

**Oyster River Cooperative School District
REGULAR MEETING**

November 18, 2020**Oyster River High School Auditorium****7:00 PM****I. CALL TO ORDER**

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

Ia. PUBLIC HEARING: *Supplemental Public-School Response Fund: SPSRF***II. APPROVAL OF AGENDA****III. PUBLIC COMMENTS (*Total allotted time for public comment 30 minutes*)****IV. APPROVAL OF MINUTES**

- Motion to approve 11/04/20 Regular Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS**A. District****B. Board****VI. UNANIMOUS CONSENT AGENDA** *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}***VII. DISTRICT REPORTS****A. Assistant Superintendent/Curriculum & Instruction Report(s)**

- Sabbatical Report Out – Jon Bromley

B. Superintendent's Report

- Winter Sports – Andy Lathrop

C. ~~Finance Committee Report~~**D. Business Administrator****E. Student Representative Report****F. Other:****VIII. DISCUSSION ITEMS**

- Wakefield School District Request for Superintendent Services
- Draft 2021-2022 School Calendar – 1st Review.
- Students Request to Remain in Oyster River.
- Establish a Board/Guild/Parent/Administrator Committee

IX. ACTIONS**A. Superintendent Actions****B. Board Action Items**

- Motion to approve the winter sports proposal.
- Motion to approve the 2021-22 school calendar as a first read.
- Motion to approve request for students to remain in Oyster River.
- Motion to establish a Board/Guild/Parent/Administrator Committee.
- Motion to approve the list of policies for first read and deletion. First Read: GCQC-Resignation/Retirement, GCP – Staff Vacancies, GDR – Work Rules for Staff. For Deletion: GCKA-Overnight Program Implementation, GCN/AFC – Evaluation of Professional Staff – Teachers, GDPC/GCPC - Retirement

X. SCHOOL BOARD COMMITTEE UPDATES**XI. PUBLIC COMMENTS****XII. CLOSING ACTIONS**

- A. Future meeting dates:** November 19, 2020 – Budget Workshop Meeting -ORHS Auditorium
December 2, 2020 – Regular Meeting – ORHS Auditorium
December 16, 2020 – Regular Meeting – ORHS Auditorium

XIII. NON-PUBLIC SESSION: RSA 91-A:3 {If Required}**NON-MEETING SESSION: RSA 91-A2 I (a)**

- Strategy or negotiations with respect to collective bargaining.

XIV. 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 special meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

Oyster River Cooperative School District Members:

- | | |
|--------------------------------|----------------------------|
| • Brian Cisneros | Term on Board: 2018 –2021 |
| • Thomas Newkirk, Chair | Term on Board: 2019 - 2022 |
| • Yusi Turell | Term on Board: 2020 - 2021 |
| • Michael Williams, Vice Chair | Term on Board: 2020 - 2023 |
| • Denise Day | Term on Board: 2020 - 2023 |
| • Allan Howland | Term on Board: 2018 - 2021 |
| • Daniel Klein | Term on Board: 2018 - 2021 |

Information Regarding Nonpublic Session

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

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



New Hampshire

Department of Education

New Hampshire Department of Education Supplemental Public School Response Fund

October 20, 2020

COVID-19 is a significant disruption to education in New Hampshire, as well as an unprecedented fiscal challenge. On Thursday, October 15th, Governor Sununu announced a commitment of \$45 million in Supplemental Public School Response Fund (SPSRF), which is designed to provide relief and support for unanticipated costs associated with the safe opening and operation of schools during the COVID-19 pandemic. Funding will be made available to District and Chartered Public Schools. The funding will be available by both formula at a rate of \$200 per student in addition to on a discretionary basis.

Supplemental Public School Response Fund (SPSRF)

In general

- Expenses covered by SPSRF must be incurred between 3/1/2020 and 12/30/2020
- Expenses covered by SPSRF must not have been previously planned/budgeted before 3/1/2020
- Expenses covered by SPSRF must address urgent needs caused by COVID-19
- Expenses covered by SPSRF must not be reimbursed through any other federal funding source
- Items, facilities, supports, and services covered by SPSRF must be in use before 12/30/2020
- Lost revenues cannot be recovered using SPSRF
- Documentation must be maintained relative to expenditures locally for no less than five years
- Schools that receive more than \$500 per student from all CARES funding, excluding ESSER funds, must maintain additional documentation

SPSRF funding may reimburse COVID-19 related expenses incurred between 3/1/2020 and 12/30/2020.

Examples of costs which may be covered through SPSRF:

- Facilities-related costs incurred between 3/1/2020 and 12/30/2020 (portable rentals/purchases, renovations and repairs, facilities modifications, leased spaces, utilities costs)
- Transportation-related costs (bus/van purchases or leases; transportation contracts)
- Expenses related to expanded student nutrition programs (food carts; equipment; additional staff; costs related to transporting food; additional costs associated with providing meals)
- Communications and signage related to COVID-19
- Additional staffing needed to address health and safety guidelines; substitute costs; contracted services; tutoring; remediation/afterschool programs; additional facilities, maintenance, and custodial staff or services
- Activities to address the unique needs of low-income children, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery
- Mental health services and supports
- Technology to facilitate remote learning and hybrid models (internet connectivity, hardware, devices, software, tech support services, etc.)
- Supplies and services that enable remote learning (printing, telephonic support, translation services, etc.)
- Providing principals and other school leaders with resources to address individual school needs
- Supplemental afterschool programs
- Developing an online curriculum
- Assessing learning gaps to inform teaching, and addressing those gaps associated with disruption in education due to COVID-19
- PPE, cleaning and sanitizing supplies and services, other materials and supplies related to the health and safety guidelines
- Training and professional development for district staff on any topic for effective remote learning strategies
- Training and professional development for district staff about sanitization and minimizing the spread of infectious disease
- Other activities necessary to maintain district operations and services relative to COVID-19

\$200 Per Student Aid Formula Allocation (SPSRF#1)

Attached are District and Chartered Public School Draft Estimates

- Schools will receive \$200 per student based upon the enrollment of grades K-12 on 10/1/2019 for each sending district or chartered public school
- To be eligible for funds, schools must have pupils enrolled as of 10/1/2020 as determined by the Fall 2020 BOY submission
- Schools must first submit a budget authorized by the superintendent for their entire allocation of CARES-ESSER funding in the NHDOE Grants Management System. CARES ESSER funding may be used through 9/30/2021; however a budget showing planned use of these funds must be provided
- Onetime disbursements will be distributed on Monday 11/9/2020. A GMS request is not required
- No additional application or documentation is required to be submitted to the NHDOE for expenses related to SPSRF #1
- If schools do not have expenses that are related to COVID-19 that exceed \$200 per student incurred between 3/1/2020 and 12/30/2020, excess funding must be remitted back to the NHDOE by 12/30/2020

Discretionary \$10 Million Reserve Fund (SPSRF#2)

In addition to SPSRF#1, schools are eligible to apply for an additional \$10 million in funds, which will be held in reserve for schools that have COVID-19 expenses in excess of \$200 per pupil and that have not been reimbursed by all other available sources. In order to qualify, schools must meet the same requirements as above, and have expenses in addition to those reimbursed through SPSRF #1 that have not been reimbursed by the ESSER Fund, or other federal sources.

In order to qualify for the additional funds, schools must provide a detailed application in the grants management system which details the expenditures of SPSRF #1 in addition to funding requested under SPSRF #2. Applications for SPSRF #2 will be due to the Department of Education no later than 12/1/20. Grants may be prorated if applications exceed available appropriation.

Additional details, clarifications, and requirements will follow.

Oyster River Cooperative School District
Regular Meeting Minutes - REVISED 11/12/20

November 04, 2020

DRAFT

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

Student Representative: Megan Deane

ADMINISTRATORS PRESENT: James Morse, Todd Allen, Sue Caswell, Suzanne Filippone, Jay Richard, Misty Lowe, David Goldsmith, William Sullivan, Catherine Plourde

STAFF PRESENT: Mark Milliken, Mike McCann, Kim Felch, Melissa Jean, Andy Lathrop, Kimberly Wolph

GUEST PRESENT:

There were 60 members in the audience.

CALLED TO ORDER at 7:00 PM by Tom Newkirk

Tom Newkirk requested two changes to the stated agenda. The addition of a non-meeting to discuss negotiations for ORESPA and ORPaSS, and to change the order of the stated reentry presentations to middle school, high school and elementary.

There were no additional changes suggested.

II. APPROVAL OF AGENDA:

Denise Day moved to approve the agenda as amended, 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

At this time Tom introduced public comment.

