually a target for the district to achieve.



Goal

Each goal is a designated action area that ORCSD will strive to achieve by utilizing the strategies that are listed below.



Strategies

Following each goal, there will be several recommended strategies on how to address the goal listed above. These strategies are essentially the "work plan" for school district to accomplish.



ORCSD STRATEGIC PLAN: SUSTAINABILITY AT THE CORE OF THE DISTRICT

The ORCSD Strategic Plan is designed to be a roadmap of where the district is now and where it wants to go within the next 5 years. The strategic plan focuses on student growth, operational efficiencies, resources necessary, and a budget that supports the School Board adopted goals.

Each year, the staff will report progress to collect evidence that goals are accomplished. New goals will replace the old goals, creating a cycle of continuous improvement.

The Strategic Plan is divided into various goals- one of which specifically calls out the growth of sustainability within the district. The following goals are to be achieved within the next 5 years.

Sustainability Education

By June of 2024: K-12 curriculum will embed sustainability concepts and content to promote an understanding of our world's limited resources and promote sustainable practices as well as prepare students for college and careers.

Sustainability Operations

By 2024, ORCSD will continue to embrace sustainable practices in all decisions made to operate the school and district.

Born out of the ORCSD Strategic Plan was the need for an overall district policy and sustainability management plan to address sustainability. The goal of the sustainability policy was to guide the management plan to achieve goals that were set within the district Strategic Plan.

In the following pages, the overall sustainability framework is explained incorporating the strategic plan, sustainability policy, and Sustainable Development Goals.

FRAMEWORK



ORCSD SUSTAINABILITY POLICY TENETS

In 2013, the ORCSD passed its first Sustainability Policy. The policy was updated in 2021 and has 5 major core tenets that are driving the growth of sustainability within the district. Each of the focus areas - energy, waste, construction & land use, health and wellness, transportation, DEI, and curriculum are grounded within all the following tenets:

FRAMEWORK



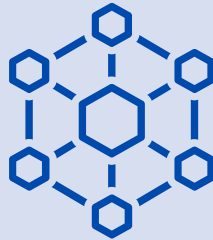
Renewability

Renewability is focused on promoting renewable energy as well as ensuring that all commitments will continue into the future. ORCSD is committed to ensuring systems within their schools do not deplete resources and lead to a more sustainable future.



Substitution

Substitution highlights the need to replace current practices with more sustainable alternatives. Throughout each goal, substitution highlights the importance of replacing current unsustainable practices with more sustainable methods.



Interdependence

Every organism on this planet is intimately dependent on one another. This tenet highlights the importance of thinking more holistically to ensure that each goal and objective takes into consideration the impact on our local and global community.



Adaptability

A large part of creating a sustainability management plan is ensuring that the community is adaptable and resilient. This tenet ensures that the plan will continually adapt to the ORCSD community and changing global climate.



Institutional Commitments

The ORCSD Sustainability Management is an institutional commitment built on many smaller commitments within each focus area.



FRAMEWORK

The Sustainable Development Goals (SDGs), also known as Global Goals, were developed by the United Nations and are a set of 17 integrated and interrelated goals to end poverty, protect the planet and ensure that humanity enjoys peace and prosperity by 2030.

Throughout this Sustainable Management Plan, ORCSD will be grounding its objectives and goals with the Sustainable Development Goals to help align local goals to a global initiative.

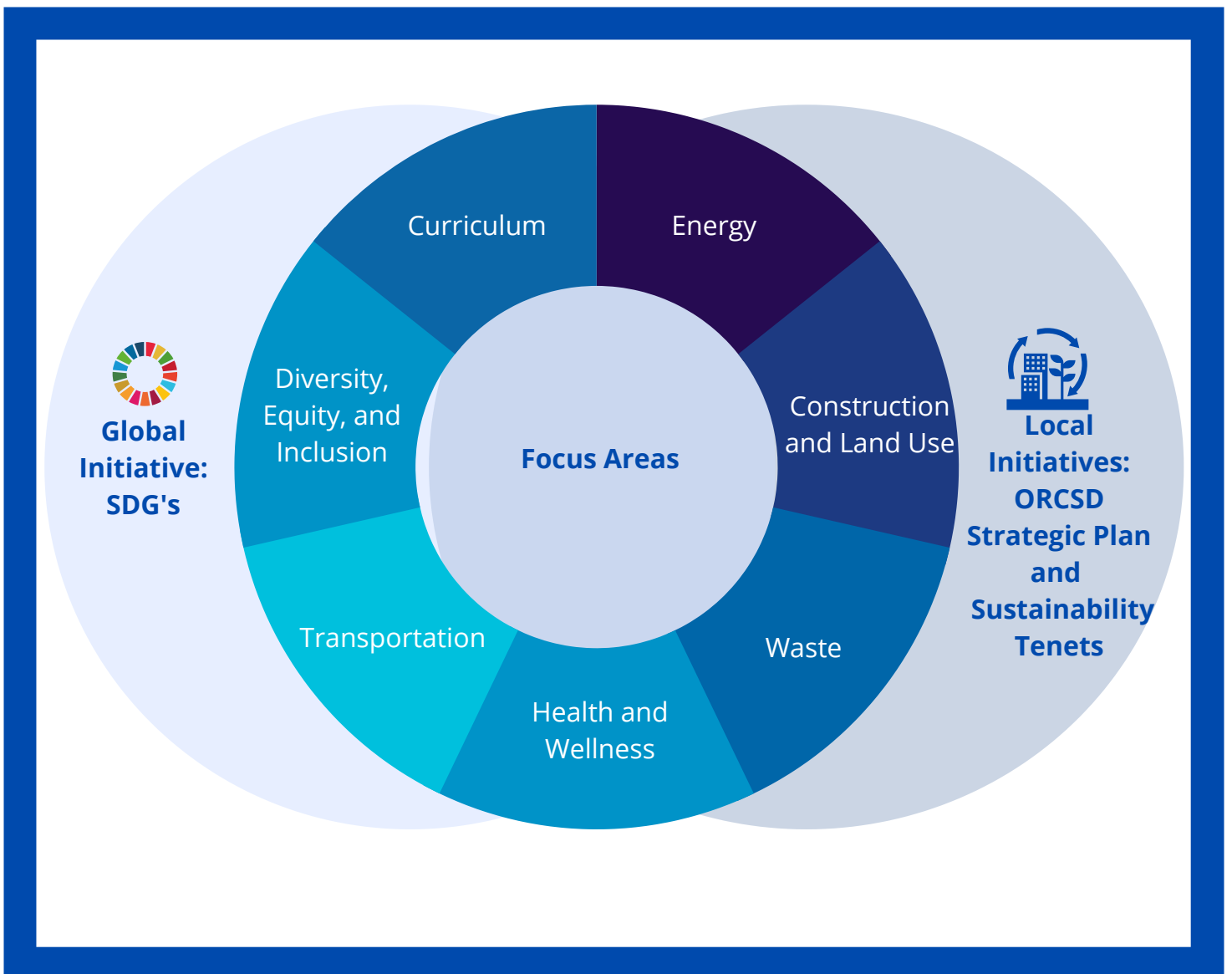
This framework will guide objectives and goals and can be utilized as a learning tool for sustainability curriculum. The SDGs will complement the overall significance of this work within the district and educate students about how to live a more sustainable life that promotes the peace and prosperity of others and this planet.

SUSTAINABLE DEVELOPMENT GOALS



FOCUS AREAS

The Sustainability Management Plan is organized by focus areas. Focus areas were identified by engaging with stakeholders and prioritizing the most important areas to work on to achieve sustainability within the district. These focus areas were also chosen to align with other strategic initiatives within the district. Each focus area aligns with multiple SDG's and all the ORCSD Strategy and Sustainability Tenets which are listed in each section.





FOCUS AREA 1

Energy

ORCSD Energy History

Since 2010, ORCSD has been lowering greenhouse gas emissions and create a more sustainable school district. ORCSD has utilized several mechanisms to improve energy usage and lower greenhouse gas emissions by completing energy efficiency improvements, installing solar panels on the roof of their service center, and conducting energy audits.

In 2012, ORCSD completed its first carbon footprint assessment to understand its baseline energy usage. In 2020, ORCSD completed its first comprehensive greenhouse gas inventory to understand more specifically where the largest sector of emissions was coming from.

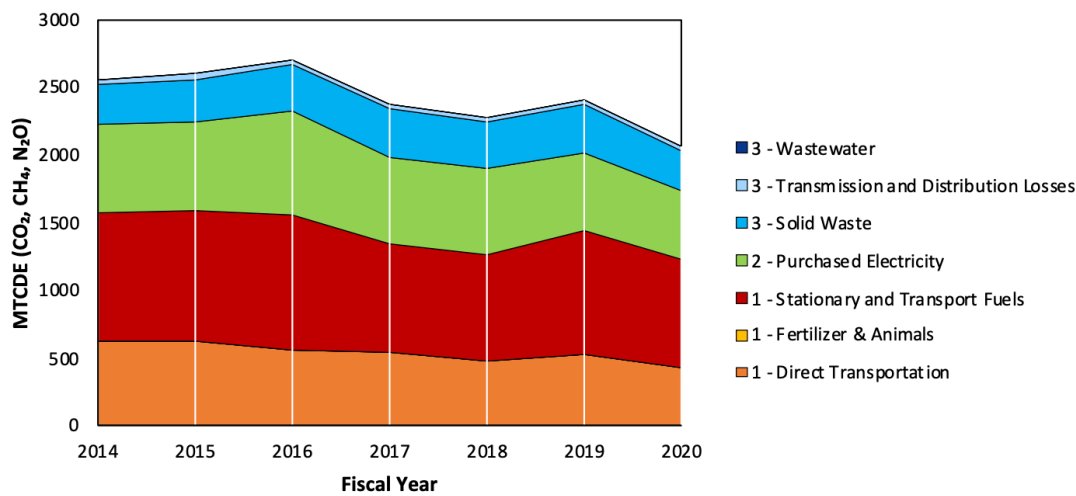


Figure Above: Greenhouse gas emissions from 2014-2020. Emissions were broken up by source and scope (1,2 and 3).

