

**Oyster River Cooperative School District
REGULAR MEETING**

December 6, 2017

OR High School Library

7:00 PM

o. CALL TO ORDER (7:00 PM)

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

I.a. PUBLIC HEARING: *Building Infrastructure Energy Lease Options with Siemens.*

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS

IV. APPROVAL OF MINUTES

- Motion to approve 11/15/17 regular and nonpublic meeting minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

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

VI. DISTRICT REPORTS

- A. Assistant Superintendent/Curriculum & Instruction Report(s)**
 - Physical Education Curriculum Update
- B. Superintendent's Report**
 - Football Research
 - Update on Addendum to Racism Policy
 - Crosswalk at Mast Way
- C. Business Administrator**
- D. Student Senate Report**
- E. Other:** Update on MS Competency Timeline - Jay Richard

VII. DISCUSSION ITEMS

- Siemens Capital Plan
- Budget FY19
- Draft 2018 Budget Warrant Articles
- Draft 2018-19 School Calendar – 1st Review
- Negotiated Agreements:
 - o ORBDA – Oyster River Bus Drivers Association
 - o ORPaSS – Oyster River Paraeducators and Support Staff

VIII. ACTIONS

- A. Superintendent Actions**
- B. Board Action Item**
 - Motion to approve List of Policies for second read/adoption: AC- Nondiscrimination, JICK – Bullying/Cyberbullying, JLCE – Emergency Care and First Aid, GBCD – Background Investigation and Criminal Records Check

IX. SCHOOL BOARD COMMITTEE UPDATES

X. PUBLIC COMMENTS

XI. CLOSING ACTIONS

- A. Future meeting dates:** 12/20/17 & 01/03/18 – Regular Meeting – ORHS Library
01/09/18 – Public Hearing – ORHS Auditorium,
01/22/18 – Superintendent w/Durham Town Council Budget Update,
01/29/18 – Superintendent w/Town of Lee Select Board Budget Update
02/05/18 – Superintendent w/ Town of Madbury Select Board Budget

XII. NON-PUBLIC SESSION: RSA 91-A:3 II (a) and (c)

- Superintendent Evaluation
- Superintendent Announcement

And

RSA 91-A:2 I (a) Strategies with Respect to collective bargaining

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**

If you require special communication aids, please notify us 48 hours in advance.

**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: 2015 –2018 |
| • Thomas Newkirk, Chair | Term on Board: 2016 - 2019 |
| • Kenneth Rotner | Term on Board: 2016 - 2019 |
| • Denise Day, Vice-Chair | Term on Board: 2017 - 2020 |
| • Michael Williams | Term on Board: 2017 - 2020 |
| • Allan Howland | Term on Board: 2015 - 2018 |
| • Daniel Klein | Term on Board: 2015 - 2018 |

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.

Siemens - Option 1 - \$7,245,989

10 year - \$905,748

15 year - \$603,832

20 year - \$452,874

Can use \$165,278 from operating budget savings to offset CIP account loan contribution

Greatest rebate - \$184,990 / yearly energy savings - \$90,278

| FIMS | ORHS | ORMS | Mastway | Moharimet | SAU Offices | Facilities | |
|------------------------|------|------|---------|-----------|-------------|------------|----------------|
| Window Replacements | | | X | X | | | \$2,515,672.00 |
| Lighting | X | | X | X | X | | \$988,438.00 |
| ERV's / Roof top units | | | X | X | | | \$874,791.00 |
| Duct Cleaning | | X | | | | | \$17,568.00 |
| BAS Upgrades | X | | X | X | X | | \$356,886.00 |
| Ductless Replacements | X | | X | | | | \$37,482.00 |
| Point of use DWH | | | | X | | | \$202,350.00 |
| Hot Water Pump Replace | X | | | X | | | \$187,573.00 |
| Water Conservation | X | | | X | | | \$92,594.00 |
| Building Envelope | X | | X | | | | \$66,493.00 |
| VRF Systems | X | | | | X | | \$1,308,280.00 |
| Plug Load Controls | X | | X | X | | | \$46,614.00 |
| Destrat Fans | X | X | | | | | \$33,234.00 |
| Car Charging Stations | X | X | X | X | X | X | \$146,434.00 |
| Well Pump VFD | | | | X | | | \$100,000.00 |
| Walk in controls | X | | | | | | \$17,143.00 |
| Kitchen Hood Controls | X | | X | X | | | \$61,946.00 |
| Door Replacements | | | X | X | | | \$192,491.00 |
| | | | | | | | \$7,245,989.00 |

Siemens - Option 1a - \$4,838,601

10 year - \$604,825

15 year - \$403,216

20 year - \$302,412

Can use \$125,779 from operating budget savings to offset CIP account loan contribution

Rebate estimate - \$150,000 / yearly energy savings - \$50,779

| FIMS | ORHS | ORMS | Mastway | Moharimet | SAU Offices | Facilities | |
|------------------------|------|------|---------|-----------|-------------|------------|----------------|
| Window Replacements | | | X | X | | | \$2,515,672.00 |
| Lighting | X | | X | X | | | \$977,710.00 |
| ERV's / Roof top units | | | X | X | | | \$874,791.00 |
| Duct Cleaning | | X | | | | | \$17,568.00 |
| BAS Upgrades | X | | X | X | | | \$229,091.00 |
| Point of use DWH | | | | X | | | \$202,350.00 |
| Hot Water Pump Replace | | | | X | | | \$21,419.00 |
| | | | | | | | \$4,838,601.00 |

Siemens - Option 1b - \$3,740,041

10 year - \$467,506

15 year - \$311,671

20 year - \$233,752

Can use \$127,946 from operating budget savings to offset CIP account loan contribution

Rebate estimate - \$120,000 / yearly energy savings - \$52,946

| FIMS | ORHS | ORMS | Mastway | Moharimet | SAU Offices | Facilities | |
|---------------------|------|------|---------|-----------|-------------|------------|----------------|
| Window Replacements | | | X | X | | | \$2,515,672.00 |
| Lighting | X | | X | X | | | \$977,710.00 |
| Duct Cleaning | | X | | | | | \$17,568.00 |
| BAS Upgrades | X | | X | X | | | \$229,091.00 |
| | | | | | | | \$3,740,041.00 |

* all terms at 2.5% interest rate

* \$75,000 current PAP loan paid up + yearly energy savings = operating budget offset

Lease Cost Analysis

Administration Recommendations for consideration

Option 1

\$603,832 - 15 year term

Year 1 \$603,832
(\$184,990) Rebate (1 time)
\$418,842
(\$90,278) Energy savings
\$328,564

Years 2 - 15 \$603,832
(\$75,000) Current Pay for Performance loan paid
\$528,832
(\$90,278) Energy savings
\$438,554

Option 1a

\$604,825 - 10 year term

Year 1 \$604,825
(\$150,000) Rebate (1 time)
\$454,825
(\$50,779) Energy savings
\$404,046

Years 2 - 10 \$604,825
(\$75,000) Current Pay for Performance loan paid
\$529,825
(\$50,779) Energy savings
\$479,046

Option 1b

\$467,506 - 10 year term

Year 1 \$467,506
(\$120,000) Rebate (1 time)
\$347,506
(\$52,946) Energy savings
\$294,560

Years 2 - 10 \$467,506
(\$75,000) Current Pay for Performance loan paid
\$392,506
(\$52,946) Energy savings
\$339,560

When considering all Capital Projects and their priorities, they pass through 4 filters; current student and staff needs, safety and code remedies, equipment nearing or at end-of-life, and sustainability/energy savings initiatives.