III. PUBLIC COMMENTS:

James Lonano of Lee has two children in the schools and thanked Misty Lowe and Ms. Burke for all that they are doing to keep the students safe. Implementing a Hybrid Model at the middle school might cause disruption, stay on course and keep the status quo. Covid numbers are going the wrong way.

Matt Carpenter has a freshman at the high school. He has not had a chance to introduce himself to his fellow classmate. Urges the Board to be creative with their learning spaces and usage of outdoors and rooms like the auditorium. Looking forward to meaningful in-person in the future.

Chad Michaud from Barrington also has a freshman at the high school had three quick points to express. His son spends all day in his bedroom navigating his education, very isolated. Believed that Freshman were going to be considered targeted groups and the current model does not allow a family the option of in-person learning.

Jeff Ketel has a son in Moharimet and a daughter at the middle school. He felt that there are tremendous benefits to being in school as this is a much better learning environment. Asked the Board to consider a hybrid model like Moharimet. He stated that hand washing, mask wearing, and social distancing will provide an overall safe school environment.

Bevi Ketel felt that teachers need immunity to expand classroom and to accommodate both the in-person and those with the preference of remote learning. This will enable an equitable solution for all stakeholders for synchronous learning.

Jason Piparo of Lee is an advocate for the students to have in-person learning and is frustrated by the lack of in-person options by this district. The school district is not living up to their motto to engage every learner.

Michelle Dunbar has four children in the district. She is fed up with the remote learning at the middle and high school and felt that the Board was stonewalling. She spoke of the numerous surveys that resulted in the parents wanting a choice. She felt the Board was not doing their job and spoke of contacting an attorney and the Department of Education.

Jill Piparo thanked the Board for the numerous hours they have dedicated to this topic. She advocates for a hybrid model for all students. It is working for the elementary schools. She relayed her plan of having teachers in the classrooms with cameras but wants in-person to be an option. She stated that the MOA needs to be renegotiated and that she has spoken with other districts that are making it work.

Becky Biggwither from Lee stated that children deserve better, elementary are back to school, the middle and high schools are not. Students are losing their sense of belonging and it is crushing our students. She stated that she appreciates the hours spent by the Board on this issue but felt that two hours on Wednesday is not the solution. Elementary model proves that it can work.

James Biggwither from Lee thanked the Board but felt that the full remote option is a serious problem not only academically but for social emotional learning as well. The district reacted to the pandemic, but now we need to move to a hybrid model at the middle and high school. He stated it is time to bring the students back.

Rick Alvarez has three children in the district and thanked the Board as this was an impossible situation in the beginning, but we have safety protocols in place and need to see the students return to school.

Rebecca Throop has a current freshman and does not understand why the district is not bringing in front line consultants. Parents are asking for a choice and doing consistent research weekly. Relayed that her son felt that they were not being heard and that high school means nothing to us.

Tara Beaupre has a 4th, 8th and 9th grader and asked to have a reasonable and safe in-person model and let parents' choice, our students are lacking social interaction. The districts around us are working.

Christine Conlon of Durham has two middle schoolers and supports all that has been stated so far tonight. She stated that survey results indicate that 71% want an in-person model. She would also like to see an option where teachers can teach in-person and remotely at the same time.

Mark Avery of Madbury thanked the Board for listening to the public and urged the Board to return the children to school.

Noah O'Hern and two additional teammates spoke for allowance of fan participation at the upcoming sport tournaments. He stated that this is their last game as seniors and this would allow for team spirit.

Brooke Keeler has two daughters at the middle school and stated that what is happening to the students is awful. Surrounding towns are back in. She spoke of transparency by the Board and asked that they get a plan together and to offer an option.

Melissa Gass of Barrington has a 2019 graduate and chose Oyster River for their second child who is a junior, for their innovative education and flexibility. Now this programming is not there for her and they need to develop a plan, you don't need to re-invent the wheel, just implement what is working at the elementary level. She also suggested that the high school presentation be heard first in the discussion and that SEL needs to happen now.

Susan Settele has a senior who is on the soccer team and that she echoes everyone's thoughts. We can do this, other schools are. We need our students back to school. She spoke of the technology usage from the past being too much, now it is constant. She shared that her senior no longer wants to apply to colleges.

Allison Jumper stated that her elementary children are thriving that are in the hybrid model and urges the Board to implement a safe model for her middle school child as well.

There were no additional public comments and it finished at 7:41 PM.

IV. APPROVAL OF MINUTES:

Motion to approve the October 14, 2020 workshop meeting minutes:

Revisions: None

Brian Cisneros moved to approve the October 14, 2020 workshop meeting minutes as written, 2nd by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

Motion to approve the October 21, 2020 meeting minutes:

Revisions: None

Brian Cisneros moved to approve the October 14, 2020 workshop meeting minutes as written, 2nd by Denise Day. Motion passed with a vote of 7-0. Student Representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS:

A. District: None

B. Board:

Al Howland spoke of the Durham election and thanked everyone that took part and made it a success. He also thanked Oyster River for the use of the rooms, and he thanked the custodial staff who did a phenomenal job with everything.

Denise Day wanted to take a moment to thank the students and coaches on a successful sports season and commended them for following the rules and thanked them for their efforts.

VI. UNANIMOUS CONSENT AGENDA:

Motion to approve the agenda items listed under the unanimous consent agenda:

Denise Day asked that the appointment of the sustainability coordinator be pulled.

Al Howland made a motion to approve the remaining list of actions on the unanimous consent agenda as amended: tuition rate for the 2021-22 school year, 2nd by Michael Williams. Motion passed with a vote of 7-0 with student representative voting in the affirmative.

VII. DISTRICT REPORTS:

A. Assistant Superintendent Reports:

Todd Allen directed the Board to the memo that was included in their folders in answer to questions that Denise Day had pertaining to Curriculum Leadership and Sustainability Education goals of the Strategic Plan. Todd explained that the pandemic has caused a shift in district focus to re-entry planning. He stated that both subjects are important, however, have been delayed in implementation due to these circumstances.

For the Curriculum Leadership Goal, the district has developed the job descriptions, but due to the constraints of the pandemic there has not been a budget request made for the 2021-22.

For the Sustainability Education Goal for year 2 the district was to develop a transition plan which is currently being developed and will be shared with the Board later this school year.

The Board had a brief discussion.

B. Superintendent's Report:

Dr. Morse spoke about the threshold and criteria that he would follow pertaining to the pandemic. He informed the Board the State of NH does not have a threshold and that it is being left up to the discretion of the NH Districts on a case by case scenario. He explained that his criteria would be if the contact tracing is beyond our capacity to address and if we had a cluster event in school that would require total shut down. He gave a shout out to the district nurses who are on the frontline and are always in contact with me or Todd and all decisions are made collaboratively.

Anti-racism update:

Dr. Morse updated the Board on the current status of this committee and that they are working on involving citizens of the community to join this committee and to also include an active antiracism portion to the meetings. Dr. Morse gave a shout out to Megan's peers who are on the committee and for the input that they are providing. We have 3 active high school students and 1 middle school student. He also explained to the Board that he is on the Governor's Task Force Committee for Diversity and Equity

There was a question posed addressing camera use by teachers and students at home and the equipment concerns.

Dr. Morse explained that Josh Olstad, IT Director has been pricing equipment and delivery status and has found that the availability of technology is an issue and that the demand has exceeded the supply. Dr. Morse also stated that the Guild is currently polling staff for their comfort level on camera usage.

There was no further discussion and the meeting moved forward.

~~C. Finance Committee Update:~~

D. Business Administrator:

2021-22 Tuition

Sue Caswell presented her memo for the rates for the 2021/22 school year for the school district as \$22,610 for elementary, \$18,990 for middle school, and \$19,432 for high school. There were no questions.

Sue also updated the Board on the current status of the FY21 budget and compared where we were at this time last year. There were no questions asked to Sue.

Tom Newkirk moved the meeting to the student report and informed Megan that we will be calling this the student representative report instead of student senate report and asked her to begin her update.

D. Student Senate Report:

Megan Deane updated the Board on the success of the sports programs and moving on to the championship playoffs. She also stated that students want to be heard and that they should have more of a voice. Students want to go back.

Tom asked Megan what her perception was for why students are turning off their cameras.

Megan replied that she has been in classes with both scenarios and felt that cameras can be a great communication tool or a distraction. Not everyone is on the same level of comfort with using their cameras.

Tom thanked Megan for her report and moved the meeting forward with the start of the presentations. He noted that the administrators asked that they be allowed to present the entire presentation before the Board asked questions.

~~F. Other:~~

VIII. DISCUSSION ITEMS:

School Reevaluation Model – Next Steps - Middle School

Jay Richard introduced himself and Bill Sullivan and stated that both Todd Allen and Catherine Plourde would also be available for questions pertaining to certification and special education.