While significant changes have been made, ORCSD wants to set strategic targets in terms of limiting greenhouse gas emissions and improving overall energy usage. ORCSD felt the need to create a strategy to more specifically target limiting energy usage and greenhouse gas emissions. Using the previous greenhouse gas inventory and comparing emission and usage to other similar buildings within the region, ORCSD has set the following goals and strategies to limit energy usage.

Benefits and Key Performance Metrics

The strategies listed in this focus area will help save ORCSD money on energy costs each year, improve air quality, and conserve water. To ensure progress in being made for each of the following goals listed below, the ORCSD Facilities Manager will make an annual report. The metrics will measure energy usage and carbon emission using the reporting tools EPA Energy Portfolio Manager and SIMAP (Sustainability Indicator Management and Analysis Platform).



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS

GOAL 1 . Lower electric usage based on the following building targets: For Moharimet Elementary school, lower source energy consumption by 1 kBtu/ft² for the next 5 years and GHG emissions by 1 Metric Ton CO₂e for 5 years. For Mast Way, lower source energy by 2-5 kBtu/ft² for the next 10 years, and total GHG by 2-5 Metric Ton CO₂e.

Strategies:

- 1.1. Once the middle school and high school renovations are complete, set a yearly energy target based on energy portfolio manager goals.
- 1.3. Conduct an ASHRAE level II audit which includes evaluating plug load, lighting, water, and building envelope. Explore a performance contract in order to fund upgrades recommended in the audit.
- 1.4. In tandem with the energy audits, create an energy reduction plan.
- 1.5. After evaluating plug loads, encourage areas with high plug loads to reduce load by unplugging devices that are not used frequently or are constantly running when they are not needed. This includes working with IT to create a program to shut down technology that is not being used.



OBJECTIVE: **LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS**

GOAL 1 : Lower electric usage based on the following building targets: For Moharimet Elementary school, lower source energy consumption by 1 kBtu/ft² for the next 5 years and GHG emissions by 1 Metric Ton CO₂e for 5 years. For Mast Way, lower source energy by 2-5 kBtu/ft² for the next 10 years, and total GHG by 2-5 Metric Ton CO₂e.

Strategies:

1.6. Explore creating more efficient HVAC set points and a schedule (by 1 or 2 degrees) to ensure energy is being saved. Explore adding SMART technology (CO₂ sensors) to each room to have an automotive system to save energy.

1.7. Continue to replace any non-LED lighting with LED.

1.8. Continue to explore and utilize local utility rebates to find rebates to put toward energy efficiency projects.

1.9. When roofing updates are needed, explore replacing roofs with solar or a white, tan, or silver roof.

1.10 Explore declaring a climate emergency as a district to set more aggressive goals (as seen in Appendix C) to lower greenhouse gas emissions.



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS

GOAL 2 : At least 25% of ORCSD procured energy usage should be derived from renewable sources by 2025

Strategies:

1.11. When the energy supply contract ends, explore changing energy suppliers with a renewable energy source.

1.12. Explore adding renewables to more buildings and creating a strategic plan for renewable additions. This includes always evaluating roofs for solar when any roofing updates are occurring and adding solar canopies to parking lots.

GOAL 3 : Decrease usage and reliance on natural gas

Strategies:

1.13. Consider replacing natural gas boilers with more efficient condensing boilers or an electric system.

1.14. Create a more strategic set point for natural gas systems in the winter. This includes reducing the temperature by 1-2 degrees.

1.15. Create a goal for natural gas usage. Determine this goal based on building averaging natural gas usage for each school over the past 2-3 years and decreasing it by 10% each year with designated setpoints.



OBJECTIVE: **LOWER OUR GREENHOUSE GAS EMISSIONS BASED ON BUILDING TARGETS**

GOAL 4: **Curb water consumption throughout the district.**

Strategies:

1.16. Continue to replace water inefficient systems with low flow systems. Explore placing low flow systems in classrooms, the kitchen, and other areas aside from bathrooms.

1.17. Evaluate irrigation practices to see if watering can occur on a more infrequent schedule.



Solar array on service building that was completed in 2017



FOCUS AREA: 2

Construction & Land Use

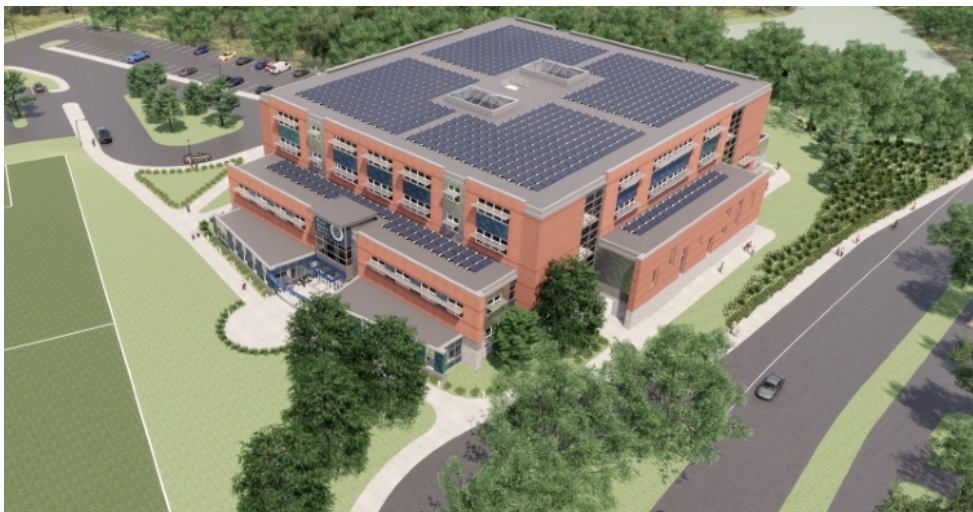
ORCSD Construction and Land Use History

Construction

For the past several years, ORCSD has completed several renovations and began major construction projects to make the district more sustainable. In 2017, ORCSD started replacing all lights within the district with LEDs. This greatly improved their greenhouse gas emissions and set a precedent for the district to continue sustainable upgrades. One of the most exciting projects is the new middle school, which will be net-zero. As a net-zero school, it will negate the amount of greenhouse gases produced. This will be the first net-zero school within the state of New Hampshire, and will greatly reduce the overall greenhouse gas emissions for the district.

Land Use

New Hampshire is the second most forested state within the United States. With over 80% of forest cover, the preservation of land is a priority for the district. Most recently, the district established some land-use targets when building the new middle school. For example, for all the trees that needed to be cut down for construction, they are going to replace them with native trees of New Hampshire.



A digital rendering of the new middle school which will be completed in February of 2022. On the roof, approximately 665 solar panels will offset the energy demand of the building

While ORCSD is making significant progress in terms of sustainability goals for construction and land use, there is still a long way to go. The following objectives, goals, and strategies are creating a strong plan to ensure sustainability is at the forefront moving forward.

Benefits and Key Performance Metrics

There are numerous benefits of improving construction and land use such as increase in biodiversity, energy savings, and safer school environment for students. To measure performance of construction and land use, the Facilities Manager will report progress of construction projects by calculating waste diversion rates, energy savings, and LEED standards. For land use, the Facilities Manager will track carbon emissions saved by reporting into SIMAP.



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS THROUGH SUSTAINABLE DESIGN

GOAL 1 : Use sustainable designs as part of all new construction projects and renovations.

Strategies:

2.1 Develop a building maintenance and sustainability plan to ensure that all new projects are following sustainability guidelines that are agreed upon by the district.

2.2 For each new building renovation or construction project, follow green building guidelines such as LEED, Energy Star, or other comparable organizations guidelines.

2.3 Continue to explore Net-Zero design and try to incorporate Net-Zero upgrades within buildings.

2.4 Inventory existing appliances and update aged appliances with energy star-rated appliances.

2.5 When updating buildings, try to reuse or divert waste from landfills. This includes repurposing existing materials or recycling materials that cannot be used in the design.

2.6. Add ability for new roofs to be able to add solar in the future, even if not feasible at the current time.



OBJECTIVE:

LOWER OUR GREENHOUSE GAS EMISSIONS THROUGH SUSTAINABLE DESIGN

GOAL 2: Improve the district's land use practices in order to create more friendly landscapes for native organisms. **Strategies:**

2.7. Create a tree plan or policy to put more sustainable practices of tree maintenance and plantings in place. This includes ensuring any tree that is cut down is replaced by a native tree and that there is a greater diversity of trees.

2.8. Replace current herbicide/pesticides with more pollinator friendly and organic products.

2.9. Purchase organic and composted mulch from a local vendor to cut down on carbon emissions.

2.10. Continue incorporating natives in landscape practices. Try to achieve 80% native plants by 2030 on all new landscape practices.

2.11. Try to incorporate plants that can tolerate dry soils to encourage water conservation.

2.12. Plant native friendly grass to promote pollinators and decrease the number of spaces that do not promote species diversity.

2.13. Evaluate current mowing practices to see if the district can mow less frequently to cut down on carbon emissions and save money.