After the Davis & Goudreau facility audit in 2012, an estimated 4.5 million in capital needs and recommendations were identified. The school board at the time charged the Facilities department to address these items and have generously approved funding to support these efforts. Today we stand at an estimated \$2 million of outstanding needs, with \$1 million alone for the Oyster River Middle School. The majority of which being in mechanical systems replacements.

In July, we partnered again with Siemens to perform an audit with the intention of exploring the Building Infrastructure loan program (Performance Contracting) as many other schools and municipalities have experienced much success with this method. We asked Siemens to gather current pricing on the remaining Davis & Goudreau items, uncover additional unseen needs, and pursue estimates on other capital concerns. For example; air conditioning to the elementary schools and high school tower area, and window replacements.

Benefits of leasing vs bonding. Interest rates for leasing are currently at its lowest levels. 2-3% lease vs 3.5%-4.5% bond. The banks assume all the risk; Lease doesn't add to debt load; No pre-payment/extra payment penalties; and All the work is guaranteed.

The CIP 5 year plan presented to the board for consideration was crafted with the intent of moving forward with the Siemens lease option 1. In the event or decision to not take advantage of the lease, (pay as we go), the CIP plan extends to 10 years. We are currently faced with a need for more classrooms at Mast Way and safety additions to both elementary school main offices as recommended by local authorities and the Department of Homeland Security. Each of the projects are anticipated to cost \$1million. In the past, the district has been successful doing additions of this nature without bonding and our intention is to continue to fund them completely through the Capital Plan. We recognize these as the greatest of the needs currently.

This approach can be done but poses risks operationally and aesthetically. Costs will continue to rise, missed energy savings and rebate eligibility, and deferring end-of-life equipment replacements even longer. Even with following the trend of adding \$200,000/year into facilities, the CIP budget plan moves out to 10 years. By not taking advantage of the lease now, we face a repeat of the past. Today, we are in a unique position now financially to have the least amount of strain by taking advantage of the energy savings, rebates, and capturing the coming available funds from paying off the 1st lease in FY19/20.

The Oyster River School Board has asked me to look at these capital needs through a pay-as-you-go lens. Doing so would impact district priorities. As an example, the High School tennis court / parking lot repairs that we planned to address in FY 2018/19 would be deferred until FY 2024/25

Facilities 10 year CIP plan

(updated 11/20/17)

Year 1 2018-2019

| School | Trade | Project | Cost |
|---------------|--------------|------------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,193,406.00</i> |
| Middle School | HVAC | Duct cleaning | \$17,568.00 |
| Mast Way | Construction | 4 classroom addition | \$1,050,000.00 |
| Mast Way | HVAC | Air handler replacement (phase 1 of 2) | \$115,000.00 |
| Moharimet | Flooring | Flooring replacement in plan year 4 of 4 | \$10,000.00 |
| | | | \$1,192,568.00 |

Year 2 2019 - 2020

| School | Trade | Project | Cost |
|-------------|-------------|-----------------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,550,000.00</i> |
| High school | Plumbing | Water Conservation | \$71,175.00 |
| High school | HVAC | Automation upgrades | \$193,629.00 |
| Mast Way | Renovation | Main office / entry addition / café expansion | \$1,100,000.00 |
| Mast Way | HVAC | Air handler replacement (phase 2 of 2) | \$150,000.00 |
| Mast Way | HVAC | Automation upgrades | \$19,488.00 |
| Moharimet | HVAC | Automation upgrades | \$15,974.00 |
| Moharimet | Engineering | Engineering costs for Main office expansion | \$25,000.00 |
| | | | \$1,575,266.00 |

Year 3 2020 - 2021

| School | Trade | Project | Cost |
|------------------|-------------|-------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,775,000.00</i> |
| High School | Energy | Car charging station | \$26,000.00 |
| Mast Way | HVAC | Ductless A/C replacement | \$40,000.00 |
| Mast Way | Windows | Phase 1 of 4 | \$412,045.00 |
| Moharimet | Renovation | Main Office/ entry renovation | \$1,100,000.00 |
| Moharimet | Lighting | LED Lighting replacement | \$160,987.00 |
| Service Building | Life Safety | Fire panel replacement | \$8,500.00 |
| SAU | Electrical | Full service generator | \$25,000.00 |
| | | | \$1,772,532.00 |

Year 4 2021 - 2022

| School | Trade | Project | Cost |
|-------------|-------------|---------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$2,000,000.00</i> |
| High School | HVAC | Domestic hot water boiler replacement | \$100,000.00 |
| High School | HVAC | Main 5hp boiler pumps (2) | \$65,000.00 |
| Mast Way | Energy | Car charging station | \$23,000.00 |
| Mast Way | Windows | Phase 2 of 4 | \$412,045.00 |
| Mast Way | Lighting | LED Lighting replacement | \$174,842.00 |
| Moharimet | HVAC | Air handler replacement - 4 systems | \$400,000.00 |
| Moharimet | Roofing | Classroom section roofing restoration | \$150,000.00 |
| Moharimet | Windows | Phase 1 of 2 | \$433,745.00 |
| Moharimet | Energy | Car charging station | \$32,000.00 |
| SAU | Lighting | LED Lighting replacement | \$11,000.00 |
| SAU | HVAC | Heating / A/C system replacement | \$155,000.00 |
| SAU | Improvement | Siding replacement | \$40,000.00 |
| | | | \$1,996,632.00 |

Year 5 2022 - 2023

| School | Trade | Project | Cost |
|---------------|----------|------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$2,225,000.00</i> |
| Middle School | Bond | New Building Bond off-set | \$1,000,000.00 |
| High School | Lighting | LED Lighting retrofit phase 1 of 2 | \$320,941.00 |
| Mast Way | Windows | Phase 3 of 4 | \$412,045.00 |
| Moharimet | Windows | Phase 2 of 2 | \$433,745.00 |
| Moharimet | HVAC | A/C Ductless split replacement | \$40,000.00 |
| | | | \$2,206,731.00 |

Year 6

2023 - 2024

| School | Trade | Project | Cost |
|-------------|--------------|---------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,000,000.00</i> |
| DW | Energy | Building envelope | \$70,000.00 |
| High school | Construction | STEM Walls build in Junior core | \$85,000.00 |
| High School | Lighting | LED Lighting retrofit phase 2 of 2 | \$320,941.00 |
| High School | Roofing | Gym and Aud. roof restoration (solar) | \$110,000.00 |
| Mast Way | Windows | Phase 4 of 4 | \$412,045.00 |
| | | | \$997,986.00 |

Year 7

2024 - 2025

| School | Trade | Project | Cost |
|-------------|-------------|-------------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,225,000.00</i> |
| DW | Energy | Plug load Controls | \$48,000.00 |
| DW | HVAC | Destrat Fans | \$34,000.00 |
| High School | Renovation | Tennis court / Parking lot upgrade | \$500,000.00 |
| High School | HVAC | VRF system for classrooms | \$500,000.00 |
| High School | HVAC | Walk-in cooler controls | \$18,000.00 |
| High School | HVAC | Kitchen hood replacement and controls | \$22,000.00 |
| Mast Way | Flooring | Flooring replacement in 3 rooms | \$20,000.00 |
| Moharimet | Engineering | Engineering costs for parking lot upgrade | \$15,000.00 |
| | | | \$1,157,000.00 |

Year 8

2025 - 2026

| School | Trade | Project | Cost |
|------------------|------------|------------------------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,446,000.00</i> |
| High School | Renovation | Locker room - all gender facilities | \$350,000.00 |
| Mast Way | Renovation | Restroom renovations - rear and staff | \$150,000.00 |
| Mast Way | Parking | Parking lot improvements | \$125,000.00 |
| Moharimet | Paving | Parking lot expansion and paving/lighting | \$250,000.00 |
| Moharimet | Exterior | Moharimet new road sign - move and lighting | \$16,500.00 |
| Moharimet | HVAC | Domestic hot water system replacement | \$205,000.00 |
| Service Building | Renovation | Team room/restrooms/expanded concession in Loft area | \$250,000.00 |
| Service Building | HVAC | Furnace replacement (2) and A/C | \$100,000.00 |
| | | | \$1,446,500.00 |