Jay began by presenting the slide showing the Parent survey results.

Based on recent survey data:

5th grade: 151 total students/ Four 2-person teams (1 teacher remote only)
97 interested in hybrid
54 would remain remote

6th grade: 161 total students/ Two 4-person teams (3 teachers remote only)
117 interested in hybrid
44 would remain remote

7th grade: 160 total students/ Two 4-person teams (0 remote teachers)
119 interested in hybrid
41 would remain remote

8th grade: 185 total students/ Two 4-person teams (3 teachers remote only)
137 interested in hybrid
48 would remain remote

Option 1: Enhanced Current Option

Pros	Cons
Allows Remote Learners to continue on current Team with consistent Teachers & Peers	Limited in-person opportunities for regular education students
Offers students engaging with teachers 4-5 days per week in live sessions	
Allows Wednesday Targeted Learning, re-learning, office hours. Increase the number of students per team invited in school.	
Allows Teachers to continue with current team & students (no re-assignment)	
Increase the school day to move office hours to 2:30-3:00 and/or change the structure of office hours	Increased screen time by another hour

Enhanced Features” will include:

- Increasing the Wednesday Targeted Learning students based on MTSS referrals from teachers and parents.
- Increasing clubs and activities (both remote and in person options)- Some clubs that have been suggested are coding club, outing club, social justice club, MathCounts, etc.
- Continue to develop opportunities to bring students in based on team or school experiences (beam signing, SEL, picture day, STAR Assessment, spirit week, project).

- Increasing the length of the academic day (shifting office hours to 2:30- 3:00)- offering another Bobcat academic or enrichment block.

ORMS Proposed Enhanced Schedule Below: *Music happens once per week during Bobcat for each student

5 th Grade	6 th Grade	7 th Grade	8 th Grade
9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory
9:30-10:00 UA/SEL	9:30-11:00 Core	9:30-11:00 Core	9:30-10:30 WL/UA
10:15-10:45 Bobcat*			
11:00-11:30 Core	11:15-11:45 Bobcat*	11:15-12:15 WL/UA	10:45-12:15 Core
11:30-12:30 Lunch	11:45-12:45 Lunch		
12:30-1:00 Core	12:45-1:45 WL/UA	12:15-1:15 Lunch	12:30-1:00 Bobcat
1:15-1:45 Topic Study		1:15-1:45 Bobcat	1:00-1:45 Lunch
1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2
2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours
3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports

Option 2 Hybrid model: Each grade is in school 1 full day per week

This model results in 1 in-person day, 2 synchronous remote learning days, 1 asynchronous day, and Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day.

Pros	Cons
Allows Teachers and students to continue on current team (no re-assignment)	Changes 1 synchronous day to 1 asynchronous day per week
Offers student interaction with teachers 3-4 days per week in live sessions (in school and synchronous)	3 Support staff will need to be hired to cover remote only teachers

Allows Wednesday Targeted Learning in person, re-learning, teacher check ins (grades 5-8). Increase the number of students per team invited in school.	Increases the potential need for more substitutes to be hired to cover for sick or quarantined staff
Increases the “in-person” days for all in-person students to 1-1.5 day(s) per week	May need to reschedule some special education services and use Wednesdays to make up services
Increase the school day to move office hours to 2:30-3:15	

Hybrid model: Each grade is in school 1 full day per week

This model results in 1 in-person day, 2 synchronous remote learning days, 1 asynchronous day, and Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day.

- Keep Wednesdays for MTSS targeted learners (Grades 5-8)
- Special Education students can potentially be in the building 3-4 days (1 with team, 2-3 with case manager/para working “in-school” remotely)

Option 2: Sample Schedule

Mondays	Tuesday	Wednesday	Thursday	Friday
Grade 5 & 6, half at school in the morning	Grade 5 & 6 (other half) at school	Grades 5-6 Targeted students: at school in AM	Grade 5 & 6 at home synchronous	Grade 5 & 6 at home synchronous
Grade 5 & 6 (half) at home asynchronous	Grade 5 & 6 (other half) at home asynchronous	Grades 5-6 non-targeted students at home asynchronous	Grade 7 & 8 (half) at school	Grade 7 & 8 (other half) at school
Grade 7 & 8 at home synchronous	Grade 7 & 8 at home synchronous	Grades 7-8 Targeted students: at school in PM	Grade 7 & 8 (half) at home asynchronous	Grade 7 & 8 (other half) at home asynchronous
		Grades 7-8 non-targeted students at home asynchronous		

Option 3: Each grade in school for ½ day per week

This model results in students being in the building 1/2 a day, asynchronous ½ day, 3 remote synchronous days, Wednesday Targeted Learning/Re-Assessment/Re-learning/Teacher check in day

Pros	Cons
Allows Teachers and Students to continue on current team (no re-assignment)	
Offers student interaction with teachers 3-4 days per week in live sessions (in school and synchronous)	Remote only learners would have 1 less synchronous day
Allows Wednesdays Targeted Learning in person, re-learning, teacher check ins (grades 5-8) Increase the number of students per team invited in school.	Support staff will need to be hired to cover remote only teachers
Increases the “in-person” days for all in-person students to .5 day(s) per week	Increases asynchronous learning from 1 day to 1.5 days for regular education students (students who are not targeted learners)
Increase the school day to move office hours to 2:30-3:00	Additional substitutes will need to be hired to cover sick & quarantined staff

Option 3: Sample Schedules Each grade

Mondays	Tuesday	Wednesday	Thursday	Friday
Grade 5 at school- half in AM, half in PM	Grade 5 at home synchronous	Grades 5-6 Targeted students: at school in AM	Grade 5 at home synchronous	Grade 5 at home synchronous
Grade 5 remote students asynchronous	Grade 6 at school- half in AM, half in PM	Grades 5-6 non-targeted students at home asynchronous	Grade 6 at home synchronous	Grade 6 at home synchronous
Grade 6 at home synchronous	Grade 6 remote students asynchronous	Grades 7-8 Targeted students: at school in PM	Grade 7 at school- half in AM, half in PM	Grade 7 at home synchronous
Grade 7 at home synchronous	Grade 7 at home synchronous	Grades 7-8 non-targeted students at home asynchronous	Grade 7 remote students asynchronous	Grade 8 at school- half in AM, half in PM
Grade 8 at home synchronous	Grade 8 at home synchronous		Grade 8 at home synchronous	Grade 8 remote students asynchronous

Option 3: Sample: Remote Learning- Proposed Synchronous Schedule:

5 th Grade	6 th Grade	7 th Grade	8 th Grade
9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory	9:00-9:30 Advisory
9:30-10:00 UA/SEL	9:30-11:00 Core	9:30-11:00 Core	9:30-10:30 WL/UA
10:15-10:45 Bobcat*			
11:00-11:30 Core	11:15-11:45 Bobcat*	11:15-12:15 WL/UA	10:45-12:15 Core
11:30-12:30 Lunch	11:45-12:45 Lunch		
12:30-1:00 Core	12:45-1:45 WL/UA	12:15-1:15 Lunch	12:30-1:00 Bobcat
1:15-1:45 Topic Study		1:15-1:45 Bobcat	1:00-1:45 Lunch
1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2	1:45-2:30 Bobcat 2
2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours	2:30-3:00 Office Hours
3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports	3:00-4:00 Clubs/Sports

Students in school for ½ day per week: This model results in students being in the building 1/2 a day, asynchronous ½ day, 3 remote synchronous days, Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day.

