

Oyster River Cooperative School District
REGULAR MEETING

October 19, 2022

Mast Way School - Cafeteria

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 10/6/22 Regular and Non-Public Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

B. Board

VI. DISTRICT REPORTS

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

- Student Presentation: Girls State and Political Activism – Sabrina Golding
- Strategic Plan:
 - Competency Based Education by Level

B Superintendent’s Report

C. Business Administrator

- FY’22 Fund Balance

D. Student Representative (Paige Burt)

E. Finance Committee Report

F. Other:

VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*

VIII. DISCUSSION & ACTION ITEMS

- Discussion pertaining to High School Graduation Date
- Discussion of Elementary World Language
- List of Policies for First Read: JLDBB – Suicide Prevention and Response, EBBB – Indoor Air and Water Quality. [Motion to approve the List of Policies for first read.](#)
- Topics the Board would like to cover at Budget Workshop

IX. SCHOOL BOARD COMMITTEE UPDATES

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

XI. CLOSING ACTIONS

- A. Future meeting dates:** October 27, 2022 – Budget Workshop – Durham Town Council 8:00-1:00 PM
 November 2, 2022 – Regular Meeting – ORMS Recital Hall
 November 7, 2022 – Joint Meeting w/Barrington @ Barrington SAU
 November 16, 2022 – Regular Meeting – ORMS Recital Hall
 November 17, 2022 – Board Budget Workshop – ORMS Recital Hall

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

NON-MEETING SESSION: RSA 91-A2 I {If Needed}

XIII. ADJOURNMENT:

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

Respectfully submitted,

Superintendent

**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 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Yusi Turell | Term on Board: 2021 - 2024 |
| • Matthew Bacon | Term on Board: 2022 - 2025 |
| • Heather Smith | Term on Board: 2022 - 2025 |

Information Regarding Nonpublic Session

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

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

Oyster River Cooperative School Board

Regular Meeting Minutes

October 6, 2022

DRAFT

SCHOOL BOARD PRESENT: Michael Williams, Denise Day, Brian Cisneros, Dan Klein, Yusi Turell, Heather Smith, Matt Bacon

STUDENT REPRESENTATIVE: Paige Burt

ADMINISTRATORS PRESENT: Dr. Morse, Suzanne Filippone, Catherine Plourde, Sue Caswell, Rachael Blansett, Misty Lowe, Jay Richard, Rebecca Noe, Shannon Caron, Felicia Sperry, Kim Felch

STAFF PRESENT: Alida Carter

GUEST PRESENT:

ABSENT:

I. CALLED TO ORDER at 7:06 PM by Michael Williams

II. APPROVAL OF AGENDA

Brian Cisneros moved to approve the agenda as written, 2nd by Yusi Turell. Motion passed 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS – None provided

IV. APPROVAL OF MINUTES

Denise Day moved to approve the September 21st, 2022 Regular Meeting Minutes, 2nd by Brian Cisneros.

Denise submitted the following revisions:

On page 1 under Board Comment it should read, “attended the 5th and 8th grade open house at ORMS and was impressed by the classroom set ups.”

On page 2 under the Superintendent Report, in the last paragraph that starts “In Concord” it should read “relating to cooperative school districts” instead of co-op.

Motion passed with correction 6-0-1 with Yusi Turell abstaining and the student representative voting in the affirmative.

Denise Day moved to approve the September 21st, 2022 Non-Public Meeting Minutes, 2nd by Brian Cisneros. Motion passed 6-0-1 with Yusi Turell abstaining and the student representative voting in the affirmative.

Michael provided a correction to the August 17th Regular Meeting Minutes. On page 2 under Rebecca Noe’s update remove the phrase “and fire department.”

Denise Day made a motion to amend the August 17th, 2022 Regular Meeting Minutes, 2nd by Brian Cisneros. Motion passed 7-0 with the student representative voting in the affirmative.

Non-Public Session

Chair Michael Williams made a motion to move into Non-Public Session at 7:09 pm under RSA 91-A:3 II (c), 2nd by Brian Cisneros. Motion passed 7-0 by roll call vote.

- **Personnel Matter**

The Board returned from Non-Public Session at 7:18 pm.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

Misty Lowe of Mast Way shared that Open House will be held over two nights to help with parking constraints and crowding in the building. Families can attend at 6pm on Oct. 12th for grades K-2 and Oct. 13th for grades 3-4. A family can choose the night best for them if they have students across grades, but please note that teachers will only be present on the night their grade is represented. Half of the unified arts team will also be available each night. Classrooms will be open with student work on display, and the rest of the building will be available to explore. Misty announced the PTO is preparing for the Fall-O-Ween events that will take place on Oct. 21st from 5:30-7:30pm. She was excited to share that the school is getting back to normal with the return of field trips for every grade level. Real-life curriculum connections include apple picking, Lee Fire Station, Wentworth Gardens, and the Science Center. She gave kudos to Sarah Farwell for her efforts in the Globe Project, in which students recently tested soil in collaboration with math and science.

Jay Richard of ORMS was excited to share that the turf field is complete. Students will be evaluated in Habits of Learning and teachers will post the scores next week. An in-person Open House will take place Nov. 8th and families will be given hard copies of progress reports and fall Star Assessments. Planning for the 8th grade Washington D.C. trip is underway and information will be going out soon. Jay congratulated ORMS teacher Alida Carter for earning NH PE Teacher of the Year. He praised her growth mindset, willingness to take on initiatives, leadership in competency based learning and exemplary enthusiasm. Dr. Morse echoed the sentiments emphasizing that Alida's contributions are way beyond the curriculum.