Year 9

2026 - 2027

| School | Trade | Project | Cost |
|-------------|------------|----------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,446,000.00</i> |
| High School | Renovation | Student lounge in Cafeteria | \$75,000.00 |
| High School | Roofing | Tower and C roof | \$150,000.00 |
| High School | Flooring | Flooring replacements | \$100,000.00 |
| High School | Roofing | Main office / hallway roof replacement | \$150,000.00 |
| High School | HVAC | AHU Circulator pump replacement | \$175,000.00 |
| High School | HVAC | A/C Ductless splits for server rooms | \$100,000.00 |
| Mast Way | HVAC | Kitchen hood replacement and controls | \$22,000.00 |
| Mast Way | Roofing | Rear classroom roof replacement | \$200,000.00 |
| Mast Way | HVAC | AC in classrooms | \$225,000.00 |
| Moharimet | HVAC | AC in classrooms | \$225,000.00 |
| Moharimet | HVAC | Kitchen hood replacement and controls | \$22,000.00 |
| | | | \$1,444,000.00 |

Year 10

2027 - 2028

| School | Trade | Project | Cost |
|------------------|--------------|--------------------------------------------|-----------------------|
| | | <i>Target</i> | <i>\$1,446,000.00</i> |
| High School | Parking | Parking lot / side walk improvements | \$200,000.00 |
| High School | Painting | Large scale painting of classrooms | \$75,000.00 |
| High School | Renovation | Door replacement | \$175,000.00 |
| High School | HVAC | Begin Air Handler replacement plan | \$250,000.00 |
| Mast Way | Fire systems | Fire pump and tank replacement | \$75,000.00 |
| Mast Way | HVAC | Heating radiator replacement | \$200,000.00 |
| Mast Way | Flooring | Flooring replacement and hallway wall tile | \$110,000.00 |
| Mast Way | Painting | Painting of classrooms and halls | \$30,000.00 |
| Moharimet | HVAC | Heating radiator replacement | \$200,000.00 |
| Moharimet | Painting | Painting of classrooms and halls | \$30,000.00 |
| Service Building | Roofing | Roof replacement | \$100,000.00 |
| | | | \$1,445,000.00 |

| <i>Customer</i> | <i>Contract Value</i> | <i>Fiscal Year</i> | <i>Market</i> |
|-----------------------------------------------|-----------------------|--------------------|---------------|
| City of New Bedford | \$13,030,952 | FY16 | Municipal |
| SAU 36 (Whitefield, NH) | \$1,936,055 | FY16 | K-12 |
| RSU #3 (Unity, ME) | \$1,497,210 | FY16 | K-12 |
| Hillsboro Deering Schools (Hillsboro, NH) | \$2,450,560 | FY16 | K-12 |
| RSU #13 (Rockland, ME) | \$9,036,670 | FY16 | K-12 |
| MSAD 51 (Cumberland ME Schools) | \$1,513,463 | FY15 | K-12 |
| Schools of Lisbon ME | \$1,684,480 | FY15 | K-12 |
| Town of Lisbon ME | \$859,433 | FY15 | Municipal |
| City of Westfield WWTP | \$1,476,181 | FY15 | Municipal |
| RSU #12 (Somerville, ME) | \$1,699,712 | FY15 | K-12 |
| MSAD 52 (Turner ME) | \$5,208,577 | FY15 | K-12 |
| MSAD11 (Gardiner ME) | \$3,783,238 | FY15 | K-12 |
| MSAD 59 (Madison ME) | \$1,900,000 | FY15 | K-12 |
| Barrington Schools, NH | \$1,409,835 | FY15 | K-12 |
| Oxford Hills Schools, ME – Phase 3 Lighting | \$271,342 | FY14 | K-12 |
| RSU #40 (Union, ME) | \$1,423,830 | FY14 | K-12 |
| City of Springfield Block A NTP | \$1,295,871 | FY14 | Municipal |
| Oxford Hills Schools, ME – Phase 4 | \$1,500,000 | FY14 | K-12 |
| Rangeley Lakes Schools (Rangeley, ME) | \$1,017,840 | FY14 | K-12 |
| RSU #40 Amendment (ME) | \$727,683 | FY14 | K-12 |
| City of Springfield Block A Add | \$6,089,839 | FY14 | Municipal |
| Town of Enfield | \$181,579 | FY13 | Municipal |
| City of Westfield – Phase 2 | \$9,297,854 | FY13 | Municipal |
| Town of Enfield Pilot Program | \$394,236 | FY13 | Municipal |
| Oxford Hills Schools, ME – Phase 2 | \$752,685 | FY13 | K-12 |
| Town of Willington | \$608,313 | FY13 | Municipal |
| RSU #4 (Wales, ME) | \$1,767,908 | FY13 | K-12 |
| City of Westfield Materials NTP | \$499,435 | FY12 | Municipal |
| City of Westfield MSBA Contract | \$12,107,524 | FY12 | Municipal |
| South Portland Schools – Phase 2 | \$756,045 | FY12 | K-12 |
| Town of Greenfield Four Corners | \$1,857,689 | FY12 | Municipal |
| Town of South Hadley | \$1,860,000 | FY12 | Municipal |
| City of Westfield Franklin Avenue Rooftop Add | \$697,772 | FY12 | Municipal |
| Town of Hebron | \$1,236,821 | FY12 | Municipal |
| Town of Orange | \$1,242,527 | FY11 | Municipal |
| Town of Deerfield | \$497,384 | FY11 | Municipal |
| Town of Charlemont | \$169,480 | FY11 | Municipal |
| City of South Portland, ME | \$1,133,564 | FY11 | Municipal |
| Town of Gill | \$271,484 | FY11 | Municipal |
| Town of Sunderland | \$382,807 | FY11 | Municipal |
| Town of Montague | \$339,979 | FY11 | Municipal |