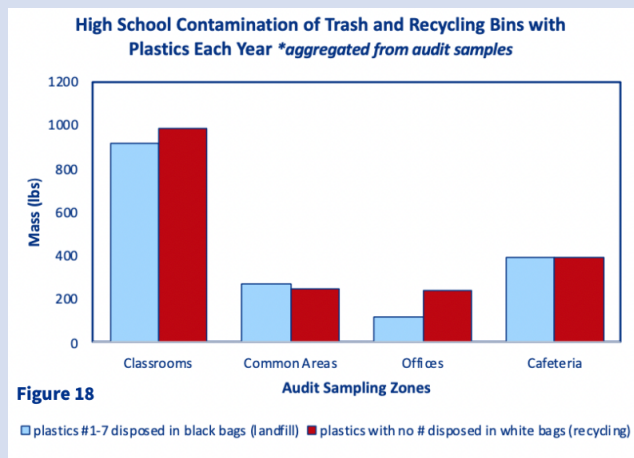
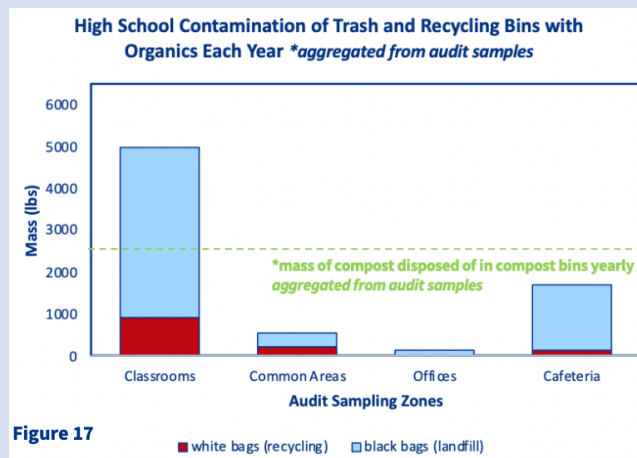


FOCUS AREA: 3

Waste

ORCSD Waste History

ORCSD has done many events in the past to promote education on proper waste disposal and to improve waste diversion goals. In previous years, the middle school led several educational events to have students track their waste usage and show how they can reduce the amount of waste that goes into landfills. Moreover, before the COVID-19 pandemic, ORCSD began to audit their waste within the high school to try and expand sustainable waste practices. This included completing a comprehensive waste audit, educating the student body about how to dispose of waste properly, and limiting the amount of waste that goes to landfills. Unfortunately, these efforts were halted due to the COVID-19. The Sustainability Management Plan seeks to pick up where these efforts left off by setting goals to encourage more sustainable waste practices.



The figures above show waste contamination found within trash and recycling bins from the 2020 High School Waste Audit. The figure on the left (Figure 17) depicts the amount of organic material that could have been composted found within trash and recycling bins. The figure on the right (Figure 18) plastic contamination found in waste bins.

Benefits and Key Performance Metrics

There are several benefits to waste diversion including cost savings through lowering waste hauling and using compost as fertilizer. Waste diversion rates, composting, and diverted carbon emissions through waste reduction will be tracked through the Facilities Manager using the SIMAP tool.



The picture above are students who participated in the high school waste audit in early 2020.



OBJECTIVE:

REDUCE OVERALL WASTE THAT ORCSD GENERATES OVER THE NEXT 10 YEARS.

GOAL 1: Complete waste audits in each school to understand waste composition and create a diversion goal.

Strategies:

- 3.1. Determine how much material is going to landfills that could have been recycled or composted at each school. This can be done through a waste audit. Ensure student participation in waste audit.
- 3.2 Set a diversion rate that each school should achieve for the next 5-10 years. Create a rate that is achievable by 2040 and add to Appendix A.
- 3.3. Create a drop off area for students and school community to recycle batteries, electronics, and other items that can cause harm to a landfill. Do more targeted education to inform students and school community about the drop off areas.

GOAL 2 : Create a sustainable purchasing strategy that is focused on reducing single use and plastic waste

Strategies:

- 3.4. Encourage reuse by changing purchasing standards to buy items that are compostable or reusable. This includes compostable forks in the kitchen, reducing condiment waste, compostable bags, reusable school supplies (such as reusable expo markers), and create a shared space among teachers where they can reuse/share supplies.
- 3.5. Ban the use of purchasing Styrofoam within the district.



OBJECTIVE:

REDUCE OVERALL WASTE THAT ORCSD GENERATES OVER THE NEXT 10 YEARS.

GOAL 3 : Create programs that teach about how to divert waste from landfills.

Strategies:

3.6. Create an education program that informs students about how to compost and recycle at school. Some examples include curriculum discussed during time with mentor or a waste sorting game in PE classes. Explore partnering with students from UNH Sustainability Institute to facilitate education programs.

3.7. Get consistent signage for compost, recycling, and waste bins for each classroom after achieving zero contamination in compost within the cafeterias.

3.8. Create zero waste sports events once a year to train students and parents about how to divert waste from landfills.

3.9. Create district wide waste signage consistency for recycling, compost, and trash.

GOAL 4 : Achieve a waste diversion rate over 50% for new construction, renovations, and ground projects.

Strategies:

3.10. Achieve a 50% diversion (Tier 1 of LEED Standards) for all new construction and renovation projects. Try to increase this percentage to 75% by 2050.



OBJECTIVE:
REDUCE OVERALL WASTE THAT ORCSD GENERATES OVER THE NEXT 10 YEARS.

GOAL 5: Create a strategic plan to reduce food waste within the kitchens and cafeterias.

Strategies:

3.11. Continue exploring ways to purchase local food for the school district.

3.12. Organize a "waste-free" lunch during the school year throughout the district.

3.13. Continue to evaluate ways to cut food waste within the cafeteria and teacher sponsored events. Create a concrete plan to strategize waste reduction.

GOAL 6 : Explore On-Site Composting

Strategies:

3.15. Trial on site composting from food waste within the kitchen. Use this trial to see how much compost can be generated.

3.16. Explore grants or other funding mechanisms to purchase an In-vessel or similar composting system to make composting easier for the district.



FOCUS AREA: 4

Health & Wellness

ORCSD Health and Wellness History

Within the past several years, ORCSD has been working to improve the overall health and wellness of the students, faculty, and staff within the district. This included targeted programming within their strategic plan and have implemented a variety of programs pre-COVID. For example, ORCSD recently had teachers and staff meet in small focus groups to discuss emotional well-being. These focus groups were especially useful during the pandemic. Moreover, ORCSD is taking proactive steps to address student's mental health including screenings at school to determine if students need more resources as well as a social-emotional subcommittee at the elementary schools to provide resources to students.

For the past decade, ORCSD has also had a child nutrition program deeply rooted in sustainable principles. For the School Breakfast Program and National School Lunch Program, ORCSD tries to source as much food as possible through local farmers, utilizes bulk cooking at the high school to minimize waste between all district schools, and freezes produce to ensure reuse in the future. Some of these practices, such as the bulk purchasing of local food, set a precedent for the region as many schools have adopted similar policies since this was enacted at ORCSD. ORCSD has been taking strategic steps to be more conscious of the health and wellness of their community, however there is still a long way to go. Especially during the COVID-19 pandemic, ORCSD is working to expand mental and emotional well-being programs as well as grow their child nutrition program to incorporate more sustainability elements.

Benefits and Key Metrics

Enhancing the health and wellness program will create a healthier, more resilient community. In addition, several parts of this program will generate cost savings for the child nutrition program. To track performance in health and wellness, the wellness committee as well as the Child Nutrition Director will aid in reporting educational programming, waste diversion, student engagement, and percent of food sourced locally to SIMAP.



Farmer Delivers Vegetables to Moharimet School



OBJECTIVE: PROMOTE THE OVERALL MENTAL, PHYSICAL, AND EMOTIONAL WELL-BEING OF THE STUDENTS, FACULTY, AND STAFF.

GOAL 1: Promote the overall health and well-being of students within the district.

Strategies:

- 4.1. Improve child nutrition program by adding cooking workshops to each of the schools within the district.
- 4.2. Explore growing salad greens within each of the curriculum gardens at the schools. Explore teaching kids how to grow your own food. If a child is unable to grow food at home, lend space in curriculum gardens for children/families who are interested.
- 4.3. Partnering with UNH to aid in nutritional programming
- 4.4 Continue exploring programming to teach kids how to deal with emotional and mental stress in a productive way. This can aid in a proactive approach to education about climate change.
- 4.5. Try to incorporate more movement based and outside learning into the curriculum to encourage a healthy relationship with our bodies and the environment.

GOAL 2: Promote overall health and well-being of faculty and staff within the district.

Strategies:

- 4.6. Continue hosting workshops and focus groups that encourage better mental and emotional health for faculty and staff. Explore adding mental health services for staff.
- 4.7. Continue to educate staff about how to incorporate teaching about emotional and mental well-being for students.