Rebecca Noe of ORHS shared that the advisories had a fun time team building with freshmen students at the Browne Center and she really enjoyed participating as a co-advisor. Teachers and students felt the pep rally was a positive experience and they had a fun time coming together as a community. Open House will take place on Oct. 20th at 6:30pm and it will include a building tour based on your student's schedule. The counseling department and information from some of the clubs will also be available. A full Club Fair will take place the following day, Oct. 21st, during student advisory. Rebecca let the listening audience know that the tennis courts are complete and beautiful, and a newsletter from the counseling department will now be attached to her update on the last Friday of every month.

Rachael Blansett shared the following updates: teacher assessments will be completed by 10/21 and the information collected will help create a professional development plan for January, she is finalizing dates and logistics to host Tona Brown in mid-to late March, and she is consulting with UNH for a potential partnership. The Superintendent's DEIJ Committee held their first meeting on Sept. 26th and the agenda and minutes are posted on the website. They plan to meet monthly on Tuesday nights so stay tuned for a schedule of meeting dates. Rachael said she has recently had the opportunity to meet with some teachers, participate in classroom activities, and introduce herself to the 8th grade. She will be reaching out to HS advisories to set up more introduction times. Racheal informed the Board that the Equity Work proposal submitted to NHSAA was accepted and that she and the Assistant Superintendent will be presenting at the Equity Conference in November.

B. Board – None provided

VI. DISTRICT REPORTS

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

Suzanne announced that teachers will be fully engaged in a Teacher Workshop Day tomorrow with trainings on bullying & harassment and suicide prevention.

Strategic Plan {Reversal of Order was Made to Agenda for these topics}

MTSS-B: presented by Felicia Sperry, Kim Felch, and Shannon Caron

Felicia Sperry, Mast Way school psychologist, discussed Social Emotional Learning (SEL) supports that are accessible to students in the K-4 schools. This includes Open Circle lessons that connect real-time student-specific issues with the curriculum, restorative practices that aim to change behavior through communication and problem solving, and school-wide expectations that are communicated through school mottos that are

expanded upon in the classroom, small group and 1:1 setting. Next steps include training new staff on Open Circle, expanding restorative practices, and refining Tier 2 and 3 in content, data analysis, entry/exit criteria and interventions to provide extra student support.

Kim Felch, MS counselor and SEL Coordinator for grades 5-8, discussed the importance of a cohesive transition between the elementary and middle schools, which led to them adopting Open Circle for grade 5 and the evidence-based curriculum “Caring School Community” for grades 6-8. It parallels the circle format of the elementary school, and it aims to improve school climate and culture as well as the individual student to feel inclusive and safe. The first 10 weeks consists of setting norms and a tone, while the rest of the units are based on school need using discipline data and student reflection. Next steps include continuous review of SEL curriculum to determine staff needs for implementation with fidelity and examining practices and options for collection of data.

MTSS: presented by Misty Lowe, Jay Richard, Rebecca Noe, and Shannon Caron

Shannon Caron, ORHS Counseling Director, spoke about the Tier One supports that all students are accessing at the high school. The implementation of “One Trusted Adult” has given advisors and advisees the opportunity to create a safe space, build connections, and participate in community activities. Shannon explained that Tier 2/3 is reviewing referrals and student body data and then looking at specific student data to provide an individualized intervention. These supports may include stress management, executive functioning skills, check in/check out, and connecting with our new LADC counselor.

Misty Lowe spoke on behalf of Mast Way and Moharimet stating they have worked hard on the academic side of supports. Data teams meet regularly to help drive instruction and intervention in a systematic approach.

Jay Richard explained the Tier 2/3 interventions at the middle school are provided through Bobcat Time, and they may look like extra motor breaks, extra practice during music, in addition to academic interventions in reading, writing and math. He explained when students have two deficits, the first focus is improving reading since it is essential to all subjects. Students receive Bobcat time every day for 45 minutes, and activities such as robotics and passion projects are provided to students who may benefit from enrichment opportunities.

Rebecca Noe shared that the high school is refining Tier 1 this year and shifting it to a school-wide focus on data rather than on specific students, which will be the focus of Tier 2/3. For example, cell phone use surfaced as a school-wide issue based on last year’s feedback. The opening of school focused on preventative cell phone use as a universal intervention. Some teachers are using a hanging pocket holder for students to place their phones in at the start of class, and the school is looking into buying charging stations. The staff received data about the addictiveness of cell phones and the importance of face-to-face interactions. Daily universal supports include advisory and FLEX time for teachers and students to work together to ask questions, relearn and reassess.

Shannon Caron explained that the Tier 2/3 team, which consists of the special ed. assistant director, two psychologists, two counselors, the LADC counselor and a teacher, meets frequently throughout the year to focus on academic and SEL supports for individual students. At the Tier 2 level interventions may be small group settings such as learning lab, math lab, writing center, executive functioning skills, and stress management. At the Tier 3 intervention level, students may be identified as needing individualized supports, like check-in/check-out, coaching, counseling, and personalized plans to reduce a behavior, such as class avoidance.