| <i>Customer</i> | <i>Contract Value</i> | <i>Fiscal Year</i> | <i>Market</i> |
|-----------------------------------------------|-----------------------|--------------------|---------------|
| City of New Bedford | \$13,030,952 | FY16 | Municipal |
| SAU 36 (Whitefield, NH) | \$1,936,055 | FY16 | K-12 |
| RSU #3 (Unity, ME) | \$1,497,210 | FY16 | K-12 |
| Hillsboro Deering Schools (Hillsboro, NH) | \$2,450,560 | FY16 | K-12 |
| RSU #13 (Rockland, ME) | \$9,036,670 | FY16 | K-12 |
| MSAD 51 (Cumberland ME Schools) | \$1,513,463 | FY15 | K-12 |
| Schools of Lisbon ME | \$1,684,480 | FY15 | K-12 |
| Town of Lisbon ME | \$859,433 | FY15 | Municipal |
| City of Westfield WWTP | \$1,476,181 | FY15 | Municipal |
| RSU #12 (Somerville, ME) | \$1,699,712 | FY15 | K-12 |
| MSAD 52 (Turner ME) | \$5,208,577 | FY15 | K-12 |
| MSAD11 (Gardiner ME) | \$3,783,238 | FY15 | K-12 |
| MSAD 59 (Madison ME) | \$1,900,000 | FY15 | K-12 |
| Barrington Schools, NH | \$1,409,835 | FY15 | K-12 |
| Oxford Hills Schools, ME – Phase 3 Lighting | \$271,342 | FY14 | K-12 |
| RSU #40 (Union, ME) | \$1,423,830 | FY14 | K-12 |
| City of Springfield Block A NTP | \$1,295,871 | FY14 | Municipal |
| Oxford Hills Schools, ME – Phase 4 | \$1,500,000 | FY14 | K-12 |
| Rangeley Lakes Schools (Rangeley, ME) | \$1,017,840 | FY14 | K-12 |
| RSU #40 Amendment (ME) | \$727,683 | FY14 | K-12 |
| City of Springfield Block A Add | \$6,089,839 | FY14 | Municipal |
| Town of Enfield | \$181,579 | FY13 | Municipal |
| City of Westfield – Phase 2 | \$9,297,854 | FY13 | Municipal |
| Town of Enfield Pilot Program | \$394,236 | FY13 | Municipal |
| Oxford Hills Schools, ME – Phase 2 | \$752,685 | FY13 | K-12 |
| Town of Willington | \$608,313 | FY13 | Municipal |
| RSU #4 (Wales, ME) | \$1,767,908 | FY13 | K-12 |
| City of Westfield Materials NTP | \$499,435 | FY12 | Municipal |
| City of Westfield MSBA Contract | \$12,107,524 | FY12 | Municipal |
| South Portland Schools – Phase 2 | \$756,045 | FY12 | K-12 |
| Town of Greenfield Four Corners | \$1,857,689 | FY12 | Municipal |
| Town of South Hadley | \$1,860,000 | FY12 | Municipal |
| City of Westfield Franklin Avenue Rooftop Add | \$697,772 | FY12 | Municipal |
| Town of Hebron | \$1,236,821 | FY12 | Municipal |
| Town of Orange | \$1,242,527 | FY11 | Municipal |
| Town of Deerfield | \$497,384 | FY11 | Municipal |
| Town of Charlemont | \$169,480 | FY11 | Municipal |
| City of South Portland, ME | \$1,133,564 | FY11 | Municipal |
| Town of Gill | \$271,484 | FY11 | Municipal |
| Town of Sunderland | \$382,807 | FY11 | Municipal |
| Town of Montague | \$339,979 | FY11 | Municipal |



BARRINGTON
School District
BARRINGTON, NH

Ingenuity for life

Barrington's SAU 74 collaborated with Siemens to develop an energy project that is now saving them over \$115,000 every year in energy costs, which allowed them to replace some of their older mechanical equipment during the project. In addition, the students now have optimal lighting for work and learning, everyone enjoys more thermal comfort throughout the seasons, and the district is no longer wasting money on unused energy. And of course, the reduction in oil and electricity consumption is also great for the environment!

Facility Improvement Measures

- *Lighting Retrofit*
- *Building Automation*
- *De-stratification Fans*
- *Walk In Refrigerator & Freezer Controls*
- *Variable Frequency Drives*
- *Mechanical Upgrades*

| | |
|---------------------------------|------------------------|
| <i>Contract Amount</i> | <i>\$1,409,835</i> |
| <i>Project Size</i> | <i>Three Buildings</i> |
| <i>Source of Funds</i> | <i>Municipal Lease</i> |
| <i>Projected Annual Savings</i> | <i>\$118,382</i> |
| <i>Owner's Representative</i> | <i>Paul Sanders</i> |
| <i>Contact Info</i> | <i>603-664-2715</i> |

PROJECTED ANNUAL SAVINGS

378,817 kWh of electricity...
the CO2 equivalent of burning 284,086 lbs of coal!

BARRINGTON SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT #74
572 Calef Highway
BARRINGTON, NEW HAMPSHIRE 03825 3937
TELEPHONE: (603) 664-2715
FAX: (603) 664-2609

Gail Kushner
Superintendent of Schools

Daniel Moulis
Director of Operations
and Instructional Leadership

Kathleen Upton
Director of Student Services

February 15, 2017

To Whom It May Concern:

I am pleased to write a letter of support for the Siemen's Company as a partner in developing and performing an Energy Performance Contract. In 2013, The Barrington School District began exploring the possibility of finding a partner for our energy contract. The Siemen's Corporation was just the right fit for the district. They completed an energy audit of our four buildings, helped develop proposals with cost analysis, presented at many meetings with the Barrington School Board, presented at public forums, made adjustments to the proposal based on feedback, and completed the project.

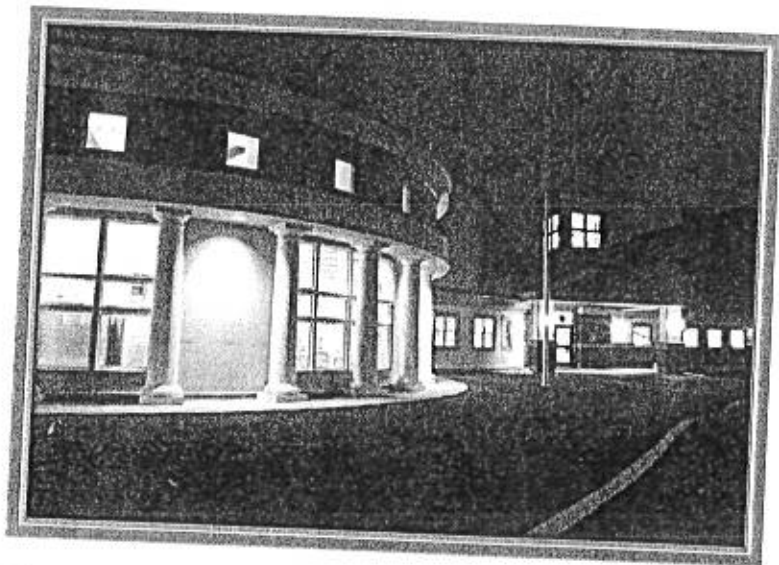
Now in 2017, we look back at this process and appreciate the level of professional service we received from Tom Seekins, Executive Account Representative and his team. The Barrington School District \$1,409,835 Energy Performance Contract enabled the district to complete lighting retrofit, building automation, boiler and mechanical upgrades, walk in freezer controls, and destratification fans with an annual energy savings of \$118,382. We were able to address many issues that had been on our facilities "wish list" for years.

The Siemen's team was helpful in listening to the needs and concerns of the School Board and community and translating it into a project that made sense for the district. Their expertise in the technical aspects was instrumental in explaining exactly how this was designed to save the district money in the long run. I highly recommend considering Siemens Corporation for your energy contract partner. Please feel free to contact me for any additional information.

Sincerely,



Gail Kushner
Superintendent SAU 74



HILLSBORO-DEERING School District HILLSBORO, NH

Ingenuity for life

The Hillsboro-Deering School District realized multiple benefits from their energy efficiency project with Siemens. Due to a significant reduction in their energy consumption, they were able to stop spending money on wasted energy and instead, use it for some much needed capital improvements! Hillsboro-Deering aims for excellence in their teachers, students, and community. This drive for achieving the best is what brought them together with Siemens to create energy cost savings for the town and provide a better learning environment for their students. Due to energy efficient lighting, building envelope improvements, building automation, and mechanical system upgrades, the district will now continue to save money as they grow to

Facility Improvement Measures

- *Lighting Retrofit*
- *Building Envelope*
- *Walk-In Cooler Controls*
- *Building Automation*
- *Variable Frequency Drives*
- *Ventilation Improvements*
- *Mechanical Upgrades*

| | |
|---------------------------------|------------------------|
| <i>Contract Amount</i> | <i>\$2,459,560</i> |
| <i>Project Size</i> | <i>Three Buildings</i> |
| <i>Source of Funds</i> | <i>Municipal Lease</i> |
| <i>Projected Annual Savings</i> | <i>\$112,149</i> |
| <i>Owner's Representative</i> | <i>James Bailey</i> |
| <i>Contact Info</i> | <i>603-464-1141</i> |

"The work that Siemens and the PC team have done is greatly appreciated and as we continue to improve our buildings, we will look to Siemens to help us achieve those goals."