Grade 5	Grade 6	Grade 7	Grade 8
9:00-9:15 Attendance	9:00-9:15 Attendance	9:00-9:15 Attendance	9:00-9:15 Attendance
9:15-10:15 Core 1	9:15-10:15 Core 1	9:15-10:15 Core 1	9:15-10:15 Core 1
10:15-11:15 Core 2	10:15-11:15 Core 2	10:15-11:15 Core 2	10:15-11:15 Core 2
11:15 Dismissal	11:15 Dismissal	11:15 Dismissal	11:15 Dismissal
12:15- 12:30 Attendance	12:15-12:30 Attendance	12:15-12:30 Attendance	12:15-12:30 Attendance
12:30-1:30 Core 1	12:30-1:30 Core 1	12:30-1:30 Core 1	12:30-1:30 Core 1
1:30-2:30 Core 2	1:30-2:30 Core 2	1:30-2:30 Core 2	1:30-2:30 Core 2
2:30 Dismissal	Dismissal	Dismissal	Dismissal

Option 4: AM/PM Model

Pros	Cons
	Disproportionate class sizes between in-person and remote students based upon parent survey
Students engaging with teachers 4-5 days per week	Teachers & students would have to be re-assigned to create remote learning teams* (actual # of students & teachers below)
Allows Wednesday Targeted Learning, re-learning, office hours	Changes in the schoolwide schedule would have to occur to offer 2 sessions of ½ days
Increases the in-person days to four ½ days	Due to shortened school day, UA/WL/Music and support services may be decreased for a student or offered remotely
	Decrease in the school day (teacher time)
	Special Education Teachers would have a new caseload. Special Education and targeted learner service providers would have to completely re-schedule their student sessions, which would take several weeks to accomplish- resulting in services not being met (out of compliance). Service providers # sessions per week to re-schedule ranges from 21-33.
	Increases the potential need for more substitutes to be hired to cover for sick or quarantined staff
	Model involves matching certification to teacher assignments in grades 7 & 8
	Transportation is impacted by the pandemic limiting ridership

Option 4: AM/PM Model

This model results in four half days in-person, four half days remote with both synchronous and asynchronous programming, and Wednesday Targeted Learning/Re-Assessment/Re-Learning/Teacher check in day

- Estimated Number of 5th grade students being re-assigned to new teachers: 48
- Estimated Number of 6th grade students being re-assigned to new teachers: 60
- Estimated Number of 7th grade students being re-assigned to new teachers: 80
- Estimated Number of 8th grade students being re-assigned to new teachers: 90

Total Number of Teachers having new students to their team: 32

Jay concluded his presentation with a summary of the models presented and asked the Board if they had any questions.

There was a very lengthy discussion between Board members and administrators including Dr. Morse, Todd Allen, Catherine Plourde, Jay Richard and Bill Sullivan.

Questions or clarification asked from the Board included how many core classes in certain models, timing for initiation of a proposed option. What did we learn from Quarter 1, how we are adapting? Questions surrounding re-assignment of students, how many modes of instruction are needed. The

inequity of a student in a full remote session, how the different models affect special education students, staffing and compliance issues. Do teachers lose prep time or lunch breaks? Clarification surrounding Bob Cat 2.

The Board members each expressed their support for the option that they liked and the reasons behind it.

Megan Deane, student representative strongly encouraged the Board to make a decision tonight for implementation for the third quarter. Options presented tonight are skeletons of plans, set the foundation tonight.

Tom Newkirk asked what the sense of the Board was in terms of voting.

Denise Day made a motion to approve the continuation of the enhanced Option 1 until Martin Luther King Day in January, 2nd by Al Howland. Motion passed with a vote of 4-3 with Michael Williams, Dan Klein and Yusi Turell voting against.

Additional discussion ensued surrounding transitioning back in case of outbreak, and if it was possible. The possibility of a separate model for concurrent teaching, technology needs and timeline for receiving equipment, staffing, and if teachers were brought into the discussions surrounding the different options. Discussion surrounding the current MOA the district has with the Board and the possibility of re-opening negotiations between the Board and Guild.

The Board had a lengthy discussion and requested that the Board Negotiation Team meet with the Guild to reopen negotiations concerning the MOA.

Denise Day made a motion to have the Board Negotiation Team meet with the Guild Representatives to reopen the MOA to explore the possibility of concurrent teaching, and environmental considerations with guidance from federal and state organizations, 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Michael Williams made a motion to direct administration to plan for, at a minimum, Option 2 for the middle school for the 2nd semester for a backup plan, 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Additional discussion ensued about a possible concurrent option being developed.

Michael Williams made a motion to direct the administrative team to identify a feasible technology platform and establish a standing committee to include parents, teachers, administration and Board members for implementation of a concurrent learning model , 2nd by Brian Cisneros. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Dr. Morse clarified that Jay needed to work on Option 2, build that schedule and at the same time an informational survey to parents for concurrent learning.

Tom Newkirk called for a 5-minute break at 10:22 PM.

The meeting resumed at 10:26 PM with the high school presentation.

Suzanne Filippone started her presentation with a slide of the current model and went on to explain that the focuses on the Year of the Self-Aware Learner and presented the OR Vision of Graduate slide.

Oyster River Cooperative School District students strive to develop and master transferable academic, social and emotional skills, our graduates will be capable and empowered individuals who demonstrate a critical awareness of self and an empathetic awareness of others.

- Awareness of Self: ORCSD students demonstrate resilience and adaptability as independent thinkers through being self-directed, self-regulated and self-advocates who understand themselves as learners.
- Awareness of Others: ORCSD students demonstrate ethical, empathetic and respectful thinking through being collaborative, responsible community members both locally and globally.
- Transferable Skills: ORCSD students demonstrate a growth mindset and master transferable foundational skills through critical thinking, effective communication, problem-solving skills and healthy risk taking.

Afternoon Model

Monday	Tuesday	Wednesday	Thursday	Friday
Remote Blue Day 8:15 – 12:30 8:15 – 9:15 A Period 9:20 – 10:20 C Period 10:25 – 11:25 F Period 11:30 – 12:30 E Period 12:30 – 1:30 Lunch/Travel to School	Remote White Day 8:15 – 12:30 8:15 – 9:15 B Period 9:20 – 10:20 D Period 10:25 – 11:25 Advisory/FLEX Period 11:30 – 12:30 G Period 12:30 – 1:30 Lunch/Travel to School	No Change Communication and Collaboration Day	No Change Remote Blue Day Classes Keep the current schedule the same	No Change Remote White Day Classes Keep the current schedule the same
1:30 – 3:15 50% In Person Or Remote Asynchronous and Remote Synchronous Opportunities 3:15 – 4:15 Possible After School Opportunities 50% In Person	1:30 – 3:15 50% In Person Or Remote Asynchronous and Remote Synchronous Opportunities 3:15 – 4:15 Possible After School Opportunities 50% In Person			

1:30 -3:15 PM

- 3 Sessions, 30 min each: 1:30 – 2:00; 2:05 – 2:35; 2:40 – 3:10 - All activities are to support and reinforce remote instruction– missing the activity will not penalize students or add to student workload.

Classroom Based Activities (examples: remote lab done in person. Discussions in French. How to study for your Algebra 1 test., AP exam preparation, etc.)

Academic Help/Office Hours (examples: test corrections, assessment prep, writing a lab report, essay conference, peer tutoring, Writing Lab, Math Lab, etc.)

Advisory (Advisors can schedule a time for their advisees.)

Other (interview preparation, college visits, college application support, career readiness, course selection, SEL, etc.)

- Sessions for Remote Learners

Remote Faculty will offer a variety of similar options for students who are also remote and are interested in opportunities outside of asynchronous learning.

Contact tracing 1:30 – 3:15

Adaptive Scheduler will allow us to contact trace

1 Student Diagnosed Positive: Close contact 30 kids and 3 adults quarantine, up to full program shut down

1 Faculty Positive: Close contact 30 kids to 60 kids quarantined and adults TBD, up to full program shut down

3:15 – 4:15 Afterschool opportunities

These are set up directly by faculty with students.

- Clubs / Student Groups
- Peer Tutoring
- Enrichment
- Homework Den

Preparation

- Faculty re-entry to building (In Process)
- Communication with students and families about the model
- Plan for Special Education adjustments
- Plan for CTE adjustments
- Determine sessions (needs to be 10 days ahead of student arrival for Adaptive Scheduler and Busses) & communicate with families
- Determine a system that allows for internal coverage when faculty are absent

- Complete Adaptive Scheduler Set-Up (allowing for attendance/contact tracing)
- Teach kids how to use Adaptive Scheduler (9th grade will need more training as they have never used Adaptive Scheduler)
- Complete Room Preparation
- Determine students interested to ensure appropriate space
- Merge students already attending M & T with those coming in
- Busses/Transportation (needs to be 7 days prior to in person day)

Suzanne concluded her presentation and asked the Board if they had any questions.

Board members asked if this would impact special education, if this model could shift to concurrent learning model, if there was feedback from teachers and timeline for implementation.

Megan Deane asked how students would choose.

There was a brief discussion and Tom asked if the Board was ready to vote.

Brian Cisneros made a motion for Option 2 the Afternoon Model, 2nd by Denise Day. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

Tom Newkirk asked if there was an update on the elementary program.

David Goldsmith and Misty Lowe provided the answers that the Board asked of them from the October 21st meeting which was the number of changes for the existing program.

Hybrid to Remote: MOH: 0 MW: 1

Remote to Hybrid: MOH: 4 MW: 5

All requests supported at each building.

NHSBA Resolution:

Tom Newkirk as Michael Williams to review his proposal for inclusion in the NHSBA requests for proposals.

There was no discussion.