Money Pox Update – Catherine Plourde

Catherine Plourde shared the CDC’s Monkey Pox FAQ’s and Recommendations. The New Hampshire Department of Health has not put out any specific protocols for schools. Per the CDC, the risk of monkeypox to children and adolescents in the United States is low. Catherine stated our district will continue with all good practices for cold, flu and COVID. Regarding COVID, Catherine said there was an uptick in staff cases at the beginning of the year, and the concern is when there is a domino effect in a department, particularly food services and transportation since the impact is district wide. *An information sheet is attached to these minutes.*

B. Superintendent's Report

October 1 Enrollment

Dr. Morse stated the enrollment numbers are very close to last year's with a total of 2,115 students in district. Numbers on homeschooling and private high school are not entirely accurate since they don't have to report out according to NH state law. Currently we do have three families from other school districts paying to attend the middle school, largely to participate in the strings and robotics programs.

Update on Concord Co-op Workshop

Dr. Morse was unable to attend the workshop, but he provided the board with a summary of the House Education Work Session on Coop Bills HB 1366; HB 1399; HB 1679. A suggestion made by Barrett Christina of NHSBA was to establish a Study Commission and NHED Attorney Liz Brown was in support. She felt it should include educators, such as superintendents who understood the curriculum and instruction side of things, stating that Coops were not just a fiscal matter. The next meeting will be October 12th at 9:30 to discuss the composition and charge of the Study Commission.

C. Business Administrator -

Barrington Tuition Rate for FY24

Sue Caswell presented on the Barrington Tuition Rate for 2023-24. The current rate of \$18,883 will go up to \$19,230, which is a 1.84% percentage difference due to increased operating costs.

Brian Cisneros made a motion to accept the Barrington Tuition Rate at \$19,230 for FY24, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

D. Student Representative Report

Paige Burt reported that the freshmen officers were inducted, and the full student government is in place. She felt last week's spirit events were a success and shared that students really enjoyed the staff verses student games. Regarding upcoming events, Oct. 21st is Open House at 7pm, UNH is hosting a college essay workshop, lots of colleges are visiting and it is helpful to register through SQOIR, although you don't have to. Students are looking forward to next week's Coe Brown soccer and volleyball games. Project Green is underway and hosting a competition between advisories to help reduce the carbon footprint.

E. Finance Committee Report

Brian Cisneros shared that the Finance Committee met and continued the athletics conversation. Currently, the district does not have the capacity to provide transportation to games during the week, only on weekends. The committee is looking into the costs of each sport, and since the number of participants vary by sport, they will further calculate the cost per student. The rising costs in the economy is making it a financial challenge for the district, and Brian emphasized the need to show fairness to all sports and clubs, since these other activities require transportation too. Dr. Morse let the board know that he does not want to go down the road of "pay to play." Athletics will continue to be a topic of discussion.

F. Other - None provided

VII. UNANIMOUS CONSENT AGENDA

Chair Michael Williams asked if any items needed to be discussed separately and there were no objections from the board.

- Appoint Catherine Plourde as the FY23 Affirmative Action Officer
- ORCSD Communication Specialist
- ORHS Art Teacher

Michael Williams made a motion to appoint Catherine Plourde as the FY23 Affirmative Action Officer, approve the ORCSD Communication Specialist, and ORHS Art Teacher, 2nd by Heather Smith. Motion passed 7-0 the student representative voting in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

Budget Goal

Brian Cisneros presented the board with three options to decide on for the FY24 budget goal. He noted a few potential savings, such as retirement contributions and health insurance costs, as well as anticipated expenditures, such as administration positions, the Capital Improvement Plan, and superintendent search costs. On behalf of the Finance Committee, he described three budget increases for discussion:

3.0% increase at the value of \$1,527,484 with negative funding requiring cuts in the cost of \$165,966

3.65% increase at the value of \$1,858,439 with funding in the amount of \$164,989

4.32% increase at the value of \$2,199,577 with funding in the amount of \$506,127

The board discussed the three increase percentages, and a few board comments are as follows:

Denise Day said she'd like the lowest range to be above level funding and not lower with cuts. She felt it may be a waste of time for administration to be looking at cuts. Yusi Turell cautioned a precedent of accepting grants and absorbing the funds when the grants are done. Brian stated a strength of our district is the staff and he felt they have an obligation to provide professional development to make the district better, adding that it's a reinvestment.

Chair Michael Williams reminded the board that since the Budget Workshop is on Oct. 27th, which is only 3 weeks away, they should adopt a budget goal tonight.

Yusi said she'd like to see more accurate driver information with the new health insurance rates confirmed at 3% instead of the 10% that was projected. Michael felt it was not practical to wait until the November meeting to set the budget goal.

Michael called a 5-minute recess.

Brian Cisneros made a motion to adopt 4.32% as the budget goal for the FY24 proposed budget, 2nd by Yusi Turell.

Yusi withdrew her second.

Denise said she thought they were adopting a range. Dr. Morse said a range is more workable for him and Sue.

Brian asked Yusi if he amended his goal to utilize a range from 3.65-4.32% range would she reinstate her second. Yusi said no and Brian withdrew his motion.

Brian Cisneros made a motion to adopt a range of 3.00%-4.32% as the budget goal for the FY24 proposed budget, 2nd by Denise Day.

Yusi requested if the numbers calculated come in lower than 3.00% that they use those numbers and Dr. Morse said he was confident the range would still be 3.00-4.32%.

Motion passed 7-0 with the student representative voting in the affirmative.