James Bailey, Facilities Director

P. O. Box 2190
Hillsboro, NH
03244-2190

SAU #34

Soaring to Excellence

603-464-4466
Fax 603-464-4033
www.hdsd.org

Robert A. Bassett, M.Ed.
Superintendent of Schools

Patricia M. Parentson, MS, CAGS
Assistant Superintendent

Kevin L. Johnson, Ed.D.
Director of Curriculum, Instruction and Assessment

Loreal R. Schmidt, M.S.T.
Business Administrator

February 6, 2017

To Whom It May Concern:

In October 2016, the Hillsboro-Deering School District identified the need to address infrastructure deficiencies and deferred maintenance items. The decision was made to pursue an energy performance contract. Through the Request for Qualification process, we met with potential partners and Siemens Building Technologies demonstrated the experience, knowledge and professionalism to accomplish a successful performance contract project.

The team from Siemens included Thomas Seekins, Executive Account Representative, Charlie Roman, Project Developer, Kerri Warmis, Energy Engineer and Kevin Strongren, Project Manager. The team worked diligently to prepare a comprehensive energy audit of our facilities in time for budget discussions. From the audit, they presented the district with a list of recommended improvements which included both the infrastructure needs of the district and energy improvement measures. Our district elected to move forward with a \$2.6 million project beginning in June 2016 which included ventilation improvements, building automation upgrades, lighting retrofit, oil to propane boiler conversion, and a steam to hot water boiler system conversion. Tom, Charlie and Kerri attended numerous school board meetings to answer questions and provide assistance throughout the entire process. Their understanding of the school environment was evident with the willingness to attend school board meeting, being familiar with budget timelines and mindful of short summer construction schedules.

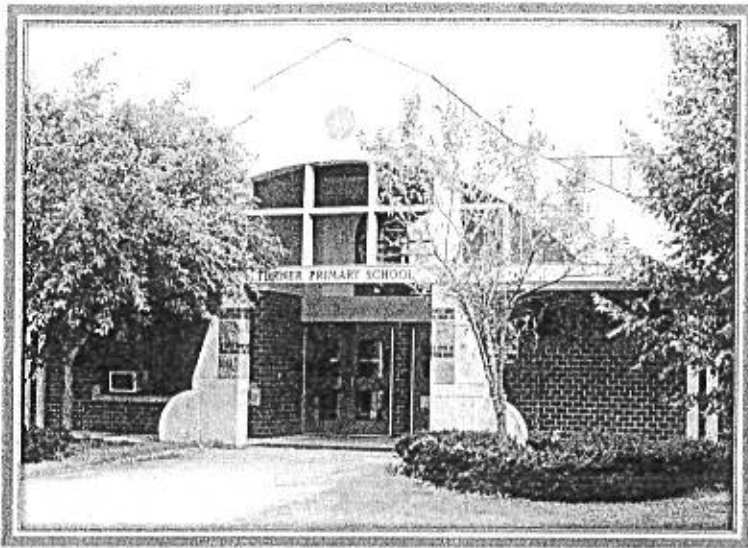
From start to finish the entire Siemens team has been instrumental in carrying out a successful energy performance contract. I highly recommend Siemens Building Technologies for your energy project. Please feel free to contact me if you have any additional questions.

Sincerely,



James Bailey
Director of Facilities

Siemens Building Technologies • Charlotte • Washington • Buffalo
Local applications and services available upon request



TURNER SCHOOLS
MSAD 52
TURNER, ME

Ingenuity for life

With a completion date of December 2015, this was an enormous success for Siemens and MSAD 52! This project was a classic example of having major capital improvement measures that were on their 5 year plan list finally come to life! Connecting the facilities to a single Biomass boiler plant via 3,000' of underground pipe was something they had been trying to do for many years. This alone was a major expense that they could never seem to get passed through a Bond resolution vote. This measure became a focal point for the Siemens team to find every means possible to get it into our project scope. Siemens was successful in allocating over \$600,000 worth of incentive dollars for this project.

Facility Improvement Measures

- *Lighting Retrofit & Controls*
- *Steam to Hot Water Conversion*
- *New Boiler Plants*
- *Building Automation*
- *Window and Roof Replacement*
- *Building Envelope Improvements*
- *Variable Frequency Drives*
- *AHU Replacement*
- *Biomass Boiler Integration*

| | |
|---------------------------------|------------------------|
| Contract Amount | \$5,474,052 |
| Project Size | Eight Buildings |
| Source of Funds | Municipal Lease |
| Projected Annual Savings | \$340,449 |
| Owner's Representative | Deb Roberts |
| Contact Info | 207-225-1006 |

"Tom and Elmer attended many subcommittee and School Board meetings to answer questions related to the project and also helped the district with securing funding for the project. Kerri Conway from Siemens also worked with us to apply for and receive the biggest rebate of any school in the state from Efficiency Maine, totaling over \$550,000."

Deb Roberts, Business Manager

MAINE SCHOOL ADMINISTRATIVE DISTRICT 52

Greene ♦ Leeds ♦ Turner
486 Turner Center Road
Turner, Maine 04282

DR. HENRY ALBERTI, JR.
SUPERINTENDENT

DEBORAH ROBERTS
BUSINESS MANAGER

THOMAS AMBROSE
ASSISTANT SUPERINTENDENT

DEBORAH ALDEN
DIRECTOR OF SPECIAL EDUCATION

May 3, 2016

To Whom It May Concern:

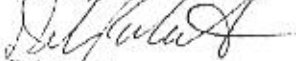
In March 2014, MSAD 52 began the process of looking for an energy service company to work with on our energy performance contract. We met and interviewed potential partners, and Siemen's Building Technologies quickly rose to the top as the best partner for our project. Siemen's successful experience with many other energy projects around the State as well as the knowledge they shared with us during the interview made them stand out above all other companies.

Our team from Siemen's consists of Thomas Seekins, Executive Account Representative, and Kevin Stromgren, Project Manager, and Elmer Arbogast, Senior Energy Engineer. The team completed an extensive energy audit of all of our facilities during the summer of 2014. From that audit, they presented the district with a detailed report of recommended energy improvements and what the return on investment would be for each improvement measure. Our district chose to undertake a \$5.2 million project beginning in May 2015 which included lighting upgrades, roof restorations, building insulation, building controls, propane boilers, expansion of the wood chip boiler at Leavitt Area High School to service Tripp Middle School and Turner Elementary School, cooling systems, steam conversions, and ventilation improvements.

Tom and Elmer attended many subcommittee and School Board meetings to answer questions related to the project and also helped the district with securing funding for the project. Kerri Conway from Siemen's also worked with us to apply for and receive the biggest rebate of any school in the State from Efficiency Maine totally over \$550,000. As the project is coming to its completion, the technician team from Siemen's is already holding meetings with our facilities director to put together a training plan for custodial and maintenance staff on the new equipment and controls.

The expertise and guidance from each and every member of the Siemen's team has been invaluable throughout this entire process from start to finish. I would highly recommend Siemen's Building Technologies for your energy project. Feel free to contact me if you have any additional questions.

Sincerely,



Deb Roberts
Business Manager

SUPERINTENDENT'S OFFICE
207-225-1000 OPTION #1
FAX 207-225-5608

BUSINESS OFFICE
207-225-1000 OPTION #4
FAX 207-225-5608

SPECIAL EDUCATION OFFICE
207-225-1025
FAX 207-225-5608

Oyster River Cooperative School District

Regular Meeting

November 15, 2017

ORHS Library

7:00 p.m.