Michael Williams made a motion to authorize the submission of his proposal on student participation by video to NHSBA, 2nd by Tom Newkirk. Motion passed with a vote of 6-0-1 with Denise Day abstaining and the student representative voting in the affirmative.

Nomination of Sustainability Coordinator

Tom Newkirk re-introduced this agenda item which was previously pulled and asked Denise if she had any questions. Denise explained that she is fine with moving forward with this as she had her questions answered earlier in the evening when Todd Allen spoke about the strategic plan sustainability curriculum.

Denise Day made a motion to appoint Maggie Morrison as the Sustainability Coordinator for the 2020-21 school year, 2nd by Dan Klein. Motion passed with a vote of 7-0 with the student representative voting in the affirmative.

IX. ACTIONS

A. ~~Superintendent Actions:~~

B. Board Action Items:

Discussion:

~~X. SCHOOL BOARD COMMITTEE UPDATES:~~

A. Manifests Reviewed and Approved by Manifest Committee:

Denise Day and Dan Klein reviewed the manifests.

Payroll Manifest #

Vendor Manifest # 10 \$2,929,064.81

XI. PUBLIC COMMENTS:

Jill Piparo expressed concern for the Martin Luther King deadline and stated that she received many messages from community members expressing the same concerns.

Christine Conlon stated that she echo's the disappointment with the deadline. Other schools have come up with plans to return and stated her son will be let down with this decision. She also stated that she is thrilled to hear about the concurrent option.

XII. CLOSING ACTIONS:

A. Future Meeting Date:

11/18/20 – Regular Meeting – ORHS Auditorium
11/19/20 – Budget Meeting – ORHS Auditorium

Tom Newkirk stated that they will be going into to a non-meting and asked for a motion to adjourn.

~~XIII. NON-PUBLIC SESSION RSA 91-A:3 (if needed)~~

NON-MEETING SESSION: RSA 91-A:2 I

- Negotiations for ORESPA and ORPaSS.

IV. ADJOURNMENT:

Michael Williams made a motion to adjourn the meeting at 11:05 p.m., 2nd by Dan Klein. Motion passed with a vote of 7-0 with Student Representative voting in the affirmative.

Respectfully Submitted,
Wendy L. DiFruscio
Executive Assistant to
Superintendent of Schools

Capstone Program Model Development

ORHS Sabbatical Project 2020-2021
Jonathan M. Bromley

I was granted a **half-year sabbatical for the 2020-2021 school year.**

Through my sabbatical work I will be working **to develop a *model* for a Capstone Program at ORHS.**

My goals for this presentation:

1. **Why?**: Provide a philosophical framework, justification for the sabbatical project (Capstone Program concept)
2. **Overview** of plans and developments
3. Discuss **next steps**

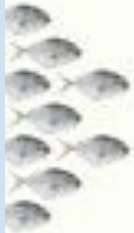
In the field of education there is growing recognition that our teaching **practices and assumptions need to evolve** in order to keep pace with the changing demands of modern society and the needs of our students. Many in the field point to the fact that **our current educational system is largely the same as it was in the early 1900s**, despite the rapid changes in technology and information sharing that now influence the function of all major institutions. They also point to the fact that students' social and emotional needs are increasingly complex and that they are in need of a different type of **engagement that inspires passion, meaning and purpose.**

See in particular: Wagner, T., & Dintersmith, T. (2016). *Most likely to succeed: Preparing our kids for the innovation era*. New York, NY: Scribner and Wolk, S. (2017). Educating students for an outdated world. *Phi Delta Kappan*, Vol 99, Issue 2, pp. 46 – 52.

<https://doi.org/10.1177/0031721717734190>

Most Likely to Succeed

PREPARING OUR KIDS FOR
THE INNOVATION ERA



Tony Wagner

Bestselling author of **CREATING INNOVATORS**
and **THE GLOBAL ACHIEVEMENT GAP**

Ted Dintersmith

Educating students for an outdated world

Ten years ago, in Kappan, the author published a detailed account of the old-fashioned and unengaging instruction used at his son's Chicago elementary school. Now he updates readers with a reflection on his son's high school years, describing a curriculum and teaching practices that are desperately in need of an overhaul.



Wolk, S. (2017). Educating students for an outdated world. *Phi Delta Kappan*, Vol 99, Issue 2, pp. 46 – 52.

In my view, competency-based education (CBE), emphasis on 21st Century Learning Expectations (21st CLE) and social-emotional learning (SEL) are movements/reforms designed to address the changing social-educational landscape and needs of our schools. But despite the fact that CBE, 21st CLE and SEL are increasingly cited and used in schools to guide curricular and administrative decisions, **I believe that there is a “disjointedness” to how these different reforms actually fit** (or don't fit) within a teaching model that is...antiquated.

Solution: Capstone Program

Capstone Program (Working) Definitions

A program that is **integrated** into the 9-12 curriculum, is **guided** by and evolves with a student's interest over their high school career, and **culminates** with an individualized project that provides students the opportunity to demonstrate and reflect on their growth as a members of the ORHS community.

A program that seeks to more fully **integrate** the ORHS vision of a graduate into a cohesive, school-wide, **student-centered** curriculum.

A school-wide, multi-year, interdisciplinary program that **empowers** students to bring their **creative and critical thinking skills** to bear upon a culminating experience focused on the **issues, passions or concepts** that are meaningful to the student.

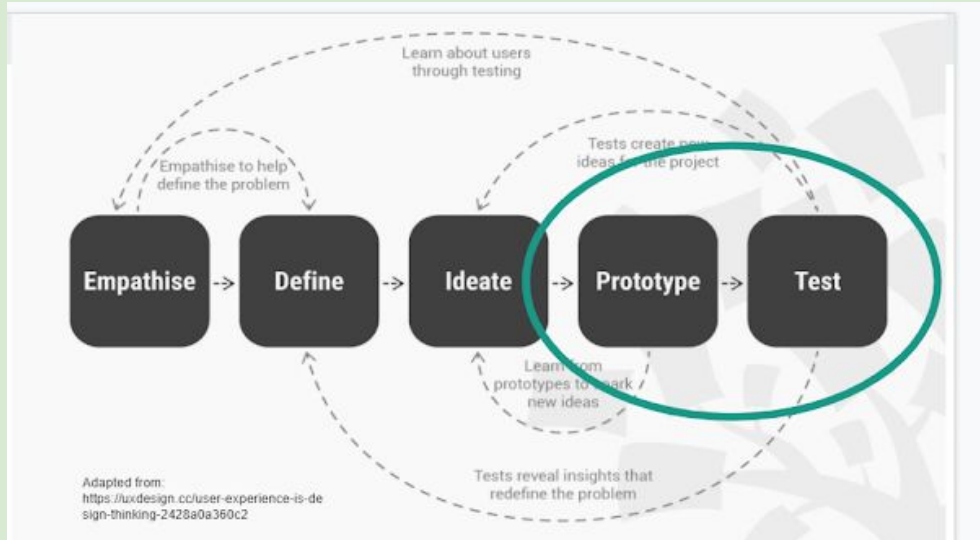
I **believe** a Capstone Program *could help* to transform the educational model at ORHS by ...

...helping us to **integrate** our 9-12 curriculum into a final, culminating experience for our students (school-wide backward design).

...**empowering** students to bring their interests, experiences and passions to bear on their high school experience as a whole.

...**providing** a common starting point - *a hub* - around which programming decisions can be made (courses to offer/not offer; opportunities to create, etc.)

So here's my plan for the year...



Design Thinking Approach

“The scientific method to solve human problems”.
Uses an iterative approach to solving problems and creating solutions.

Bromley Sabbatical Team (BST) Meeting No. 1

Working together to transform ORHS education and...along the way...INSPIRE and EMPOWER some students.

The Bromley Sabbatical Team (BST):
A group of approx. 20 students who have expressed interest in working with me to create the Capstone Program Model.

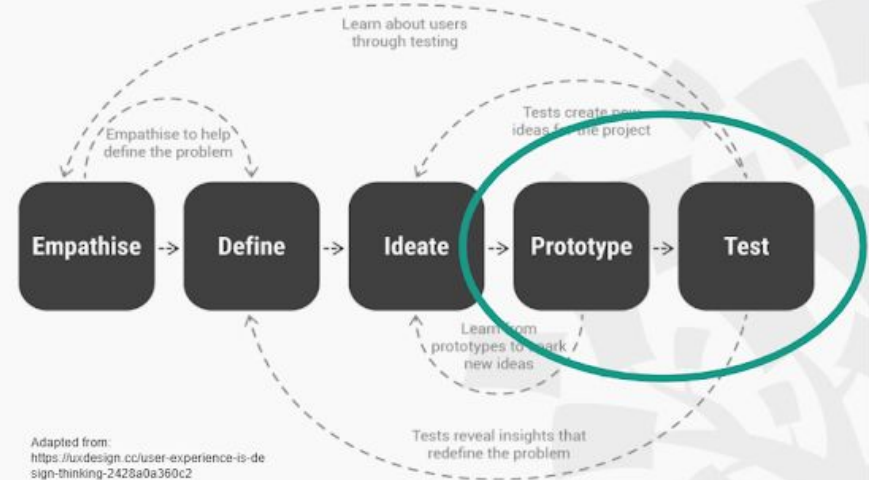
4 Seniors
6 Juniors
5 Sophomores

Next Steps...