Manifest Review

Michael Williams let the board know that Denise Day and Matt Bacon had served their 6-month Manifest Review obligation and it was time to shift members. Denise said she would be happy to serve again and Yusi volunteered to serve.

Michael appointed Denise Day and Yusi Turell for Manifest Review.

Monkey Pox FAQs and Recommendations

(Schools, Early Care and Education Programs, and Other Settings Serving Children or Adolescents)

Per the Centers for Disease Control and Prevention (CDC), at this time, the risk of monkeypox to children and adolescents in the United States is low. However, the following information has been provided for schools regarding recommendations and information.

FAQs

Should settings serving children and adolescents worry about monkey pox?

Monkeypox can infect anyone if they have close, personal, often skin to skin contact with someone who has monkeypox. In this outbreak most cases have been associated with sexual contact and although less common in this outbreak, can also spread by touching contaminated objects.

How should settings serving children or adolescents prepare for possible monkeypox exposures?

Settings should follow their everyday operational guidance that reduces the transmission of infectious diseases. This includes children, staff, and volunteers staying home when sick, ensuring access to adequate handwashing supplies, including soap and water, maintaining routine cleaning and disinfection practices, identifying private spaces for assessment of an ill child away from others, and providing personal protective equipment (PPE) for staff who care for students with infectious diseases. If there is a monkeypox exposure, the department of health will help in considering appropriate actions to prevent the spread of the virus.

What to do if there is a case of monkeypox in the setting?

Clean the classroom/space: The areas where the person with monkeypox spent time should be cleaned and disinfected before further use. Focus on disinfecting items and surfaces that were in direct contact with the skin of the person with monkeypox, or often in the presence of the person with monkeypox. Children, staff (other than those who are cleaning and disinfecting), and volunteers should not enter the area until cleaning and disinfection is completed.

Support the health department in contact tracing: Contact tracing can help identify people with exposure to someone with monkeypox and may prevent additional cases. Settings serving children and adolescents should contact their health department if a person with confirmed monkeypox has been in their facility and should support efforts to identify individuals who might have been exposed to the virus.

Communicate: Provide information about preventing the spread of monkeypox to staff members, volunteers, students (when age appropriate), and parents. Keep messages fact-based to avoid introducing stigma.

When can someone with monkeypox return to the setting?

Monkeypox causes a rash with lesions that eventually scab over. People with monkeypox should prioritize isolation and prevention practices until all scabs have fallen off, and a fresh layer of healthy skin has formed. This may take as long as 4 weeks after symptoms began. Caregivers should work with a healthcare provider and the department of health to decide when the child or adolescent can return to the educational setting.

Staff or volunteers who have monkeypox should isolate and be restricted from the workplace according to CDC's isolation and prevention practices.

Should we allow someone in our setting who has been exposed to monkeypox?

Children, staff, and volunteers who are exposed to a person with monkeypox do not need to be excluded from an educational setting in most cases.

In some cases, if contact tracing may not be possible and there was a high degree of exposure, the health department may consider limiting an individual's participation in activities. The health department will consider the age of the individual and their ability to recognize or communicate symptoms, the types of interactions in the environment, and the risk of more severe disease to others in the setting.

What should we do if a person who has been exposed to monkeypox develops symptoms while in our setting?

When someone is exposed to monkeypox, the department of health decides if the amount of exposure warrants monitoring for monkeypox symptoms. Monitoring means that an individual, or a parent or caregiver, watches for development of symptoms for 21 days after the exposure.

If a staff member or volunteer under monitoring for monkeypox develops symptoms, whether at home or while in the setting, they should isolate at home, be medically evaluated, and contact the local health department.

If a child or adolescent develops symptoms while in school:

- The child should:
 - Be separated from other children or adolescents in a private space (such as an office).
 - Wear a well-fitting mask (if the child is at least 2 years old).
 - Be picked up by a caregiver so they can receive medical assessment.
- Staff who are monitoring a child or adolescent should:
 - Avoid close contact, if possible, but continue to attend to the child in an age-appropriate manner.
 - Avoid touching the rash, if present, and cover the rash area with clothing if possible.
 - Wear a respirator (preferred) or a well-fitting mask if not available.
 - If close contact is required (for example, holding the child), gowns/smocks and gloves should be used if available.
 - Wash hands routinely and after the child has been picked up or touched.
 - Change, and launder, or throw away any soiled clothes, gloves, or smocks.

Oyster River Cooperative School Board
Non-Public Meeting Minutes: October 6, 2022

Michael Williams moved to enter nonpublic session at 7:09 p.m. in accordance with RSA 91-A:3 II (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 , 2nd by Brian Cisneros. Upon roll call vote, the motion passed 7-0.

School Board Attendees:

Michael Williams
Brian Cisneros
Denise Day
Heather Smith
Dan Klein
Matthew Bacon
Yusi Turell

Administrators Present:

Dr. Jim Morse, Superintendent
Suzanne Filippone, Asst. Superintendent
Rebecca Noe, HS Principal
Paige Burt, Student Representative

7:09 p.m. - nonpublic session began

The Board had a discussion pertaining to a personnel matter.

There were no motions during nonpublic session.

The Board returned to public session at 7:18 PM.



AMERICAN LEGION AUXILIARY



S T A T E

AMERICAN
LEGION
AUXILIARY
GIRL'S STATE
→ NATION

Sabrina Golden

GIRL'S STATE WEEK AT ST. ANSELM'S



- LOTS of campaigning
 - Running for office
 - Legislative sessions
- Guest speakers | Ann Edwards
 - A talent show!
 - Graduation



S.R.