SCHOOL BOARD: Denise Day, Brian Cisneros, Tom Newkirk, Kenny Rotner, Dan Klein, Al Howland and Michael Williams. Student Representative: Hannah Jane Wilson

ADMINISTRATORS: Sue Caswell, Todd Allen, Superintendent Morse, David Goldsmith, Catherine Plourde, Jim Roczyki, and Carrie Vaich

There were 35 members of the public present.

I. CALL TO ORDER: Tom Newkirk read a statement on the conduct of a meeting. The policy calls for all of us to be civil, to respect those who disagree with you. Affirmatively advocating for the changes you seek. It applies to all of us and hopes that moving forward we can all pledge to be civil.

II. APPROVAL OF AGENDA:

Revisions: To move the discussion of football above the siemens lease. Kenny Rotner requested a special announcement after approval of agenda.

Al Howland moved to approve the agenda with the above revisions, 2nd by Dan Klein. Motion passed 7-0 with the Student Representative voting in the affirmative.

Kenny Rotner spoke as a physician and mentioned that there is a risk and a benefit to everything and it is a conversation that he has with every patient. He has spoken many times about football. He has acknowledged repeatedly the value of the sport: working together as a team, working for a common good and the comradery. At the last meeting he spoke about football and the increase damage of CTE. There are more and more studies that are coming out about it. He would have liked to see a discussion of risk and benefit. Since the last meeting, he has received numerous correspondence about his comments and some asking for him to resign. He goes by science. He would encourage this community to have a true discussion about the risk and benefits about football. He will be recusing himself from any football discussion.

APPROVAL OF MANIFESTS:

Payroll Manifest #9: \$960,342.85

Vendor Manifest: #9: \$641,151.27

III. PUBLIC COMMENTS:

Dean Rubine from Lee spoke about the proposed Lease Purchase Agreement with Siemens. He does not like the financing. It would encumber the District for five million dollars over ten years and would be decided by the Board not the voters. He believes this should go to the voters.

Robert Barth of Lee read the following statement to be included in the minutes: He wanted to apologize to any who took offense at his prior statement before the Board. 1: Along with proponents of football he wishes the science would prove football to be reasonably safe. But it doesn't. Increasingly science, not my opinion nor yours is proving that any child playing youth and high-school contact football is at high risk, perhaps 100% from some level of brain injury. Having some knowledge of the science in good conscience he admits to being morally compelled to at least try to help inform deciders what they are dealing with. Again, not his opinion, but the science, the facts. Most parents and some on this Board are not fully informed of the science and still have no clue that concussion has almost no bearing on the problem. Many don't wish to know the science, and many will remain in denial whatever the evidence. How many have ever heard of tau proteins and perhaps discussed with their kids the pros and cons of these abnormal proteins, the precursors for CTE, accumulating in their brain? Who would want to know? He doesn't envy parents their choices. Damned if they do and damned if they don't. Place their kids at high risk of brain damage if they do or face possible resentment from them if they don't.

He objects to his tax dollars supporting an activity with this level of risk, but they do by supporting the ORYA program wherein science tells us the worst damage is sustained, and he has every reason and right to shout his objections from the rooftops. Any high school football program will obviously increase ORYA participation and add overwhelming pressure in the future for a dedicated ORHS tax supported team.

Lastly, he addressed the notions expressed by some of the ORCSD cross school committee site that he is some sort of outside trying to destroy ORYA and the community including threats of dire consequences to Maria's and his welfare. He doubts that anyone can find many individuals with more time, money and sweat invested in ORYA. In the 70s for four years he assisted Bob Houston in Pee Wee and Bantam hockey. He initiated the idea of an outdoor skating rink in Durham, researched area rinks and construction methods, evaluated three

potential sites favored Jackson Landing and the town acquired the land and approved the project. Along with Charley Burnham, and Maria, we built the first boards in his driveway. He builds a crazy "Zamboni" out of his boat trailer, and a 55 gallon drum and for three years from 11 p.m. to 1 a.m. almost every winter night he cleared the ice by shovel, and then pulled the contraption full of hot water around on skates to make new ice. Without a roof or refrigeration, we had great ice and ORYA kids and the community got hundreds of hours and ice time out of it. He has paid his dues and has skin in the game.

Michelle Nathan from Lee is a practicing physician and is a parent of a football player. The studies are scientifically flawed. In gender matched sports girls have higher concussions especially in soccer than boys. We have the ability to build this program from the ground up. Let's take advantage of this opportunity.

Kelly Doherty a football parent mentioned that female soccer players suffer the highest concussion rates of any sport. This study went over the course of five years. She has written a letter to the District in support of football.

Krista Butts of Lee spoke in favor of football. The warrant article from last year was poorly written it didn't mention anything about playing for other districts. It gives kids who want to play the opportunity to do so outside the District.

John Jones of Durham is in support of authoring the administration to form a cooperative football program to play for other teams.

Logan Flynn is a Sophomore at Oyster River. He is in support of a cooperative team with either Portsmouth or Dover. He understands that a cooperative team will not allow him to play football, but would like to see this go through so his brother would be able to play. He found that football inspired teamwork.

Hope Flynn of Madbury mentioned that Logan had a concussion when he was in the eighth grade. There were eight students who had a concussion at the same time, but they gotten the concussions from other activities. There are 111 kids that are involved in ORYA Football.

Rob McEwan of Madbury whose son James plays for ORYA. Football has made a huge difference for him. He has really enjoyed it. Rob would like to see him play football as long as he would like to.

Jennifer Jones of Durham spoke and would like to see the Board approve a discussion to explore a cooperative football agreement with either Portsmouth or Dover. Their son is a good student whose passion is football. It should be a parents' choice.

Ella McCaleb of Barrington spoke about coaching. We have a huge opportunity in front of us and she commended the ORYA coaches for all their hard work.

David Taylor of Durham and former School Board member knows that it is a very hard decision. For football the community has spoken. Last year the voters turned down football. Their job is do what the community voted for.

Tanya Carlton is the parent of two boys. As a pharmacist she has looked to the risk and the benefits. She would like the students to be able to continue playing the sport that they love in high school.

Kathy Fagen is a parent of two children in the District. She has submitted a letter to the District and thinks that CTE is connected in all sports but doesn't think they have been fully studied. There are different types of impact hits. She would be fully supportive of her son playing football. There is more in-depth training now on what to look for.

IV. APPROVAL OF MINUTES:

Motion to approve 11/01/17 Regular Meeting Minutes:

Denise Day moved to approve the November 1st meeting minutes, 2nd by Dan Klein. Revision: Page 8 delete space between paragraph. Motion passed 6-1-0 with Michael Williams abstaining.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS:

A. District: None

B. Board: Denise Day commended the Mouth of the River staff for a great issue and to let the community know that it is available for subscription.

Michael Williams welcomes the input from the community. He appreciates all the work that went into the Diversity Forum. Michael also commended a job well done on the Oyster River Podcast.

Brian Cisneros wanted to thank the Student Representative for inviting them to the Senate and it was a good opportunity to meet with them. He hopes that they can continue to do it again in the future.

VI. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum & Instruction: None

B. Superintendent's Report: Superintendent Morse informally announced that we have entered into an agreement with UNH for early college. They will be the first public high school in the state to have this option. A student will be able to take a course in the high school. The first one would be at no cost and subsequent courses while in high school will be \$800.

They will be starting in January to work on the strategic plan.