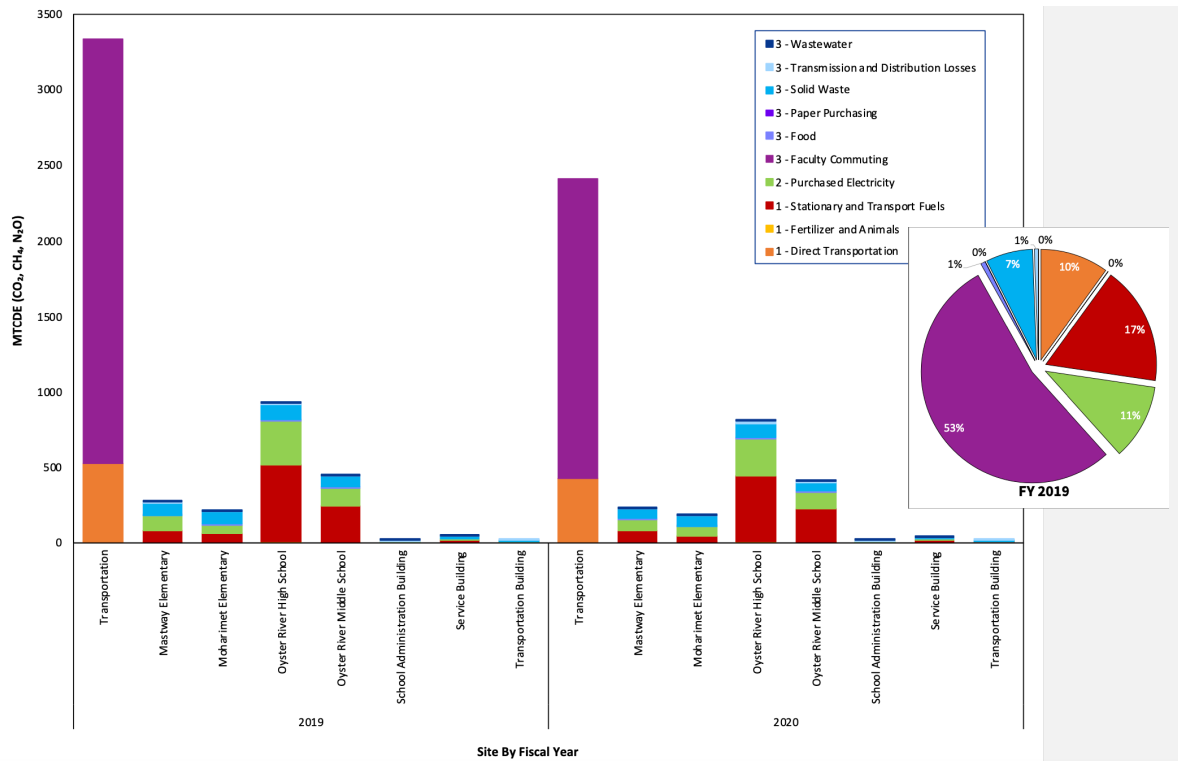
FOCUS AREA: 5

Transportation

ORCSD Transportation History

ORCSD has undergone many progressive changes over the last several years in terms of sustainable transportation. In the early 2000s, a student and parent-led initiative created a no bus idling policy. In recent years, the district has been exploring the possibility of adding electric buses to their fleet and encouraging more students to take alternative transportation to school.

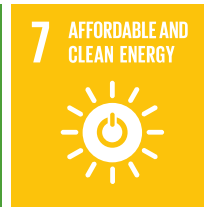
In the 2020 ORCSD Greenhouse Gas Inventory, transportation was the highest sector of emissions within the school district. ORCSD seeks to adapt strategies that will aid in lowering greenhouse gas emissions to hit more sustainable targets.



The figure above shows metric tons of GHG emissions for FYs 2019 and 2020 across district site (left). Metric tons of GHG emissions for FY 2019 by source for entire district (right). Faculty Commuting and Transportation (the largest emitters) is seen in purple and orange.

Benefits and Key Performance Metrics

There are several benefits to improving transportation at ORCSD including minimizing greenhouse gas emissions, creating safer routes to school for families, improving air quality, and generating cost savings for converting fleet to electric. ORCSD will track the amount of students, faculty, and staff that are taking alternative transportation to work as well as the carbon emissions associated with the school's vehicle fleet. The carbon emissions will be reported in SIMAP by the Transportation Director.



OBJECTIVE:

REDUCE TRANSPORTATION EMISSIONS BY 2% EACH YEAR.

GOAL 1 : Reduce single staff, student, and parent occupancy trips by 10% by 2030.

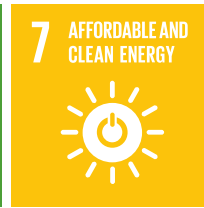
Strategies:

- 5.1. Explore ridership software to encourage more students to carpool. This includes working with the IT department to host the software.
- 5.2. Improve the safety of students walking to school through a transportation safety master plan. Partner with the local partners to explore biking initiatives.
- 5.3. For students in the walking zone, have a more targeted education program or initiatives to encourage walking or biking.
- 5.4. Redo the transportation survey for faculty, staff, and students to get a more accurate transportation emissions in SIMAP.
- 5.5. Work with local partners to establish a better biking map that includes bike routes and where bike parking is available.
- 5.6. Limit parking passes or disallowing parking in certain areas at the high school to get more students to carpool.
- 5.7. Explore ways to encourage more students to take buses if eligible.

GOAL 2 : Establish stricter idling policies.

Strategies:

- 5.8. Create idling signage at drop off areas and assign an employee to try and enforce cars to participate.



OBJECTIVE:

REDUCE TRANSPORTATION EMISSIONS BY 2% EACH YEAR.

GOAL 3 : Increase the number of electric vehicles used by the ORCSD

Community

Strategies:

5.9. Convert fleet to an all-electric fleet by 2035, including buses and vans.

5.10. Offer electric charging stations for electric vehicles in all parking lots or at least one charging station per school.



Placing more electric vehicle charging stations, similar to the one pictured here, will help incentivize more faculty/staff to drive electric vehicles to school.



FOCUS AREA: 6

Diversity, Equity, & Inclusion



ORCSD Anti-Racism Initiatives

Sustainability and DEI (diversity, equity, and inclusion) are deeply interwoven. A school district cannot be sustainable without addressing issues regarding DEI. Within the past several years, ORCSD has taken several large strides to integrate DEI work into the school district. There are several initiatives the school district has done including DEI training and conversations for faculty, staff, and students, the formulation of an equity and anti-racism committee, and an anti-racism policy. In addition, much like sustainability, DEI is woven into the strategic plan with a goal of advancing several initiatives by 2024. These initiatives includes expanding K-12 curriculum to include DEI competencies, inclusive hiring, implementing restorative justice practices, inclusive co-curricular activities, and community engagement on equity and inclusion.

ORCSD believes that the sustainability policy supports integration of cultural, social, economic, and environmental justice. ORCSD has started several initiatives to promote environmental justice including the following projects:



Environmental Justice Projects

- Exploring equitable transportation to and from school.
- Supporting parents and students from different cultural backgrounds.
- Working with food groups within New Hampshire to ensure all students and families have access to nutritious and local food.
- Raising awareness about environmental issues within the community
- Continuing anti-racism work within the strategic plan.

Much of work around diversity, equity, and inclusion is still being developed. Over the next year, more actionable work will be included in the sustainability management plan and will be shared.



FOCUS AREA: 7

Curriculum Development

Sustainability Curriculum Development

Sustainability curriculum is one of the most important aspects of a sustainability management plan. For students to fully understand the importance of the initiatives happening around them, they need to be educated about why these initiatives are happening in the first place. Each year, students graduate from high school and are ill-prepared for the realities of climate change. Climate change impacts every facet of a person's life, whether they realize it or not. ORCSD understands the importance of holistic education and preparing the students for a future with climate uncertainty. Therefore, in recent years, ORCSD wanted to adopt a plan on how to incorporate a sustainability curriculum throughout the district.

After interviewing the most sustainable K-12 districts nationwide, the sustainability curriculum recommendation plan was created based on the conversations with these districts. This set of recommendations is also deeply tied with social, economic, and justice initiatives that are presented within the strategic plan. This plan incorporates marrying multiple initiatives taking place within the strategic plan to create a more holistic plan that incorporates a more broad view of sustainability.

Lastly, sustainability curriculum integration also aligns with current initiatives in the high school called "Vision of the Graduate." The idea behind the vision of the graduate is that all high school students will leave ORCSD with an awareness of self, awareness of others, and transferable knowledge and skills. Sustainability directly intertwines with these three focus areas and can be married into the vision of the graduate program.

Benefits and Key Performance Metrics

There are several benefits to incorporating sustainability curriculum within the district. Most importantly, ORCSD will be better preparing students to deal with climate change and live sustainable lives once they leave ORCSD. Sustainability curriculum also teaches empathy, kindness, and critical thinking. To ensure that sustainability curriculum is being adequately integrated, the district will measure student and faculty progress of integration. After the curriculum plan is created and initiated, students will take annual surveys to ensure comprehension. Moreover, faculty will also take surveys to ensure a seamless transition of curriculum integration and mark-room for improvement. The overall goal of the program is to ensure that each student is graduating with a high comprehension of what sustainability is, how to integrate sustainable and equitable practices into their lives, and how to create a more sustainable and just world.



OBJECTIVE:

INCORPORATE SUSTAINABILITY CURRICULUM DISTRICT-WIDE

GOAL 1: Explore and find the best model for curriculum development.

Strategies:

7.1. For developing curriculum, explore the "Teacher on Special Assignment" model. For this model, one to three teachers are released from all teaching duties during the year to focus on research and integration of sustainability curriculum. Other models explore releasing teachers for half of their teaching load to give adequate time for research and development.

7.2. Explore potential partnerships with local organizations that can aid in curriculum development. This includes UNH faculty and students.

7.3. If a "Teacher on Special Assignment" is not a feasible model, explore putting out an RFP to hire a consultant who has experience with sustainability curriculum.

7.4. Formulate a strategic plan for curriculum development and assure it continues to align with ORCSD strategic plan and school policy.

7.5. Give students annual surveys to track the progress of sustainability knowledge.

7.6. Explore ways for students to give their perspective on how the curriculum should be shaped. This could be done using the stakeholder engagement plan in Appendix A.



OBJECTIVE:

INCORPORATE SUSTAINABILITY CURRICULUM DISTRICT-WIDE

GOAL 2: Educate faculty about sustainability curriculum

Strategies:

7.7. Once curriculum plan is created, host forums for faculty about curriculum integration. Cultivate buy-in so curriculum is catered to teachers/students wants and interests.

7.8. Have faculty complete annual surveys to see if the curriculum plans need tweaks or changes. Cater the program to needs of faculty/students.

7.9. Host yearly sessions to update faculty about sustainability initiatives and refreshers for curriculum.

GOAL 3: Educate building administration and School Board about sustainability curriculum integration

Strategies:

7.10. Host annual meetings to educate building administration about sustainability curriculum and initiatives to ensure there is investment from school leadership.

7.11. To ensure accountability on the curriculum plan, create a committee of building administration who meet quarterly to track progress of integration and ensure ORCSD is following guidelines in curriculum plan.

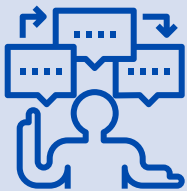
7.12. Continue to ensure that the Sustainability Coordinator position is filled to oversee all sustainability initiatives and explore making this position full-time.