Expressing the sense of the Senate that Military Working Dogs are classified as Canine Members of the Armed Forces rather than “surplus equipment” under the federal government to ensure that the federal government provides transportation and veterinary care within the United States for all retired Military Canines.

IN THE SENATE OF ALA GIRLS NATION

July 2022

Senators **Johnson** and **Golden** of New Hampshire submit the following resolution.

BILL WRITING WITH MRS. WEST

GIRL'S NATION

WASHINGTON, DC

Senate sessions (parliamentary procedure)

Running for office

Creating party platforms

Many debates

Again... LOTS of campaigning

We also visited: The White House, The Tomb of the Unknown Soldier, The Capitol, Vietnam & Korea Memorial, The Red Cross, Twilight Tattoo Ceremony at Ft. Meyer Army Base & The National Mall



OUR BILL

- Our bill passed unanimously (for the first time in Girl's Nation history) and was #1 on the docket



GETTING HOME TO A SURPRISE PARTY...



That turned into a meeting with the ALA admin...



...that turned into a job opportunity

nhgranitegirlsstate  




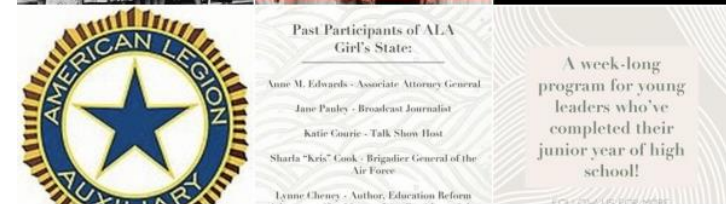
7 Posts 24 Followers 20 Following

American Legion Auxiliary

Nonprofit organization
Granite girls state
alagranitegirlsstate.wordpress.com

[Edit Profile](#) [Ad tools](#) [Insights](#)

Story highlights
Keep your favorite stories on your profile 



CONCLUSION

& questions?

Strategic Plan Summary

High School Competency Based Education

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Partially completed	Partially completed	Partially completed	Partially completed and In Progress		
High School Competency Based Education (CBE)	The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. In addition, there will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	There will be in-depth discussions with the Board and community about the principles, methods, and direction of this CBE work. These discussions will form a foundation for the delineation of future goals.	Continue discussions with the School Board and community. The high school staff and administration will continue work on competency-based education, including the review and posting of competencies. This work includes incorporating competencies related to VOG. Faculty will continue to discuss and learn about hybrid models of competency-based grading.		

Goal Area: Competency Based Education

What is the 5-year outcome for this goal?

What has been accomplished?

Established a review and revision process on competencies and standards, including publication of competencies and standards.
Reestablish Grading and Reporting Committee to explore hybrid models of CBG.

What is recommended for next year? What are your next steps?

Continue the work of the faculty Grading and Reporting Committee. Engage the School Board with significant findings of the committee.
Continue the professional work in the review and revision process on competencies.
Examine possible competencies for Vision of a Graduate that can be incorporated into courses.

Budget Implications for FY 2023-2024?

Professional development as well as substitutes and time for faculty to engage in professional collaboration.

Strategic Plan Summary

Middle School Competency Based Education

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

Goal Area: Competency Based Education

What is the 5-year outcome for this goal?

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

What has been accomplished?

CBE PLC meeting to discuss competencies, communication, and reporting mechanisms.

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

Review and revision of competencies and standards grades 5-8.

Begin to examine and refine use of Schoology and PowerSchool to effectively communicate student learning. Engaging families and staff with this work.

Competency recovery (re-assessment & re-learning) occurs during Bobcat time.

Habits of Learning & academic subject areas are reported in competency-based progress report system.

What is recommended for next year? What are your next steps?

Continue to examine and refine use of Schoology and PowerSchool to communicate student learning effectively and consistently. Engaging families and staff with this work.

Begin process for examining assessments and grading practices through calibration techniques.

Continue to develop the use of FLEX time for Competency recovery.

Engage students in self-reflection of HOL.

Continue CBE PLC work.

Budget Implications for FY 2023-2024?

Professional development for competency-based education and collaborative work around curriculum development, instruction and assessment practices.

Strategic Plan Summary

K-4/Elementary School Competency Based Education

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

Goal Area: Competency Based Education

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

What has been accomplished? We have assessed the needs of staff for competency professional development.

What is recommended for next year? What are your next steps? The Encore/UA competencies need to be reexamined. We are beginning to address the science work this summer of 2022 with professional development and staff work around science standards and competencies. 2022-2023 school year we will continue learning about CBE through professional development.

Budget Implications for FY 2023 - 2024?

Substitute teachers. While committee work happens after school, grade-level competency learning, building, and writing requires collaborative time for teachers during the school day. These professional days require substitute coverage for teachers.

Professional development time to focus on learning about and writing competencies with a focus on Science and Social Studies.