1. Continue to work w/ BST, engage student body, collect data
2. Work with HS Advisory Committee
3. Engage HS faculty on a broader level
4. Expand BST to include members of the community
5. Email jbromley@orcscd.org

Bromley Sabbatical Team (BST) Meeting No. 1

Working together to transform ORHS education and...along the way...INSPIRE and EMPOWER some students.



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

INTEROFFICE MEMORANDUM

TO: OR Board Members
FROM: Dr. Jim Morse
DATE: November 2, 2020
RE: Winter Sports – November 18th Agenda Item

Dear Board Members,

You are receiving AD Director Andy Lathrop's packet today, to provide you detailed guidance on how we propose opening winter sports as safely as possible. Tom and Michael did not feel we could give the issue adequate time on November 4th, given our work on school models.

The opening of winter sports will be part of our November 18th meeting. We are providing you this document to give you ample time to review and should you have questions, send them via email to me or Andy, so we can have those answers for the 18th.

We are also posting the plan on our web site, so the community will have an opportunity to see it.

Please know that Andy's plan puts the safety of our students, staff and spectators first. This plan is the result of the successful practices implemented this fall and we encourage Board support.

We are hopeful that a plan will be approved by the Board on the 18th, as Andy needs to canvas student interest, organize pre-season practices, do try-outs, and select teams before the season officially opens in December.

I appreciate the Board's willingness to consider this plan for approval on the 18th.

ORCSD 2020-21 PROPOSED WINTER ATHLETICS PROTOCOLS



Prepared by:
Andy Lathrop, ORCSD Director of Athletics

NHIAA and NATIONAL FEDERATION OF HIGH SCHOOLS SPORT BY SPORT COVID-19 RISK

Lower risk: cross country (with staggered starts), track and field, swimming, bowling, golf, tennis, alpine skiing, nordic skiing (with staggered starts), sideline spirit;

Moderate risk: volleyball, soccer, baseball, basketball, softball, ice hockey, field hockey, girl's lacrosse, gymnastics, bass fishing;

Higher risk: football, wrestling, spirit, boy's lacrosse.

General Safety Protocol for all Sports:

While there is no guarantee that playing sports under these conditions eliminates any possibility of exposure to Covid-19, these precautions are in place to limit the risk.

1. Social distancing of at least 6 feet should be maintained when possible. No hugging, shaking hands, or fist bumps for support/encouragement.
2. Clean and disinfect frequently touched surfaces and exercise equipment including balls.
3. Thoroughly wash your hands with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer that contains at least 60% alcohol.
4. Wear a cloth face covering that covers your nose and mouth in public settings.
5. Athletes will provide their own water/water bottles and will not share.
6. Cover mouth and nose when coughing or sneezing.
7. Stay at home if you are sick.
8. **Pre and Post Game Ceremony:** Elimination of handshakes before and after the games.
9. Daily screening and temperature checks will be mandatory and will be recorded in Final Forms (Athletic Software) by coaches.
10. AD, ATC or designated game worker will clear opposing teams upon arrival with screening questions.
11. If any positive symptoms are present, those athletes would be required to return to their team bus or other designated area by Athletic Trainer.
12. No concessions or food/drinks will be allowed at any time.
13. Following practices and contests, athletes will proceed directly to their ride, not congregating in any area. If an athlete's ride is not immediately present, they will wait in a designated area, maintaining a distance of at least 6 feet from any other person.
14. It is advised that all athletes and staff shower as soon as possible after a workout session.
15. Staff will disinfect and store all equipment and ensure all athletes have met their rides home prior to departure.
16. Masks will be available to each athlete. Parents are encouraged to have their athlete wear the mask of their choice.
17. Coaches will be required to take the NFHS Covid-19 for Coaches and Administrators online course.

Sport Specific Protocol:

Alpine Skiing:

1. The nature of skiing is conducive to social distancing.
2. Skier's will not share equipment at any times
3. Bibs will be washed after each use.
4. Parents will transport athletes to and from the mountain.

Swimming:

1. Meets, if any will be limited. Virtual competitions have been discussed.
2. Locker room use is discouraged but will be available. Maximum of 10 swimmers in each locker room at one time maintaining 6 feet distance at all times
3. There will be a block lane setup at the pool. No more than 8 swimmers per block, all of which must stop and start maintaining a 6 foot distance; No more than 6 swimmers in the dive well.
4. Only coaches will be allowed on deck, and only swimmers will be allowed in the water. There will be no spectators or additional swimmers on the bleachers at any time. However, If you have rented the entire pool for your practice, we will allow no more than 10 swimmers to be on the deck for dryland training and all swimmers must maintain a 6 foot distance.
5. Masks must be worn until swimmers are ready to jump into the pool. Coaches must be masked on the pool deck at all times.
6. At this time, there will be no swim meets at the Indoor Pool.

Indoor Track

1. No NHIAA season due to facilities being closed.
2. Gymnasium workouts will be done in small groups to ensure social distancing.
3. Workouts inside will require face coverings.

Wrestling

1. 2-3 individual athletes follow Exeter HS.
2. ORCSD Athletes will follow EHS protocol.

Basketball:

1. Face coverings will be worn by ORCSD Athletes at all times, including during play. Masks will be made available to each athlete to wear. Parents are encouraged to have their athlete wear the mask of their choice, however. Gaitors are not permitted.
2. Players on sidelines or during half-time or timeouts must wear masks at all times.

3. Sideline areas will be expanded to allow for social distancing between players. Chairs will be 3-6' apart from each other.
4. No handshakes after the game.
5. Ball will be cleaned at the end of each quarter, at time outs or whenever stoppage occurs that makes it appropriate to sanitize the ball. There will be a minimum of 3 game balls available at the scorer's table to be rotated into games. This will allow for the 5-minute contact time recommended for our sanitization spray.
6. Visiting team will bring their own balls for warm-ups.
7. Athletes will be required to sanitize hands upon arrival to the gym, prior to entering the game and at time outs.
8. Fans- See spectator protocol at the end of this document.

Ice Hockey:

1. Face coverings will be worn by ORCSD Athletes at all times, including during play. Masks will be made available to each athlete to wear. Parents are encouraged to have their athlete wear the mask of their choice, however. Players have the option to wear a full-face shield with splash guard or a mask under their cage. Gaitors are not permitted.
2. Coaches will be masked at all times .
3. Elimination of handshakes after the game.
4. Athletes will not share any equipment.
5. Hand sanitizer should be plentiful at all contests and practices. Disinfectant and sanitizer will be supplied by the District.
6. Fans- Spectator protocol will be specific to the Arena. For practices, please see the protocol for Churchill Rink attached to this document.

Spectators, Officials and Facility Specific Protocol:

Spectators:

1. Spectators will be limited to athlete's parents and appropriate game management personnel.
2. Spectators from other schools are not permitted at ORHS at this time.
3. Spectators will be screened by an Athletic Staff member at the entrance area.
4. Hand sanitizing stations will be made available at all indoor venues
5. Masks will be required at all times on the ORCSD campus, regardless of social distancing.
6. Spectators are expected to maintain a minimum of 6' of social distance at all times.
7. No food or drink will be allowed at our facilities.

Officials:

1. Officials will be screened prior to gaining access to ORCSD facilities.
2. **Officials will be required to wear masks at all times.**

Gymnasium Specific:

1. Spectators will enter through main gymnasium doors. Please do not enter from the front of the building.
2. Spectators will be screened by designated game worker at the entrance area.
3. Hand sanitizer will be available in the lobby upon entering the building. Spectators are encouraged to use it upon entrance to the building.
4. Spectators are asked to remain in the bleachers and not to interact with players inside the gymnasium.
5. Family members are asked to sit together and at least 6' away from others.
6. Bleachers will be marked to maintain 6' of social distance between families.
7. When waiting for your student athlete following the game, please wait outside, preferably in your vehicle. Do not congregate in the lobby or parking lot

Locker Rooms:

1. Athletes should come dressed for play.
2. Locker rooms will not be used.

Fitness Room (weight Room):

1. Room has been redesigned to accommodate up to 10 people at a time and to maintain appropriate social distance of 6' during workouts.
2. Workouts must be supervised at all times by ATC or Coach.
3. Equipment will be disinfected after each use.