NEXT STEPS



Stakeholder Engagement

During the Fall of 2021, the Sustainability Coordinator will work with local stakeholders to add their voices and perspectives to the sustainability plan. The plan will be edited based on stakeholder recommendations and approved by the School Board. More on the Stakeholder Engagement Plan in Appendix A.



Action Plan

After approval from the school board, the Sustainability Coordinator will work to coordinate strategies to create an action plan for the next 5 years.



Annual Report

Each year, the Sustainability Coordinator will record and present the strategies completed to the School Board. Updates will be made available online.

CLOSING STATEMENT

ORCSD is excited to have a concrete sustainability management plan to continue moving in a positive direction for the prosperity of the planet and all its inhabitants. The sustainability framework laid out in this plan will continue to serve as a learning tool and guidance as ORCSD works through the sustainability strategies and re-evaluate their progress in the next 5-10 years.

ACKNOWLEDGEMENTS

There were many passionate students, faculty, staff, and community members who contributed to the success of this sustainability management plan. We would like to specifically call out several individuals who dedicated much of their time to see the fruition of this plan:

Dr. James Morse, Superintendent
Suzanne Filippone, Assistant Superintendent
Susan Caswell, ORCSD Business Manager
James Rozycki, ORCSD Facilities Director
Doris Demers, ORCSD Food Service Manager
Lisa Huppe, ORCSD Transportation Manager
John Carroll, Durham Representative
Jana Petrikova, Parent
Cristina Dolcino, Faculty
Jonathan Bromley, Faculty
Chris Skoglund, Parent
Yusi Turell, School Board Member
Carrie Portrie, New Hampshire Listens
Kamala Nasirova, University of New Hampshire
Alley Leach, University of New Hampshire
Maggie Morrison, Sustainability Coordinator

Lastly, we would like to thank the University of New Hampshire Sustainability Institute and UNH Sustainability Fellows Program.

"We're deeply committed as a district to sustainability, and to see our students take this upon themselves and demonstrates the dedication they feel to preserve our environment and address potentially harmful habits our society has developed [...] it's a wonderful learning opportunity"
Dr. James Morse, Superintendent

Plan Drafted and Edited by:

Meg Maloney
Sustainability Fellow at the University of New Hampshire

For questions or comments regarding this plan, please contact Maggie Morrison at mmorrison@orcscd.org

Appendix A- Stakeholder Plan

Creating a shared vision- Stakeholder Engagement Plan

For the past 10 years, ORCSD has been working collaboratively with a diverse group of interested parties to excel sustainability within the district. Collaboration and community has been at the heart of ORCSD sustainability work, and we are excited to continue to ensure that community collaboration is deeply ingrained in this plan.

Due to the COVID-19 pandemic, we were unable to hold stakeholder engagement sessions for the Sustainability Management Plan until the Fall of 2021. The following appendix explains the process we will undergo to create a stakeholder plan and how we will ensure that students, faculty, staff, and parents are at the heart of the decision making process.

Below is a formulated stakeholder engagement plan focused on ensuring we get as many diverse perspectives as possible. There will be multiple avenues in which people will be able to engage with the sustainability plan before and after its approval. The 4 main areas of engagement are the following: (1) Focus Groups (2) Listening Session (3) Pop-Ups and (4) Surveys. This will ensure that everyone will have the opportunity to voice their perspective about the direction of sustainability over the next 5-10 years at ORCSD.

STAKEHOLDER ENGAGEMENT TIERS

The following tiers are methods to engage stakeholders around the sustainability plan.

Facilitators can complete each tier, repeat tiers, or do a combination of the following tiers to best engage students, faculty, staff, and community members.



Focus Groups

Focus group usually consist of 4-6 people from different backgrounds who answer a series of questions about their perceptions on sustainability and social justice within ORCSD. Most facilitators hold multiple focus groups and try to engage people who are not directly tied into sustainability initiatives to get a fresh perspective.



Listening Sessions

Listening sessions are usually large gathering (sometimes with 100 people or more) to try and understand perspectives around sustainability and social justice. Activities include discussions between attendees, share out, and hands on engagement activities.



Pop-Ups

Pop ups usually take place in a common area (such as a cafeteria or a main hallway) and are meant for quick engagement. This includes asking simple questions and students responding with sticky notes or to a quick survey.



Survey

One the easiest ways to engage stakeholders, especially if they are unable to attend in person sessions, is through surveying.



FOCUS GROUPS



The purpose of a focus group is to facilitate conversations to understand interests, priorities, and concerns of your stakeholders. The following method below includes ways to best engage in stakeholder meetings.

01

Forming Focus Groups

Each focus group should have 4-6 people. When facilitating a focus group, you can choose a common trait between all the stakeholders (for example, all parents or all students) or a shared interest (all involved in sustainability initiatives or all in the PTO).

02

Structure of Focus Group

Each focus group should only last about 1 hour. There should be shared expectations read aloud in the beginning (ie: everyone should be open minded, allow others to speak, ask follow up questions etc) in order to create a safe space where everyone feels comfortable sharing. The facilitator will ask everyone 5-6 questions throughout that time. Questions include: Are you involved in sustainability initiatives? What does sustainability mean to you? How can ORCSD be more sustainable? What is missing from the management plan? What would you like to see ORCSD do in the future (in terms of sustainability and social justice?).

03

Data Saturation

To determine how many focus groups need to be held, it is a common practice to hold as many sessions until you reach "data saturation." Essentially, this means you begin hearing the same things over and over again. This means you might hold 5 focus groups or 10 before data saturation. Data saturation is not always achievable due to the limited time of the facilitator. Therefore, if data saturation cannot be reached, try to hold a focus group for each targeted stakeholder you would like to engage (for example, parents, students, faculty, staff, and community members).



The purpose of a listening session is allow space for all stakeholders to voice their perspective and opinion about the direction of the management plan. This method is an easy way to distill many stakeholders opinions in a small amount of time.

01

Forming A Listening Session

Listening session are design to be an open invitation where anyone within the targeted stakeholder groups are allowed to join for a large group session. These sessions can be at most 100-200 people, and are design to be interactive and engaging.

02

Structure of A Listening Session

A listening session can be anywhere from a 1 hour session to a half day session. During the listening session, facilitators will begin by introducing their objectives and goals for the day, as well as inform the stakeholders about the overview of the day. Listening sessions are very interactive, often include breaking out into groups for discussions, taking surveys, sharing answers widely (through sticky-notes or group summaries) as well as ensuring that stakeholders ideas are being heard. Towards the end, if feasible, the group can decide on action items (such as what to incorporate into the plan). These sessions are design to complement the wants and needs of the stakeholders within district.

03

Post Listening Session

After the listening session, facilitators can follow up with stakeholders with a survey or give updates to how their input is being integrated into the plan. In some instances, multiple listening sessions can be held throughout the process but often there is usually only 1-2 listening sessions in the beginning and after the product is finished.



The purpose of a pop-up is to do quick engagement with stakeholders in less than 5 minutes. Many pop-ups includes having a short activity in a populated area (cafeteria, recess, PTA meeting, etc).

01

Forming A Pop-Up

Pick a very popular area for your targeted population. For example, if you are trying to target students, do a pop-up in a cafeteria, or during recess. Pop-ups are targeted for quick engagement (under 5 minutes) and are suppose to be easy for someone to do quickly.

02

Structure of A Pop-Up

What is the most pressing question that you need answered for your stakeholder engagement? This might be "How much do you know about sustainability?" or "What does sustainability mean to you?" These questions should be answered in a fun way. For example, have students write it on a sticky note, draw a picture, or give you a quick answer. The purpose of the pop-up is to engage as many people as possible without taking up much of their time.

03

Post Pop-Up

After the pop-up, the general "gap" within your engagement should be filled. This means your most pressing question or the need for a general understanding should be answered. Hopefully, through this type of engagement, you get a general sense about what that targeted stakeholder group thinks about a certain topic or question.

A great example of a pop-up activity is sticky-note engagement within cafeterias. This would allow students to answer a question or gauge their understanding on a topic in a quick yet fun way. Students could draw pictures, write answers, or work with fellow students to come to a collective answer.





The purpose of a survey is to get responses for targeted stakeholders who are unable to attend in person stakeholder engagement events or have limited time to spend in stakeholder sessions.

01

Forming A Survey

There are numerous strategies for creating and distributing surveys. The most important questions you should ask yourself when creating a survey is the following: (1) What do I need answered? (2) What is the most effective and efficient way I can ask this question? (3) Will this survey be easy for the stakeholder to understand and give meaningful feedback? As mentioned, there are hundreds of pieces of literature that explain the science of how to form a good survey. At the end of the day, it is most important that you ask questions that will give you feedback that is easy digestible and applicable.

02

Administering the Survey

When distributing a survey, you want to ensure you cater the survey to a targeted group. With COVID-19, much of the stakeholder engagement has been done remotely. Therefore, exploring the best avenues to administer the survey as well as getting the most responses is crucial. This might mean sending it to a specific email list, having an administrator put the survey out, or exploring social media to put the survey online. Regardless, finding the best way to administer that meets the needs of your stakeholder group is essential.