Proposed FY23 Budget and Tax Impact									
		Budget Comparisons		2022-Voted	2023-Proposed	%			
Current Budget Proposal		General Fund	Fund 10	\$ 48,707,995	\$ 50,668,275	4.02%	\$	1,960,280	
		Food Service	Fund 21	\$ 824,050	\$ 824,050	0.00%	\$	-	
		Grants	Fund 22/23	\$ 641,000	\$ 641,000	0.00%	\$	-	
	REVISED-#3		Warrant # 3						
			Warrant # 4	\$ 18,070	\$ 86,981		\$	68,911	
			Warrant # 5	\$ 63,853	\$ 183,009	(160886/22123)**	\$	119,156	
			Warrant # 6				\$	-	
			Total	\$ 50,254,968	\$ 52,403,315	4.27%	\$	2,148,347	
		Revenue and Credits		\$ 6,559,659	\$ 6,993,291	6.61%	\$	433,632	
		Amount to be Apportioned to Towns		\$ 43,695,309	\$ 45,410,024	3.92% *	\$	1,714,715	
	Present Budget Year	Proposed Budget		\$ 43,695,309					
Apportionment	FY2022/Tax rate 2021	FY2023/Tax rate 2022	State Grant Change						*Towns pick up revenue
Durham	52.7423%	54.0882%							reduction, primarily Fund
apportioned	\$ 23,045,911	\$ 24,561,465							Balance
less state grant	\$ 1,586,290	\$ 2,098,692	\$ 512,402						
less state tax	\$ 2,316,107	\$ 1,796,982							** Warrant impacts Fund 10 & 21
less kindergarten aid									
less impact aid									
net to apportion	\$ 19,143,514	\$ 20,665,791							
Lee	31.4492%	30.7527%							Revenue Breakdown:
apportioned	\$ 13,741,825	\$ 13,964,808							MS24
less state grant	\$ 2,688,618	\$ 2,845,685	\$ 157,067						FY23Projected
less state tax	\$ 1,084,091	\$ 798,404							Fund Balance
less kindergarten aid									1,015,867
net to apportion	\$ 9,969,116	\$ 10,320,719							1,363,499
Madbury	15.8086%	15.1591%							347,632
apportioned	\$ 6,907,617	\$ 6,883,751							Tuition
less state grant	\$ 1,228,215	\$ 1,226,289	\$ (1,926)						3,340,000
less state tax	\$ 504,261	\$ 354,071							3,250,000
less kindergarten aid									(90,000)
net to apportion	\$ 5,175,141	\$ 5,303,391							-
									-
									-
									(2,000)
									-
									-
									-
									-
									80,000
									250,000
									170,000
									5,000
									3,000
									(2,000)
									641,000
									641,000
									-
									90,000
									100,000
									10,000
									-
									-
									-
									6,559,659
									6,993,291
									433,632
Tax Rate Impact:	Current Budget	Proposed Budget							
Durham									
net assessed value	\$ 1,252,334,006	\$ 1,244,023,342	Impact Revised						
LOCAL property tax rate	\$ 15.28	\$ 16.61	\$ 0.89		5.15%				
STATE school rate	\$ 1.98	\$ 1.53							
Lee									
net assessed value	\$ 729,919,551	\$ 736,219,980							
LOCAL property tax rate	\$ 13.65	\$ 14.02	\$ (0.04)		-0.28%				
STATE school rate	\$ 1.52	\$ 1.11							
Madbury									
net assessed value	\$ 304,066,305	\$ 305,534,300							
LOCAL property tax rate	\$ 17.02	\$ 17.36	\$ (0.21)		-1.11%				

STATE school rate \$	1.81	\$	1.27						
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House Valued at					Tax Impact				
	2022-Current	FY2023-Proposed			Proposed				
Durham									
\$300,000	\$5,177	\$5,443			\$267				
\$600,000	\$10,353	\$10,886			\$533				
Lee									
\$300,000	\$4,551	\$4,538			(\$13)				
\$600,000	\$9,101	\$9,076			(\$25)				
Madbury									
\$300,000	\$5,650	\$5,588			(\$63)				
\$600,000	\$11,301	\$11,175			(\$125)				



K-4 WORLD LANGUAGE

World Language Committee Presentation
ORCSD School Board - October 19, 2022



2022 – 2023
SUPERINTENDENT
WORLD
LANGUAGE
COMMITTEE

- James Morse - Superintendent
- Suzanne Filippone – Assistant Superintendent
- Misty Lowe – MW Principal
- David Goldsmith – MOH Principal
- Kristin Laberis - Parent
- Heidi Sant – High School Faculty
- Lisa Fan – High School Faculty
- Michele Pennelli – Middle School Faculty
- Melanie Anctil – MW Elementary Faculty
- Jessica Raspa – MOH Elementary Faculty
- Matt Bacon – SB Member

STRATEGIC PLAN

	2019-2020	2020-2021	2021-2022	2022 – 2023	2023-2024
Goal	Review WL plan as developed by WL Committee and discuss implications.	Consider implementation of 5 th grade program and discuss K-4 WL program with focus on space, staffing, cost and impact on overall K-4 programming.	To be determined based on School Board discussion.	To be determined based on School Board discussion.	To be determined based on School Board discussion.