Superintendent Morse mentioned David Goldsmith's Novembers Newsletter on Diversity. He had conversations regarding "Waking up White". He is meeting with a group of parents who are interested in doing a policy addendum regarding race.

C. Business Administrator: Tuition Rates:

Sue Caswell detailed that the FY2018 Durham/UNH and ORCSD Staff tuition rate is used as the basis upon which the Town of Durham seeks a "payment in lieu of taxes" from the University of New Hampshire for those children residing in UNH's family housing facility (Forest Park) and as the rate charged at 1/3 to those staff that reside outside the District and have children attending ORCSD schools.

This rate has been calculated by using the estimated cost per pupil for the current fiscal year. The estimated cost per pupil for the current year uses the data from the Department of Revenue's MS-22 form (appropriations voted) and the current year's October 1 enrollments. The calculation set up is as follows:

FY2018 approved appropriations
Less Food Service Expenditures
Less Transportation Expenditures

Divided by October 1 Enrollment

Using this method, our estimated cost per pupil resultant numbers are as follows:

Elementary: \$18,677

Middle School: \$17,653

High School: \$18,500

Denise Day moved to approve the tuition rates as presented, 2nd by Al Howland. Motion passed 7-0 with the Student Representative voting in the affirmative.

D. Student Senate Report: The Student Representative reported that the Student Senate met with the School Board and it was a productive discussion. They were able to give a different perspective of all grade levels and that was beneficial to hear about. The Senate has had a chance to see the schedule that has been proposed it was nice to talk to the people who designed it. Tomorrow is the winter sports presentation at the high school.

E. Other: None

VII. DISCUSSION ITEMS:

Football Cooperative: Dan Klein really appreciates the public input especially when students come and give their perspective. The next logical step for the Board is to look further into the cooperative.

Dan Klein moved that: The Board instructs the Administration to investigate and report back on the following questions related to any potential ORCSD football cooperative:

What implied or expressed obligations would this agreement create for future ORCSD Boards?

Would there be costs to the District and parents?

What impact would the cooperative have on Title IX compliance?

What impact would the cooperative have on other ORCSD programs?

**What issues related to liability would the cooperative create?
Besides Portsmouth and Dover are other Districts interested in a
cooperative?**

To investigate and report back and, 2nd by Brian Cisneros.

Al Howland looks forward to making this a fair process for the community. Every time this comes up it divides the community. He has struggled on how to make this a fair process. He thinks that there will need to be another Warrant Article. The community needs to be fully informed. Brian Cisneros see this as an opportunity and we won't know what is involved until proposed agreements come forward.

Andrew Lathrop, the Athletic Director, feels that Portsmouth and Dover could have proposed agreement in time for the first meeting in January.

The Motion passed 6-0-1 with Kenny Rotner abstaining and the Student Representative voting in the affirmative.

Siemens Lease:

Jim Roczyki reviewed with the Board three proposed options:

Option 1: \$7,245,989
10 year \$905,748
15 year \$603,832
20 year \$452,874

Option 1a: \$4,838,601
10 year: \$604,825
15 year: \$403,216
20 year: \$302,412

Option 1b: \$3,740,041
10 year: \$467,506
15 year: \$311,671
20 year: \$233,752

Denise Day mentioned having a public hearing at the beginning of the next Board meeting and possibly having a vote at that meeting. She is uncomfortable with Option 1 because that is a lot of money tied up over years.

The Board discussed the three possible proposals. Michael Williams would like to see energy savings and rebate per line item.

VIII. ACTIONS:

A. Superintendent Actions: None

B. Board Action Items:

Coaches and Volunteers:

High School/Middle School Volunteer Positions:

| | |
|-------------------------|--------------------------|
| Paul Franz | Martial Arts Club |
| Paul Bamford | Boys Basketball |
| Mike Regan | Ski Team |
| Scott Reid | Ski Team |
| Kirsten Wilson | Ski Team |
| D Ellis Mueller | Boys Hockey |
| Leslie Gelsomini | Girls Hockey |
| Scott Barton | Girls Hockey |

Paid Positions:

| | | |
|-------------------------|---------------------------------|----------------|
| Craig Randall | Boys JV Hockey | \$3,523 |
| Jamie Long | Girls Varsity Ice Hockey | \$5,340 |
| Scott McGrath | Girls Indoor Track | \$3,594 |
| Nick Ricciardi | Boys Indoor Track | \$3,969 |
| William Reeves | Swimming | \$3,570 |
| Lynn Santosuosso | Diving | \$2,451 |
| Laura Fant | Girls Asst. Swimming | \$2,376 |
| Lorne Lucas | Boys Varsity Basketball | \$5,265 |
| Zach Lewis | Boys JV Basketball | \$5,265 |
| Nicole Casimiro | Girls Varsity Basketball | \$5,190 |
| Erin Mullenix | Girls JV Basketball | \$3,373 |
| Peter Antognetti | Boys Reserve Basketball | \$2,595 |

Middle School Paid Positions:

| | | |
|-----------------------|----------------------------------------------|----------------|
| Sunny Sadana | Boys 7th Grade Basketball | \$1,997 |
| Dave Geschendt | Girls 7th Grade Basketball | \$1,997 |
| Jason Duff | Boys 8th Grade Basketball | \$2,072 |
| Nate Grove | Girls 8th Grade Basketball | \$2,372 |

Al Howland moved to approve the above slate of Coaching positions, 2nd by Denise Day. Motion passed 7-0 with the Student Representative voting in the affirmative.

Policies:

Policies for a First Read:

| | |
|--------------------|------------------------------------------------------------|
| Policy AC | Nondiscrimination/Equal Opportunity |
| Policy JICK | Bullying/Cyberbullying |
| Policy JLCE | Emergency Care and First Aid |
| Policy GBCD | Background Investigation and Criminal Records Check |

Michael Williams moved to approve the policies for a first read, 2nd by Denise Day. Motion passed 7-0 with the Student Representative voting in the affirmative.

The Policy Committee has authorized the Superintendent to work on an addendum to a couple of policies pertaining to race.

IX. SCHOOL BOARD COMMITTEE UPDATES

Tom Newkirk reported that the Negotiations Committee is still working on both contracts.

Superintendent Morse reported that the Middle School Facilities Committee is working hard. They are looking at options that utilize the current middle school location

They will be ranking the following Evaluation Criteria:

- Building and Grounds
- Meets State Minimum Size Standards
- Functional Floor Plan
- Capacity

Meets criteria for core space for cafeteria, gym,
Centrally located space for key support staff
Visible and central administrative offices
Outside Space
Lot capacity for building, parking, athletics, etc.
Potential for site land expansion
Potential for building expansion
Supports current and future teaching style
Building flexibility
Opportunity for sustainable design
Building safety/code compliance
Safe recess area
Traffic Flow
Environmental impact
Available Utilities
Proximity to high school
Community Attachment
Neighborhood Setting
Neighborhood Safety
Distractions
Operation and Maintenance Costs
Administrative and Costs
Transportation Costs
Construction Time
Construction Disruption

X. PUBLIC COMMENTS: None

XI. CLOSING ACTIONS

A. Future Meeting Dates: 11/29/17 Board Manifest Meeting and Budget
Workshop ORHS Library 7:00 p.m.
12/6/17: Regular Meeting ORHS Library

XII. NON-PUBLIC SESSION: RSA91-A:3 II (a)

**Denise Day moved to enter into non-public session at 8:45 p.m. under
RSA-91A:3 II (a), 2nd by Dan Klein and under roll call vote the motion
passed 7-0.**

Respectfully Submitted,
Laura Grasso Dobson
Recording Secretary

Oyster River Cooperative School Board

November 15, 2017 ORHS C-120

NON-PUBLIC MEETING
MINUTES

Denise Day moved to enter into nonpublic session at 8:45 p.m. in accordance with RSA 91-A:3 II (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 shall be granted 2nd by Denise Day. Upon roll call vote, the motion passed 7-0.