Cage option for Hockey



Clear shield with splash guard option for hockey



Basketball Option



Basketball Option

Resources:

NFHS Guidance for opening up High School Athletics and Activities

NHIAA Reopening Sports Guidance

Governors Reopening Task Force: Youth and Amateur Sports Guidance

CDC- Center for Disease Control

USA Hockey

A photograph of an ice hockey player in a dark blue and white uniform with the number 20, crouching on the ice with a hockey stick. In the background, a referee in a black and white striped shirt and another player in a white jersey are visible. A banner for the Connor's Climb Foundation is on the rink boards.

2020-21 Winter Athletics Options and Information

Presented by Andy Lathrop

CONNOR'S CLIMB

FOUNDATION

www.ConnorsClimb.org

#StickItToStigma

Things we learned this Fall



- Parents, Coaches and Athletes were very compliant with our protocols.
- Additional staffing was required to help manage games and protocol.
- Volleyball was a successful model for basketball.
- The NHIAA was very supportive and flexible with restrictions individual school districts had.
- While not the preference of the athlete, masks are feasible during play.
- Cleaning and disinfecting facilities and equipment was done extremely well by coaches and facilities staff.

Questions To Be Answered

- What did we learn from the fall that we can do differently in the winter?
- If we participate, what guidelines and restrictions will be placed on participation?
 - Masks during play?
 - Travel restrictions the same?
 - Girls Hockey will be a challenge with only playing in southeast region.
 - Ski Team trains and competes only outside the region.
 - Bus use?
 - Outside club restrictions?

ORHS AND ORMS WINTER SPORTS

ORHS

Ice Hockey

Basketball

Alpine Skiing

Swimming

Indoor Track (Likely no meets this year)

Wrestling (Individuals-follows Exeter HS)

ORMS

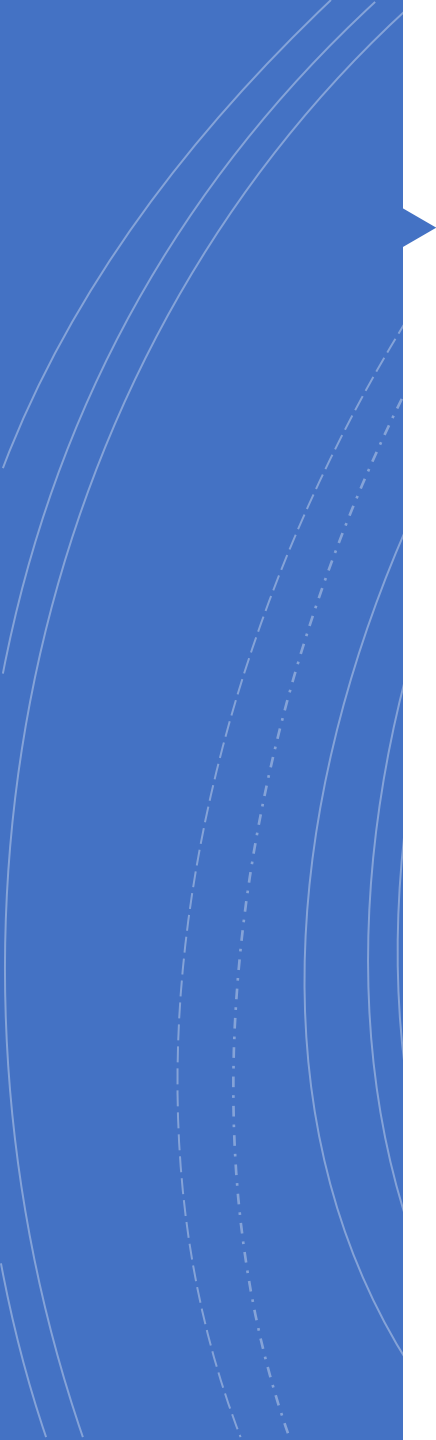
Basketball

Possible 2020
Winter Athletic
Models



Option 1. **Hybrid #1**

- Varsity, JV and Reserve would participate in a modified schedule. 10-12 game schedule. Would be eligible for NHIAA postseason.
- Local opponents only from Southeast Region.
 - *Girls Hockey would be exception due to lack of teams to play. Possible add Bishop Brady, Concord and Kingswood.*
 - *Same with the Ski Team. Trains and competes outside the region.*
- **No Indoor Track season due to facility closures. Athletes may still train with Coaches.**
- Middle School teams would play local opponents if there are any to play.
- If competition is possible, Unified Sports would be offered.
- Parents would transport athletes to away games to eliminate busing and to decrease chances of exposure.
- Practices would take place everyday.
- **Mask for hockey and basketball at all times.**
- Daily screening and temperature checks prior to activities remain in place.
- Follow all proposed ORCSD 2020-21 Winter Athletics Protocols



Option 2. **Hybrid #2 (No Interscholastic Competition)**

- Varsity, JV, Reserve, Unified and Middle School Teams would participate in a skill based, intramural program 2-3 times per week.
- No interscholastic competition for HS or MS.
- No post season eligibility for Varsity teams.
- Programs run by winter coaches.



Option 3. **No Athletic or Physical Activities**

- ORCSD would not sponsor any athletic or intramural based programs at any level.
- Teams would not be permitted to practice in any way.
- No interscholastic competition. NHIAA winter sports for ORHS would be cancelled.

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

SCHOOL CALENDAR

2021-2022

School Board Approved – TBD

Deliberative Session: February __, 2022*

Voting Day: March __, 2022*

*Subject to Change

AUGUST/ SEPTEMBER 2020					
M	T	W	Th	F	
				TW TW	
▲	31	1	2	X	
X	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

S(22)
T(24)

OCTOBER 2020					
M	T	W	Th	F	
				1	
4	5	6	7	TW	
X	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

S(19)
T(20)

NOVEMBER 2020					
M	T	W	Th	F	
1	2	3	*4	TW	
8	9	10	X	12	
15	16	17	18	19	
22	23	X	X	X	
29	30				

S(17)
T(18)

DECEMBER 2020					
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	X	X	
X	X				

S(16)
T(16)

JANUARY 2021					
M	T	W	Th	F	
		X	X	X	
3	4	5	6	7	
10	11	12	13	14	
X	18	19	20	21	
TW	25	*26	27	28	
31					

S(19)
T(20)

FEBRUARY 2021					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
X	X	X	X	X	
28					

S(15)
T(15)

MARCH 2021					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	TW	
21	22	23	24	25	
28	29	30	31		

S(22)
T(23)

APRIL 2021					
M	T	W	Th	F	
				1	
4	5	6	*7	8	
11	12	13	14	15	
18	19	20	21	22	
X	X	X	X	X	

S(16)
T(16)

MAY 2021					
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	TW	
X	31				

S(20)
T(21)

JUNE 2021					
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	SD	
SD	SD/▲				

S(12)
T(12)

8/26 &- 8/27 ... Teacher Workshop Days
 8/30..... 1st Day for All Students
 8/31 1st Day Preschool
 9/3 No School Day
 9/6..... Labor Day Observance

10/8..... Teacher Workshop -
 (Parent/Teacher Conference Gr K-4)
 10/11..... /Indigenous Peoples
 /Columbus Day

11/5 Teacher Workshop
 11/11..... Veterans' Day Observed
 11/24 - 11/26... Thanksgiving Recess

12/23 - 1/2..... Holiday Recess

1/17..... Martin Luther King Day
 1/24 Teacher Workshop

2/21 - 2/25 Winter Recess

3/18..... Teacher Workshop

4/25 – 4/29.....Spring Recess

5/27 Teacher Workshop
 5/30..... Memorial Day

TBD..... ORHS Graduation
 6/21..... With 3 Built In - Snow Days

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

TW Teacher District Workshop Days
(no school for students)

X School Closed – Holiday/Vacation/No
 School Day

* End of Quarter

SD Snow Days (3 Built in)

Anticipated last day for students is 6/21. The
 calendar allows for five school cancellation
 days. If less or more than five days are needed to
 cover cancellations, the schedule will be
 adjusted accordingly.

178 Student Days

185 Teacher Days

Charge for Asynchronous Instruction – November 18, 2020

The School Board will form a standing committee with the Guild to investigate strategies to continuously improve asynchronous instruction and provide recommendations to the School Board on a monthly basis. Nothing in this charge prohibits staff from implementing improvements to asynchronous learning on an on-going basis.