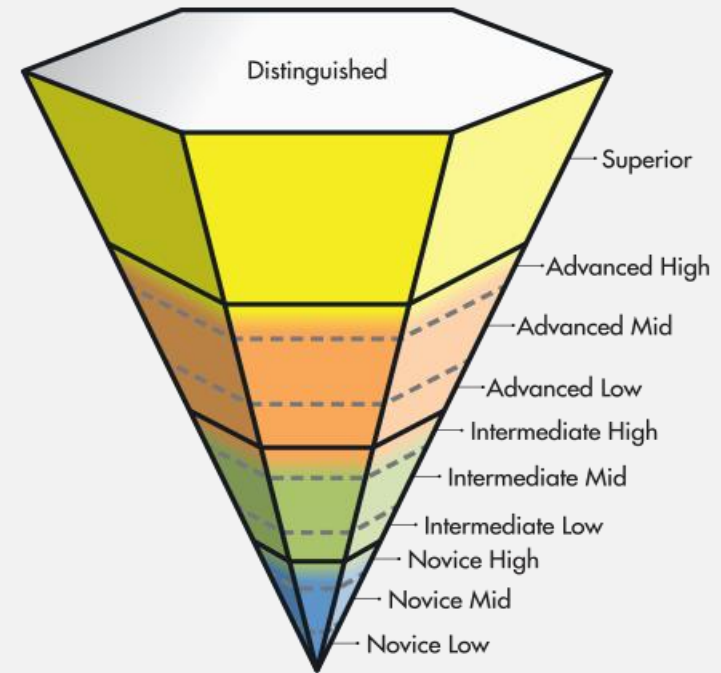
WORLD LANGUAGE GOAL

Interpersonal Communication – Students will be able to communicate in spontaneous spoken or written conversation on familiar and/or everyday topics. [ACTFL Performance Descriptors](#)

Presentational Communication (Speaking and Writing) – Students will be able to present information and express their thoughts on familiar topics. [ACTFL Performance Descriptors](#)

Interpretive Communication (Reading and Listening) – Students will be able to identify general context and basic information on familiar topics. [ACTFL Performance Descriptors](#)

Intercultural Communication – Students will be able to compare practices related to everyday life and personal interests or studies in their own and other cultures. *



WHY WORLD LANGUAGE AT K-4?

- Brain Research and Lateralization: Language becomes localized to left side of brain as we get older – Speech and language acquisition is in a critical period during early childhood.
- Comfort with pronunciations and “noise creation” - growth mindset with language learning and build confidence.
- Cultural Competencies - Increased understanding and tolerance of cultures in globalized world. Early successes.
- Opportunity to build confidence and create curiosity with exposure.
- Support students to make an informed choice at grade 5.