03

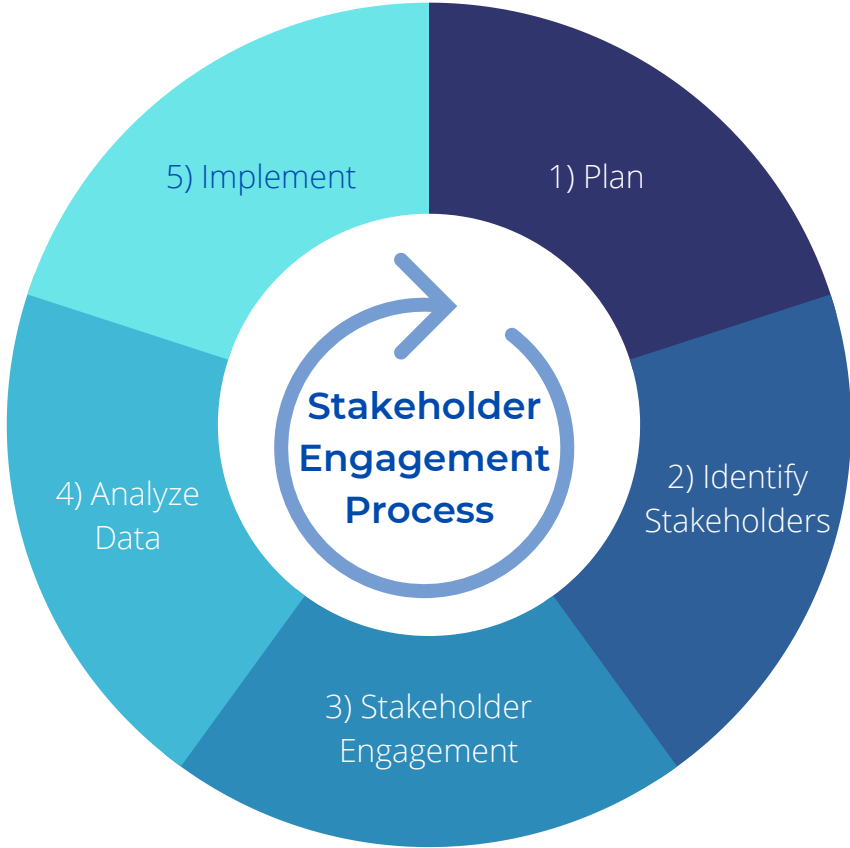
Post Survey

After finishing the survey, the emails or names collected is a great avenue to share final products of your results, solicit more feedback if needed, or explore other stakeholder engagement. This method is great for a final distribution of the final product so people can see how their feedback was incorporated in.

As previously mentioned, there are hundreds of pieces of information on how to best conduct a survey. Using these resources as well as resources from the school district will be the best method to ensure that the survey created is useful.

STAKEHOLDER SUMMARY

As previously noted, there are hundreds of ways to complete stakeholder engagement- there are various resources available online, through ORCSD, or UNH to help complete a comprehensive review. Through this process, it is of the utmost importance that this process cultivates buy-in, listens to the wants/needs of the community, and reflects those wants/needs within the final product.



For additional questions regarding stakeholder engagement for creating a sustainability management plan, please contact Meg Maloney or Maggie Morrison to learn more about next steps within the process.

Appendix B-

Summary of

Goals

SUMMARY OF GOALS AND STRATEGIES

Energy

Objective: Lower our Greenhouse Gas Emissions Based on Building Targets

Goal 1: Lower electric usage based on the following building targets: For Moharimet Elementary school, lower source energy consumption by 1 kBtu/ft² for the next 5 years and GHG emissions by 1 Metric Ton CO₂e for 5 years. For Mast Way, lower source energy by 2-5 kBtu/ft² for the next 10 years, and total GHG by 2-5 Metric Tons CO₂e.

- 1.1. Once the middle school and high school renovations are complete, set a yearly energy target based on energy portfolio manager goals.
- 1.3. Conduct an ASHRAE level II audit which includes evaluating plug load, lighting, water, and building envelope. Explore a performance contract in order to fund upgrades recommended in the audit.
- 1.4. In tandem with the energy audits, create an energy reduction plan.
- 1.5. After evaluating plug loads, encourage areas with high plug loads to reduce load by unplugging devices that are not used frequently or are constantly running when they are not needed. This includes working with IT to create a program to shut down technology that is not being used.
- 1.6. Explore creating more efficient HVAC set points and schedule (by 1 or 2 degrees) to ensure energy is being saved. Explore adding SMART technology (CO₂ sensors) to each room to have an automotive system to save energy.
- 1.7. Continue to replace any non-LED lighting with LED.
- 1.8. Continue to explore and utilize local utility rebates to find rebates to put toward energy efficiency projects.
- 1.9. When roofing updates are needed, explore replacing roofs with solar or a white, tan, or silver roof.
- 1.10 Explore declaring a climate emergency as a district to set more aggressive goals (as seen in Appendix C) to lower greenhouse gas emissions.

Goal 2: At least 25% of ORCSD procured energy usage should be derived from renewable sources by 2025

- 1.11. When the energy supply contract ends, explore changing energy suppliers with a renewable energy source.
- 1.12. Explore adding renewables to more buildings and creating a strategic plan for renewable additions. This includes always evaluating roofs for solar when any roofing updates are occurring and adding solar canopies to parking lots.

SUMMARY OF GOALS AND STRATEGIES

Energy

Goal 3: Decrease usage and reliance on natural gas

- 1.13. Consider replacing natural gas boilers with more efficient condensing boilers or an electric system.
- 1.14. Create a more strategic set point for natural gas systems in the winter. This includes reducing the temperature by 1-2 degrees.
- 1.15. Create a goal for natural gas usage. Determine this goal based on building averaging natural gas usage for each school over the past 2-3 years and decreasing it by 10% each year with designated setpoints.
- **Goal 4:** Curb water consumption throughout the district.
- 1.16. Continue to replace water inefficient systems with low flow systems. Explore placing low flow systems in classrooms, the kitchen, and other areas aside from bathrooms.
- 1.17. Evaluate irrigation practices to see if watering can occur on a more infrequent schedule.

Construction and Land Use

Objective: Lower our Greenhouse Gas Emissions through Sustainable Design

Goal: Use sustainable designs as part of all new construction projects and renovations.

- 2.1 Develop a building maintenance and sustainability plan to ensure that all new projects are following sustainability guidelines that are agreed upon by the district.
- 2.2 For each new building renovation or construction project, follow green building guidelines such as LEED, Energy Star, or other comparable organizations guidelines.
- 2.3 Continue to explore Net-Zero design and try to incorporate Net-Zero upgrades within buildings.
- 2.4 Inventory existing appliances and updated aged appliances with energy star-rated appliances.
- 2.5 When updating buildings, try to reuse or divert waste from landfills. This includes repurposing existing materials or recycling materials that cannot be used in the design.
- 2.6. Add ability for new roofs to be able to add solar in the future, even if not feasible at the current time.

SUMMARY OF GOALS AND STRATEGIES

Construction and Land Use

Goal: Improve the district's land-use practices in order to create more friendly landscapes for native organisms.

- 2.7. Create a Tree Plan or policy to put more sustainable practices of tree maintenance and plantings in place. This includes ensuring any tree that is cut down is replaced by a native tree and that there is a greater diversity of trees.
- 2.8. Replace current herbicide/pesticides with more pollinator-friendly and organic products.
- 2.9. Purchase organic and composted mulch from a local vendor to cut down on carbon emissions.
- 2.10. Continue incorporating natives in landscape practices. Try to achieve 80% native plants by 2030 on all new landscape practices.
- 2.11. Try to incorporate plants that can tolerate dry soils to encourage water conservation.
- 2.12. Plant native friendly grass to promote pollinators and decrease the number of spaces that do not promote species diversity.
- 2.13. Evaluate current mowing practices to see if the district can mow less frequently to cut down on carbon emissions and save money.

Waste

Objective: Reduce overall waste that ORCSD generates over the next 10 years.

Goal: Complete waste audits in each school to understand waste composition and create a diversion goal.

- 3.1. Determine how much material is going to landfills that could have been recycled or composted at each school through a waste audit. Have students participate in this event.
- 3.2 Set a diversion rate that you want each school to achieve for the next 5-10 years.
- 3.3. Create a drop off area for students and school community to recycle batteries, electronics, and other items that can cause harm to a landfill. Do more targeted education to inform students and school community about the drop off areas.

SUMMARY OF GOALS AND STRATEGIES

Waste

Goal: Create a sustainable purchasing strategy that is focused on reducing single-use and plastic waste

- 3.4. Encourage reuse by changing purchasing standards to buy items that are compostable or reusable. This includes compostable forks in the kitchen, reducing condiment waste, compostable bags, reusable school supplies (such as reusable expo markers), and create a shared space among teachers where they can reuse/share supplies.
- 3.5. Ban the use of purchasing Styrofoam within the district.
- Goal: Create programs that teach about how to divert waste from landfills.
- 3.6. Create an education program that informs students about how to compost and recycle at school. Some examples include curriculum discussed during time with mentor or a waste sorting game in PE classes.
- 3.7. Get consistent signage for compost, recycling, and waste bins for each classroom after achieving zero contamination in compost within the cafeterias.
- 3.8. Create zero waste sports events once a year to train students and parents about how to divert waste from landfills.
- 3.9. Create district-wide waste signage consistency for recycling, compost, and trash.
- Goal: Achieve a waste diversion rate over 50% for new construction, renovations, and ground projects.
- 3.10. Achieve a 50% diversion (Tier 1 of LEED Standards) for all new construction and renovation projects. Try to increase this percentage to 75% by 2050.

Goal: Create a strategic plan to reduce food waste within the kitchens and cafeterias.

- 3.11. Continue exploring ways to purchase local food for the school district.
- 3.12. Organize a "waste-free" lunch during the school year throughout the district.
- 3.13. Continue to evaluate ways to cut food waste within the cafeteria and teacher-sponsored events. Create a concrete plan to strategize waste reduction.

Goal: Explore On-Site Composting

- 3.15. Trial on-site composting from food waste within the kitchen. Use this trial to see how much compost can be generated.
- 3.16. Explore grants or other funding mechanisms to purchase an In-vessel or similar composting system to make composting easier for the district.