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
November 18, 2020

Title	Code
Policies for First Read	
Resignation/Retirement	GCQC
Staff Vacancies	GCP
Work Rules for Staff	GDR
Policies for Second Read/Adoption	
Policies for Deletion/Replacement	
Overnight Program Implementation	GCKA
Evaluation of Professional Staff - Teachers	GCN/AFC
Retirement	GDPC/GCPC

As a reference the October 8, 2020 policy minutes are attached to this packet.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GEP GCQC
Date of Adoption: October 12, 1988 Policy Committee Review: October 8, 2020 School Board First Read: November 18, 2020	Page 1 of 1

SEPARATION/RESIGNATION/RETIREMENT

Oyster River Teachers who for any reason intend to resign or who intend to retire are encouraged to indicate their plans to the Superintendent of Schools at as early a date in the school year as a teacher's plans may become firm and the decision to leave is made. Resignations usually become effective at the end of the school year in which they are submitted. ~~Resignations to become effective must be considered on an individual basis.~~ Resignations are to be submitted to the superintendent of schools.

Procedures for the dismissal of certified employees are governed by law and all actions of the board, as well as the rights and privileges of employees, are clearly identified in the statutes. Certified employees are dismissed only when all reasonable efforts to assist the teacher to achieve professional standards of teaching competence have been undertaken.

~~Certified personnel shall retire from active service at the end of the school year in which the employee reaches the age of 70. The board may employ such teachers as substitutes within the restrictions of the statutes.~~

~~Resigning and/or retiring employees will be appropriately thanked by resolution of the board.~~

- Legal Reference: NH RSA 1969
- 189:14 Liability of district
 - 189:14a Failure to be re-nominated or reelected
 - 189:14b Review by State Board

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCP
Date of Adoption: September 1971 Code and Title Change Adopted School Board: May 2, 2012 Policy Committee Review: October 8, 2020 School Board First Read: November 12, 2020	Previously: GCO Page 1 of 1 Category: Optional

PROFESSIONAL STAFF PROMOTION/RECLASSIFICATION STAFF VACANCIES

All openings in the district shall be advertised as per the following criteria: for promotion and/or new positions and positions paying salary for differentials shall be adequately publicized in every school and all qualified teachers shall be given adequate opportunity to make application for such positions.

All staff members will be notified via email of vacancies within the District.

We make every effort to post professional positions for at least 10 calendar days.

As with all employment vacancies, all qualified applicants, both internally and externally, will be considered for open positions.

Principals can opt out of posting a long-term substitute vacancy if they are able to arrange a suitable substitute without doing so.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GDR
Date of Adoption: July 6, 1988 Policy Committee Review: October 8, 2020 School Board First Read: November 18, 2020	Page 1 of 1

WORK RULES FOR STAFF

[Oyster River Cooperative School](#) District employees are required to fulfill the responsibilities set forth in their contract, [and](#) in other policies established by the school board, ~~and in regulations established by the employee's principal, provided such regulations have been approved by the superintendent.~~ Such policies ~~and regulations~~ will be [publicly posted and available to district employees.](#) ~~made available in writing to district employees.~~ A copy of the school board policy handbook will be provided in each school principal's office and the SAU office. ~~Regulations established by each principal will be distributed to the employees in their respective buildings.~~

[Cross Reference: GDR-R – Work Rules for Staff Procedure](#)

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCKA
Date of Adoption: March 26, 1987 Policy Committee Review: October 8, 2020 School Board for Deletion: November 18, 2020	Page 1 of 1

OVERNIGHT PROGRAM IMPLEMENTATION

The Oyster River School Board recognizes and appreciates the unusual responsibilities and personal sacrifices of teachers engaged in overnight program implementation. Further, the Board recognizes the value to student welfare and learning that accrues from classroom teacher presence. Therefore, the Board authorizes a special stipend for teacher participation in school-sponsored overnight activities where teacher presence is essential to implementation of the academic program and where the specific activity is curricular.

Recommendation

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GCN/AFC
Date of Adoption: September 21, 1988 Policy Committee Review: October 8, 2020 School Board for Deletion: November 18, 2020	Page 1 of 1

EVALUATION OF PROFESSIONAL STAFF - TEACHERS

The Board intends to seek and maintain the best qualified staff to provide quality education for students. In keeping with this goal, there will be an ongoing appraisal of the performance of staff to provide:

1. A systematic process whereby all staff members may increase the effectiveness of their services, using the available professional resources.
2. Opportunity for all staff members to analyze their strengths and weaknesses as they relate to the teaching-learning process and to discuss objectively the contributions they have made to the school system.
3. Opportunity for the administrative staff to analyze the strengths and weaknesses of individual staff members and to use this knowledge to develop supervisory service to assist individuals in developing objectives to improve their competence. These may relate to the teaching-learning process and/or other professional responsibilities.
4. Effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of an increment, and/or other recommendations to the School Board.
5. Identification of incompetent staff.
6. Identification of superior staff who should receive public recognition.

Evaluation of all professional staff will be conducted by the Superintendent and/or such other persons as s/he may designate.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GDPC/GCPC
Date of Adoption: October 12, 1988 Policy Committee Review October 8, 2020 School Board for Deletion: November 18, 2020	Page 1 of 1

RETIREMENT

Compulsory retirement age: 70

Enrollment in state retirement system is compulsory for all teachers employed by the school district including those working for full year or less than full day basis. Part-time teachers who work sporadically or for less than a full year are not required to enroll.

Support Personnel: Secretaries, Custodians, Nonprofessionals

Membership in the retirement system is compulsory for all employees provided the board has approved the district's participation in the state retirement system for these employees.

A pamphlet published by the New Hampshire Retirement System entitled Handbook of Information gives more detailed information and is available at the office of the superintendent of schools.

Recommendation Deletion

Policy Committee Remote Meeting Minutes

Thursday, October 8, 2020 @ 3:30 PM

Attendees: Denise Day, Dan Klein, James Morse, Wendy DiFruscio

Visitors: 0

Dr. Morse opened the meeting by explaining that a request came in from one of the Board members with questions on the submitted policy agenda that required clarification before being brought before the policy committee.

Policy – GCKA – Overnight Program Implementation – the policy committee reviewed this policy and briefly discussed that this subject matter is covered under the negotiated agreement in greater detail and does not need to be duplicated in policy. This policy is recommended for deletion by the full Board at their first meeting in November.

Policy – GCN/AFC – Evaluation of Professional Staff - Teachers – once again the committee verified that this information is contained in another district policy GCO {Teacher Performance & Evaluation System} which was already reviewed, and it is also depicted in the negotiated agreement in greater detail. This policy will be recommended for deletion in November. This was also a policy that was noted that it is not on the District Website. This was confirmed and noted that it is possible that other policies are not on the website. A complete review of all District policies will be made to ensure the complete listing of all policies are present.

Policy – GCP – Separation - is one of two policies listed on this agenda with the same code. After committee review, it was determined that this policy will be revised, recoded and given a new title and sent back to the policy committee for review at their next meeting. The duplicate coding was from 1971 and was inadvertently overlooked when the 1988 policy was adopted.

Policy – GCP – Professional Staff Promotion/Reclassification – is the 2nd policy with the GCP coding. It was determined that the policy will be revised, and the title will be changed to Staff Vacancies and is ready for a first read in November. This was another policy that was questioned for verbiage. It was determined that the added language is the normal procedure for posting of vacant positions, and that staff notification of an opening is sent to all staff via email.

Policy – GCQB – Publication of Creation of Educational Materials is a policy from 1971 that is being recommended for deletion by the committee, but a request was made that this policy be reviewed by the Board Chair for input if this is a necessary policy. This will be placed on hold until we receive this determination. This was also a policy that was noted that it is not on the District Website. This was confirmed and will be addressed when the policy committee meets again.

Policy – GCRD – Tutoring for Pay- the committee addressed the concern brought forward by one of the Board members for clarification that this policy is for teaching staff and that it does not affect non-teaching staff. The committee suggested that this policy be placed on hold until such time that legal interpretation be obtained.

Policy – GDPC/GCPC – Retirement – the committee reviewed this policy and determined that this is not the normal procedure that the District follows and will recommend deletion in November. This was also a policy that was noted that it is not on the District Website. This was confirmed and will be addressed when the policy committee meets again.

Policy – GDR Work Rules for Staff – the committee reviewed this policy and determine that the content required an update of the language. This is progressive discipline and the procedure for this policy will need to be reviewed by legal counsel. This policy will also be placed on hold.

No additional questions or comments. Meeting ended at 4:15 PM – Next meeting: November 12, 2020.

Respectfully submitted,

Wendy L. DiFruscio