MODELS OF ELEMENTARY WORLD LANGUAGE INSTRUCTION

FLEX Model

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

FLES Model

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

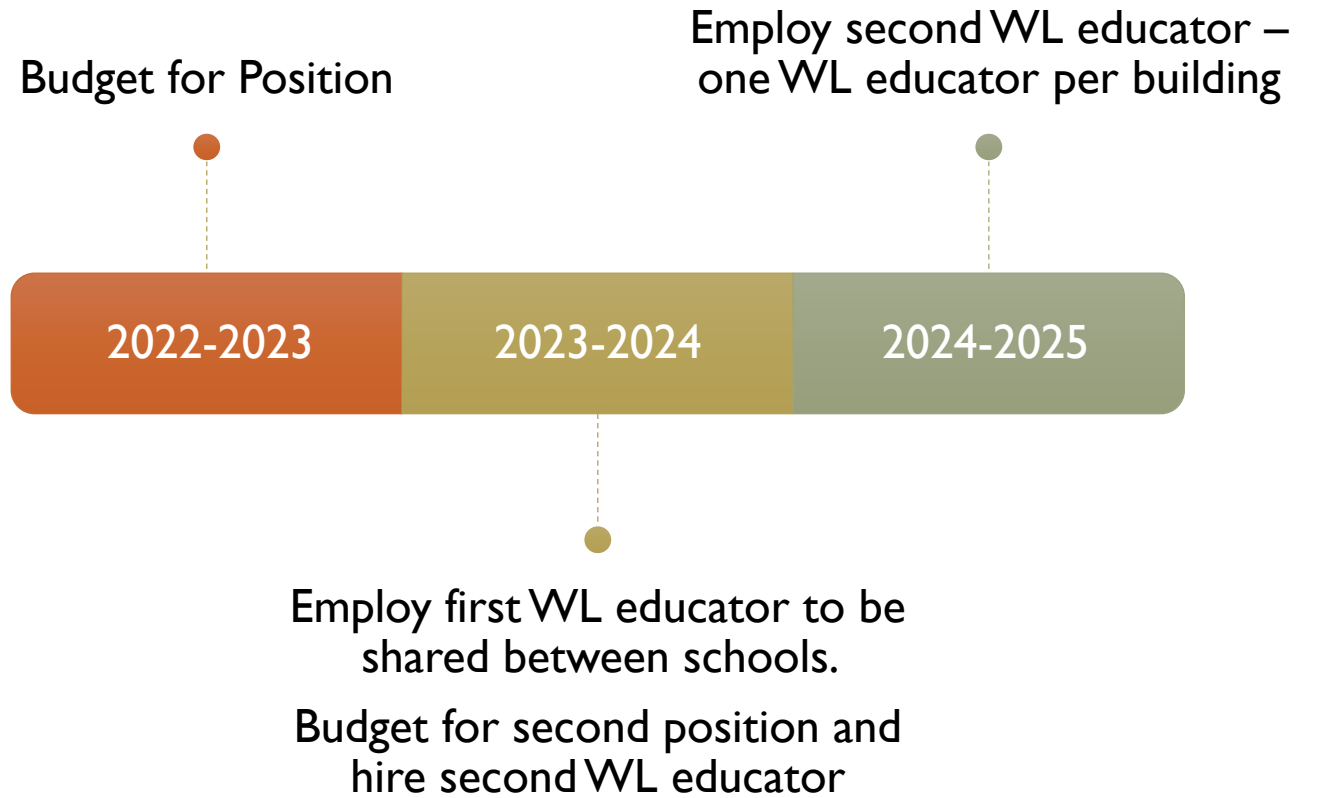
Immersion Model

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

COMMITTEE REVISITED MODELS

Model	Committee Feedback	Notes
<p>FLEX Model Exploratory Program: Typically, once a week for 30-45 minutes. The focus is on exposure to culture and language usually with no proficiency goals.</p>	<p>This model could be considered (as a transition model) as it can be placed in the Encore rotation.</p>	<p>MW library science skills and MOH Time will be integrated in the classroom time.</p> <p>World Language will be part of the UA rotation.</p>
<p>FLES Model Typically meets multiple times a week for 25-30 minutes with the primary goal to build language proficiency.</p>	<p>Recommends this model to establish proficiency-based K-12 World Language Program.</p>	<p>Require WL 2-3times/week for at least 25-30 minutes. FLES model schools have longer school days -implications of extending the school day made this model prohibitive at this time.</p>
<p>Immersion Model Students spend 50% of their day or more learning and communicating in the target language with the goal of having all students achieve high level of proficiency in the target language.</p>		

TIMELINE FOR PROPOSED FLEX MODEL





QUESTIONS

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
October 19, 2022 - First Read

Title	Code
Policies for First Read	
Suicide Prevention and Response	JLDBB
Indoor Air & Water Quality	EBBD
Policies for Second Read/Adoption - Unanimous Consent	
Policies for Deletion/Replacement	
Policies in Process	
Policy Development System/Policy Adoption/Policy Review and Evaluation	BGA/BGB/BGC
Discipline Polices to be reviewed	JICK, JIDD
Review of "B" Policies	BBAA/BBAB/BDB/BF.1

OYSTER RIVER COOPERTIVE SCHOOL BOARD	Policy Code: JLDBB
Review Policy Committee September 9, 2022 & 10/13/22 School Board First Read: October 19, 2022	Page 1 of 3 Category: Priority

SUICIDE PREVENTION AND RESPONSE

The Oyster River School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, ~~in addition to the~~ *{see adoption note (d) above, and B.1 & B.2, below}* ~~_____District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons,~~ to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) ~~Such~~ Include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons ~~from the elementary, middle and high school levels along~~ with input and evidence from community health or suicide prevention organizations, and District health and ~~guidance~~ **mental health** personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

OYSTER RIVER COOPERTIVE SCHOOL BOARD	Policy Code: JLDDB
Review Policy Committee September 9, 2022 & 10/13/22 School Board First Read: October 19, 2022	Page 1 of 3 Category: Priority

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. ~~{The Superintendent shall appoint a} OR {the _____ is designated as the}}~~ a District Suicide Prevention Coordinator, **from one of the building suicide prevention liaisons** who, under the direction of the Superintendent shall be responsible for:

- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
- b) annual updating of (i) State and community crisis or intervention referral **intervention** information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
- c) developing - or assisting individual teachers with the development - of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- d) developing or assisting in the development of the annual staff training required under section C of this policy;
- e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. Building Suicide Prevention Liaison. The Building Suicide Prevention Liaisons ~~from the elementary, middle and high school levels {name position _____},~~ **or, in his/her their absence, the building principal, shall be designated as the Building Suicide Prevention Liaison,** and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. **In the absences of the building suicide prevention liaison, the principal shall act in that role.** Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan ~~with the and inform~~ District Suicide Prevention Coordinator ~~or designee.~~

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral **intervention** resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

OYSTER RIVER COOPERTIVE SCHOOL BOARD	Policy Code: JLDBB
Review Policy Committee September 9, 2022 & 10/13/22 School Board First Read: October 19, 2022	Page 1 of 3 Category: Priority

Other Resources:

- The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org
- American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>
- Suicide Prevention Resource Center - <http://www.sprc.org>
- The National Suicide Prevention Lifeline – <https://www.suicidepreventionlifeline.org>
- The Trevor Project - <https://www.thetrevorproject.org>
- NAMI
- 988 Suicide Prevention Hotline
- **Crisis Response Plan – TBD if included as other resources.**

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EBBD
DRAFT to Policy Committee: May 9, 2010 Date to School Board for First Read: May 25, 2011 School Board Second Read/Adoption: June 15, 2011 Review/First Read School Board: December 19, 2012 Second Read/Adoption School Board: January 2, 2013 Policy Committee Review: January 9, 2020 ~ No Change Policy Committee Review: October 13, 2022 School Board First Read: October 19, 2022	Page 1 of 1 Category: Required

INDOOR AIR AND WATER QUALITY

Air and water quality in all Oyster River Cooperative Schools will meet all Federal and State Guidelines.

Concerns relating to air and water quality will be addressed by the Facilities Director and appropriate action will be taken.

Legal References:

RSA 200:11-a, Investigation of Air Quality

RSA 200:48, Air Quality in Schools

[NH Code of Administrative Rules, Section Ed.306.04\(a\)\(24\), Air Quality in School Buildings](#)

[NH Code of Administrative Rules, Section 306.07\(a\)\(4\), School Facilities](#)

[RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities](#)