SUMMARY OF GOALS AND STRATEGIES

Health and Wellness

Objective: Promote the Overall Mental, Physical, and Emotional Well-being of the students, Faculty, and Staff

Goal: Promote the overall health and well-being of students within the district

- 4.1. Improve child nutrition program by adding cooking workshops to each of the schools within the district.
- 4.2. Explore growing salad greens within each of the curriculum gardens at the schools. Teach kids how to grow your own food. If a child is unable to grow food at home, lend space in curriculum gardens for children/families who are interested.
- 4.3. Partnering with UNH to aid in nutritional programming
- 4.4 Continue exploring programming to teach kids how to deal with emotional and mental stress in a productive way. This can aid in a proactive approach to education about climate change.
- 4.5. Try to incorporate more movement-based and outside learning into the curriculum to encourage a healthy relationship with our bodies and the environment.

Goal: Promote overall health and well-being of faculty and staff within the district

- 4.6. Continue hosting workshops and focus groups that encourage better mental and emotional health for faculty and staff.
- 4.7. Continue to educate staff about how to incorporate teaching about emotional and mental well-being for students.

SUMMARY OF GOALS AND STRATEGIES

Transportation

Objective: Reduce Transportation Emissions by 2% Each Year.

Goal: Reduce single staff, student, and parent occupancy trips by 10% by 2030.

- 5.1. Explore ridership software to encourage more students to carpool. This includes working with the IT department to host the software.
- 5.2. Improve the safety of students walking to school through a transportation safety master plan. Partner with the regional planning commission to explore biking initiatives.
- 5.3. For students in the walking zone have a more targeted education program or initiatives to encourage walking or biking.
- 5.4. Redo the transportation survey for faculty, staff, and students to get a more accurate transportation emission in SIMAP.
- 5.5. Work with local partners to establish a better biking map that includes bike routes and where bike parking is available.
- 5.6. Explore limiting parking passes or disallowing parking in certain areas at the high school to get more students to carpool.
- 5.7. Explore ways to incentivize more kids to take buses if eligible.
- Goal: Establish stricter idling policies.
- 5.8. Create idling signage at drop-off areas and assign an employee to try and enforce cars to participate.

Goal: Increase the number of electric vehicles used by the ORCSD Community

- 5.9. Convert fleet to an all-electric fleet by 2035, including buses and vans.
- 5.10. Offer electric charging stations for electric vehicles in all parking lots or at least one charging station per school.

SUMMARY OF GOALS AND STRATEGIES

Curriculum

Objective: Incorporate sustainability Curriculum district-wide

Goal: Explore and find the best model for curriculum development.

- 7.1. For developing curriculum, explore "Teacher on Special Assignment" model. For this model, one to three teachers are released from all teaching duties of the year to focus on research and integration of sustainability curriculum. Other models explore releasing teachers for half of their teaching load to give adequate time for research and development.
- 7.2. Explore potential partnerships with local organizations that can aid in curriculum development. This includes UNH faculty and students.
- 7.3. If a "Teacher on Special Assignment" is not a feasible model, explore putting out an RFP to hire a consultant who has experience with sustainability curriculum.
- 7.4. Formulate a strategic plan for curriculum development and assure it continues to align with ORCSD strategic plan and school policy.
- 7.5. Give students annual surveys to track the progress of sustainability knowledge.
- 7.6. Explore ways for students to give their perspective on how the curriculum should be shaped. This could be done using the stakeholder engagement plan in Appendix A

Goal: Educate faculty about sustainability curriculum

- 7.7. Once curriculum plan is created, host forums for faculty about curriculum integration. Cultivate buy-in so curriculum is catered to teachers/students' wants and interests.
- 7.8. Have faculty complete annual surveys to see if the curriculum plans need tweaks or changes. Cater the program to the needs of faculty/students.
- 7.9. Host yearly sessions to update faculty about sustainability initiatives and refreshers for curriculum.

Goal: Educate building administration and School Board about sustainability curriculum integration

- 7.10. Host annual meetings to educate building administration about sustainability curriculum and initiatives to ensure there is investment from school leadership.
- 7.11. To ensure accountability on the curriculum plan, create a committee of building administration who meet quarterly to track the progress of integration and ensure ORCSD is following guidelines in the curriculum plan.
- 7.12. Continue to ensure that the Sustainability Coordinator position is filled to oversee all initiatives and explore making this position full-time.

Appendix C- Goals for the Future

Goals for the Future

The following goals are long-term goals that ORCSD is moving towards accomplishing within the next decade or two:

1. Carbon Neutrality by 2040
2. Local renewable energy powering all facilities (preferably generated by ORCSD)
3. All faculty/staff driving electric vehicles by 2050
4. Zero-waste by 2050 including ORCSD handling their own compost.
5. Moving away from natural gas completely by 2050
6. Completely native landscaping by 2050 including native grasses on the lawn
7. Grey water system installation
8. Limiting student parking passes to encourage more students to walk/bike to school or take the bus system.
9. Working with the City of Durham to jointly tackle climate change initiatives such as working together to develop renewable energy or start a region wide composting initiative.
10. Set a national example with sustainability curriculum integration by 2030.
11. Have all net zero buildings by 2040
12. 80%-100% native landscape design by 2040
13. Hit a waste diversion goal of 75% waste diversion by 2050.

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

INTEROFFICE MEMORANDUM

TO: ORCSD School Board
FROM: Jay Richard, Principal, Oyster River Middle School, Dr. Jim Morse, Superintendent
DATE: September 15, 2021

RE: Grade 5 Foreign Language Proposal

As we move toward the new MS opening, we leave the building limitations of the old school behind. The new building will open up new opportunities for master schedule redesign and greater alignment with the high school master schedule, a goal the Board supported as we lived through the pandemic and the implications on the MS master schedule.

The Board, over these past years, was concerned about the amount of homework and course load our high school students were experiencing. To address these issues (and others expressed by staff), the high school (in 2018) moved to an A/B schedule in order to cut down on homework, reduce transition time between classes, and provide greater opportunity to go in-depth into subject matter. Further adjustments were made due to the pandemic and limitations of the previous high school master schedule on students. More time allows greater flexibility in teaching practices, such as major projects embedded into class time, and SEL.

Again, based upon past conversations at the Board level regarding the lack of coordination between the middle school and high school, moving toward an A/B schedule at the middle school helps align the two schools.

More closely aligning the middle school master schedule increases the opportunity for both the middle school and the high school for several reasons.

1. Sharing of students, currently math, but in the future world language.
2. Sharing of teaching staff, currently music.
3. Creating a smooth transition from grade 8 to 9.

The proposal to move for music and world language programs to an A/B schedule now begins that alignment.

The World Language Program over time.

1. In 2005-2006 World Language was offered full time for Grade 8 only, 7th grade was ½ time.
2. Beginning in 2010-2011 7th & 8th grade both became full time at 45 minutes a day.
3. 2017 the Board approved expanding World Language to Grade 6 for 30 minutes a day.
4. The MS & HS World language teachers proposed a proficiency and performance-based pedagogy to the Board and began developing curriculum, instruction, and assessment practices in grades 6-12.
5. 2018 we added an additional World Language teacher to reduce the number of classes from 6 per teacher to 5 and continued the program for grades 6-8.
6. 2020-2021, during the pandemic grades 6 – 8 students received remote World Language instruction every other day for up to 1 hour.
7. As we open the 2021-22 school year, Grades 6-8 are receiving in person instruction every other day for 45 minutes. This time may increase once the middle school moves into the new building, to 1 hour every other day.

We are recommending an A/B schedule, alternating time with music, to begin the transition to an alternate day schedule for grades 5-8. We have an opportunity now to open up World Language to Grade 5 by alternating with Music. In the A/B schedule all grades will receive World Language instruction every other day for 45 minutes. When we open in the fall of 2022, we project having one-hour blocks, subject to discussions with the high school and middle school staff.

As noted earlier, an alternate day schedule reduces homework, transition time, and allows for greater depth of instruction. The rotating daily schedule will also absorb the increased demand on time and attempt to cram all subjects into one day, which increases student workload and transitions.

We have a to opportunity to reconfigure our master schedule, albeit in a small way this year. We can start now with music/world language.

Dear 5th Grade Teachers,

We are excited to start working with you all and your students this year. We will visit your classrooms to meet your students, immerse them in the three languages we offer, and help them with sign ups. Our plan is to visit with students during their WL block. 2nd floor 5th grade (Glacier and Zion) is on Blue Days from 8:45-9:30 and 1st floor 5th grade (Olympic and Acadia) is on White Days from 9:30-10:15.

- We are planning to visit with students during three WL blocks prior to the official start date (Thurs. Sept. 30th) of WL classes.
- Introductory Plan – Week of Sept. 20th
 - Day 1: WL teachers as a group will visit each of the four classrooms for ten minutes to introduce themselves and the WL program. 5th grade teachers would need to be present for the entire 45-minute block.
 - Monday, Sept. 20th – Blue Day - 2nd floor 5th grade (Glacier and Zion) 8:45-9:30
 - Tuesday, Sept. 21st – White Day - 1st floor 5th grade (Olympic and Acadia) 9:30-10:15
 - Day 2: One WL teacher will go into each room for ten minutes and do an introductory language activity and then rotate to the next room. 5th grade teachers are welcome but would not need to be present for the 45-minute block.
 - Room 1 – Spanish: Schidlovsky and Dunn
 - Room 2 – French: Pennelli
 - Room 3 – Mandarin: Hu
 - Room 4 – Q & A /immersion strategies/debriefing: C. French
 - Wednesday, Sept. 22nd – Blue Day - 2nd floor 5th grade (Glacier and Zion) 8:45-9:30
 - Thursday, Sept. 23rd – White Day - 1st floor 5th grade (Olympic and Acadia) 9:30-10:15
 - Day 3: Language Sign ups – Microsoft Forms
 - Friday, Sept. 24th – Blue Day - 2nd floor 5th grade (Glacier and Zion) 8:45-9:30
 - 1st floor 5th grade (Olympic and Acadia) – No WL block – We are available to help from 10:15 -10:45am or from 1:20 – 2:00 pm.
 - Monday, Sept. 27th - Wednesday, Sept. 29th - rosters will be finalized.
 - Thursday, Sept. 30th - WL classes begin - Blue Day - 2nd floor 5th grade (Glacier and Zion) 8:45-9:30
 - Friday, Oct. 1st - WL classes begin - White Day - 1st floor 5th grade (Olympic and Acadia) 9:30-10:15

WL Team



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: 9/15/2021
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.

High School:

Volunteer Positions:

Eugene Bilodeu	Boys Soccer
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Paid Positions:

Name	Team	Stipend	Years	Longevity	Total
Isabelle Fradillada	Asst. Varsity Volleyball	\$1,496	0	\$0	\$1,496

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: Eugen Bilodeau

Coaching Position: Boys Soccer Asst. Coach (volunteer) HS MS

Number of Years as ORCSD Coach: 0

Number of Years of Coaching Experience: 3

Summary of Professional Experience:

I have been a baseball umpire for 21 years, coached 2 seasons of baseball for Portsmouth Babe Ruth, currently play recreationally in Seacoast United leagues & others in the area.

I am from the Seacoast & have been here my whole life (41years)...I know someone everywhere I go.

Though there are no true soccer accolades per se, I have a good grasp on team sport game theory overall, the required proper mental focus & organization needed to compete, effective representation amongst game officials, and experience with coaching teenagers.



Oyster River Cooperative School District

Coaching Nomination Summary Form

School Board Meeting Date:

Name of Coach: Isabelle Fradillada

Coaching Position: Assistant Varsity Volleyball

HS MS

Number of Years as ORCSD Coach: 0

Number of Years of Coaching Experience: 2

Summary of Professional Experience:

Two years of coaching experience at Great Bay Volleyball Club.
Player at ORHS from 2013-2017

Mask Protocol at School Board Meetings

To: Oyster River Cooperative School Board

From: Michael Williams

September 9, 2021

We have received several communications asking the Board to clarify the expectations for mask usage at school board meetings. I realize that our vote on July 21 making masks optional at school board meetings did not clearly state to whom it applied (board or everybody). We also did not clearly state in our August 4 motion to require masks for all students and staff in schools this fall whether that decision applied to school board meetings, even though they are held in school buildings. We should clarify our position. There are 4 main options available to us:

1. Do nothing. Leave the present lack of clarity in place.
2. Adopt a resolution requesting that all persons (board, staff, and public) at school board meetings wear masks.
3. Adopt a resolution requiring that all persons (board, staff, and public) at school board meetings wear masks.
4. Adopt a resolution clearly stating that masks are optional for all persons (board, staff, and public) at school board meetings.

Option 1 requires no elaboration or action.

Option 2: Possible “masks requested” resolution:

The Oyster River Cooperative School Board respectfully requests that all persons in attendance at school board meetings wear face coverings that cover both nose and mouth, whether vaccinated against COVID-19 or not [1], while attending School Board Meetings in school buildings. This includes school board members, school district staff, and members of the public. Individuals who wish to remove masks are asked to step outside before doing so.

The School Board also requests that any person currently with symptoms [2] such as fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body ache, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting, or diarrhea please participate in school board meetings remotely by watching meetings online and providing your feedback or comments to the school board at orcsdsb@orcsd.org.

The coronavirus that causes COVID-19 is an airborne virus capable of infecting individuals who have been vaccinated against it. Vaccinated persons can contract and spread coronavirus to others without symptoms and wearing a mask or face covering in conjunction with vaccination is the best way to reduce indoor transmission of COVID-19 [3]. Strafford County has been at CDC's highest category of community transmission since August 16, 2021 [4].

Thank you for cooperating with these requests and contributing to the health and safety of our community by taking actions to reduce the spread of COVID-19.

Sources:

[1] Centers for Disease Control and Prevention, When You've Been Fully Vaccinated:
<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>

[2] Centers for Disease Control and Prevention, Symptoms of COVID-19:
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

[3] Centers for Disease Control and Prevention, Use Masks to Help Slow the Spread of COVID-19:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

[4] Centers for Disease Control and Prevention, COVID-19 Integrated County View:
<https://covid.cdc.gov/covid-data-tracker/#county-view>

Option 3: "Masks Required"

Dr. Morse solicited advice from 2 separate attorneys the school district has relationships with, partially because he and I were both surprised at the advice we received from the first. Both attorneys stated that the school board does have the authority to require those in attendance at school board meetings, including board members, staff, and public, to wear masks, provided alternative means of participation (alternative location to view meetings from, participation by telephone or Teams, etc) are available so nobody is prevented from accessing the content of the meeting. This authority derives from law and regulation that require the School District to maintain clean and healthy schools [RSA 189:15, RSA 189:24, Ed 303.01(d), and Ed 306.07(a)(1)].

I recommend that if we decide to proceed with this path, the requirements should take the form of policy. Here is possible language:

Policy B(TBD): Face Coverings at School Board Meetings

This policy applies specifically to the COVID-19 pandemic and will expire on March 1, 2022 if not extended by action of the School Board.

The Oyster River Cooperative School Board recognizes that a balance is required to maintain access to public meetings as required by RSA 91-A:2 and the school district's obligation to operate in a safe and healthy environment as required by Ed 306.07(a)(7). As of the adoption of this policy, Strafford County has been classified by the Centers for Disease Control and Prevention (CDC) as an area of High community transmission, the highest level in CDC's scale for community transmission since August 16, 2021 [1], and accordingly CDC recommends use of face coverings at indoor gatherings regardless of COVID-19 vaccination status [2].

Oyster River Cooperative School Board meetings are routinely held in school facilities. All students, staff, and visitors are required to wear masks when inside school buildings and facilities.

The Oyster River Cooperative School District requires that all persons in attendance at school board meetings wear face coverings while in attendance at School Board meetings. Remote audio access to meetings shall be provided.

At least 4 school board members must be physically present in the meeting location in accordance with RSA 91-A:2 III(b).

This policy applies to members of the public as well as school board members and ORCSD staff.

Sources:

[1] Centers for Disease Control and Prevention, COVID-19 Integrated County View:
<https://covid.cdc.gov/covid-data-tracker/#county-view>

[2] Centers for Disease Control and Prevention, When You've Been Fully Vaccinated: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html> ("To reduce the risk of being infected with the Delta variant and possibly spreading it to others, wear a mask indoors in public if you are in an area of [substantial or high transmission](#).")

Option 4: Clearly state "masks optional" for school board meetings. Possible "masks optional" resolution:

Use of face coverings will be optional for all school board members, staff, and members of the public at meetings of the Oyster River Cooperative School Board. This is an exception to the requirement adopted on August 4, 2021 that all students, staff, and visitors to school buildings during the school day wear masks.

September 7th Finance Committee Meeting

Strategic Plan

The committee asked for new spending required to meet the goals of the 22-23 section of the plan. Here are some rough numbers.

As was discussed at the last Board meeting, expansion of foreign language into the elementary school would require 2FTE. Projected cost is 180K.

Jim is going to present the DEI section of the plan at the September 15th Board meeting. He is going to propose a 1 FTE position. Projected cost 100K

IT needs to replace some equipment and provide updated laptops to the paraprofessionals. Projected cost 70K.

I have an additional 100K for custodians, but am unclear on the details.

CIP

The committee scheduled a meeting for September 28th to talk with Jim Rozycki about facilities. Since the Board has approved significant projects, we need to reexamine the 22-23 section of the plan. An update will be included in the packet for the first meeting in October.

Budget Goal

The 2021-22 School Board budget goal will include three options. 2.5% (1,219,781), 3% (1,463,737), and 3.5% (1,707,693) net increases from the approved fiscal 20-21 budget (48,791,231). The total increases will include fund 10, 21, 22/23 and all warrant article recommended by the Board. Revenue and reserve accounts can be used to offset expenses.

Percentage	Total
2.5%	48,545,962
3.0%	48,789,919
3.5%	48,923,874

Last year's goals used the sum of all of the funds and warrant articles as a baseline and then looked at adding a range of one percent. The committee discussed changing the baseline to

the total amount apportioned to the towns. Sue informed us that this could potentially exclude 100K of shared revenue and might make achieving the Board's goal more difficult. This concept needs more discussion at the next finance committee meeting and at the October Board meeting. Additionally, we will have more information by September 28th to help us refine the budget goal range. The aim is to provide the Board with a budget goal recommendation at the first meeting in October.

Resolution (draft): On June 25, 2021, HB 2 was signed into law. Initial drafts of the bill included the controversial prohibition against teaching “divisive concepts,” but this restriction was removed from the final bill which focused on a discrimination against “identified groups.” An FAQ issued by the NH Department of Education, the Commission for Human Rights, and the Department of Justice summarizes HB 2 as follows:

Public employers and government programs are prohibited from training and advocating that one identified group (a group based upon: age, sex, gender identity, sexual orientation, race, creed, color, marital status, familial status, mental or physical disability, religion or national origin):

- Is inherently superior or inferior to people of another identified group;
- Is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
- Should be discriminated against or receive adverse treatment; or
- Cannot or should not attempt to treat members of other identified groups equally and/or without regard to their identified characteristic.

The Board finds nothing in HB 2 or this clarification that contradicts our own robust policies dealing with inclusion, diversity, and anti-racism. In fact, the state’s clarification expressly allows for teaching about race, even when some topics are uncomfortable. However, we are concerned that the prospect of civil suits and “disciplinary sanctions” from the state may have a chilling effect on our efforts to create an inclusive curriculum which honestly addresses issues of bias and race.

In response to HB 2, the Board:

- Affirms its confidence that our teaching staff will continue to open up the curriculum to diverse perspectives, and, in developmentally appropriate ways, celebrate the advances our country has made, and confront the harms of discrimination, past and present.
- Will seek to create opportunities for teachers to inform parents and the wider community about how our curriculum is evolving to be more inclusive.
- Will support any teacher, working within our own guidelines, who is subjected to the penalties or legal exposure made possible by this bill.