School Board Attendees:

Tom Newkirk
Kenny Rotner
Denise Day
Michael Williams
Dan Klein
Allan Howland
Brian Cisneros

Administrators Present:

Superintendent Morse

Dr. Morse discussed his self-evaluation and the Board discussed the process of writing an evaluation.

Denise Day made a motion to re-enter public session and adjourn at 9:12 pm, 2nd by Dan Klein. Motion passed 7-0

Respectfully Submitted,
Allan Howland
School Board member

Below is a sample Lesson that helps adventure students understand Dewey's pattern of inquiry through experiential cyclical learning.

By Leslie E. Rappaport

Bob Stremba and Christian A. Bisson, Editors

How Do We Learn? An Exploration of John Dewey's Pattern of Inquiry

In some ways, "experiential education" has become a catch phrase among educators across the world. While experiential means of teaching may not fit into every curriculum, one can easily notice the immediate results when hands-on experience engages the mind. But experiential education does not have to be used simply to teach material; it can be used to allow students to literally explore the process that occurs when they learn.

This lesson presents a concrete activity that can be used with students to investigate John Dewey's "pattern of inquiry." **Once students gain an understanding of the process that takes place each time they question and learn a topic, they may be able to better contextualize other lessons and materials across disciplines.** Moreover, understanding the pattern of inquiry can create a passion for lifelong learning-the ultimate goal for all students!

Background

John Dewey, considered one of the forefathers of experiential education, developed a progressive view of education and the ways in which it needed to be transformed (Kraft 1999). **Dewey believed that education must include participation and cooperation and that people "need contact with groups of individuals so that [they] can broaden [their] own personal ideas"** (Wurdinger 1997, p. 9). In this way, societal and personal growth are encouraged. Participatory group learning has become an essential element of modern-day adventure education. Individualized ropes course elements, for example, have their place, but broader and more intensive learning almost always occurs in a group setting.

Not only did Dewey believe in creating a stronger sense of community through cooperative learning; he also believed in the introduction of experience into the traditional educational system. It is the responsibility of the educator to create and develop experiences that will lead to learning (Dewey 1938); if the intention of an experience is to control the learner, or if the experience is above the maturity level of the learner, then the educative qualities of the experience are lost. Additionally, Dewey emphasized that the "individual is in control of his or her own learning, and determines what is of most interest and value. When individuals are forced to participate they sometimes resist, or may feel captive and obligated to learn what the instructor wants them to learn" (Wurdinger 1997, p. 12). Thus, the "primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth" (Dewey 1938, p. 40). It is these concepts of experience that are at the heart of adventure education.

While providing experiences sits at the core of Dewey's philosophy, a specific component of experience, which Dewey termed the pattern of inquiry (POI), reflects the philosopher's ideas on how people use an experience to gain knowledge about a topic or concept. **The POI is a cyclical process, detailing the journey of learning instead of the ultimate destination.** Dewey believed that true learning comes from a passionate quest for knowledge that develops a thirst for lifelong learning.

The first step in this process is to have an opportunity to test the knowledge students already have (Wurdinger and Priest 1999). This opportunity comes in the form of an experiential inquiry. The learner must be interested in an idea, want to know more about it, and become engaged in an experience to gain additional knowledge. This inquiry, an indeterminate situation, is an experience without a known outcome. From this indeterminate situation, learners begin to question and challenge the problem at hand. Out of the questioning arises the formation of cognitive ideas, concepts, and potential resolutions to the situation-or a determinate situation. To

conclude the POI, a learner uses these ideas and concepts in other situations, testing their validity and either adopting them to knowledge or abandoning them for ideas with stronger resonance. Dewey's POI can be represented by figure 11.1.

It is the cyclical nature of Dewey's POI that points to the importance of lifelong inquiry. The POI can take place in isolated form, or several POIs can occur at the same time. For example, a novice backpacker may have the large POI of the expedition that is taking place. Within the trip, other, less complex POIs may also occur, like the most efficient way to light the stove, how to stay warm at night, how to hang a bear bag, or how to use a map and compass. All of this information is being confronted at the same time. Each time the stove is lit, for example, information from the last experience of lighting the stove is being used. On the whole, all the information gained from the expedition will be taken into the next expedition and so forth. This, Dewey claimed, is the learning process of life in both academic and nonacademic settings (Kraft 1999).

Knowing how to use and create educative experiences is essential for all adventure educators since experience is the basis of all their work. Dewey developed strong ideas about how experience is processed by the human brain and how it leads to learning. The POI can be a tool for comprehending how people learn and can enrich the learning experience of both the learner and the educator.

Resources

Dewey, J. 1938. *Experience and education*. New York: Collier Books.

Kraft, R.J. 1999. Experiential learning. In *Adventure programming*, eds. J.C. Miles and S. Priest, 181-186. State College, PA: Venture.

Wurdinger, S.D. 1997. *Philosophical issues in adventure education*. Dubuque, IA: Kendall/Hunt.

Wurdinger, S.D., and S. Priest. 1999. Integrating theory and application in experiential learning. In *Adventure programming*, eds. J.C. Miles and S. Priest, 187-192. State College, PA: Venture.

Lesson Plan

Purpose

To expose students to Dewey's POI and how it might apply to their lives. As a foundation of experiential education, exposure to the POI is essential for all adventure educators.

Objectives

As a result of this lesson students will be able to . . .

1. Cognitive: explain Dewey's educational philosophy on the pattern of inquiry and how it applies to adventure education.
2. Cognitive: describe how the pattern of inquiry applies to lifelong learning.
3. Psychomotor and affective: participate in an experience that explores their personal style of learning.

Duration

60 to 75 minutes

Group Size

6 to 30

Location

Indoors or outdoors (a space big enough for students to move around in)

Equipment

Paper and pens or pencils

Large rope or piece of webbing

Various objects of different shapes and sizes (i.e., fleece balls, stuffed animals, blocks of wood, etc.)

Blindfolds

Risk Management Considerations

You will be asking the students to blindfold each other and lead each other around the room or open space outside, so be aware of anything that might cause slips, trips, or falls. Also, be careful to tend to the emotional safety of the students, ensuring that they can opt out of being blindfolded if need be.

Student Preparation

In preparation for this lesson, students should read chapters 3, 6, and 7 of *Experience and Education* by John Dewey and pages 8 through 12 of *Philosophical Issues in Experiential Education* by Scott Wurdinger.

Instructor Preparation

Before class begins, the activity you will use throughout the lesson should be set up in an area where the students cannot see it. Use a piece of long rope or webbing to create a border. To start, you will form a circle or other basic geometric shape. The size of the bordered area depends on the group size; but as a rule of thumb, the smaller the shape, the more difficult the activity will be. Within the border, toss the various objects (stuffed animals, fleece balls, wood planks, etc.) so that they are scattered throughout. The more objects inside the border, the more complicated the task will be.

Lesson Content and Teaching Strategies

Once the students arrive, ask them to define, on sheets of paper cut into fourths, the words experience, observe, test, and reflect. Have the students set the papers aside for now.

Activity 1: The Assisted Walk and Easy Minefield

Students should find a partner. One person in each partner team is then blindfolded. Once these students are blindfolded, they should sit down and wait. Bring the non-blindfolded partners to the location where the activity is set up and explain the problem that they are about to solve. Once you have finished the explanation, the participants will retrieve their blindfolded partner and guide them to the activity without touching them.

Traditionally this activity is known as "minefield," but you may want to use a metaphor that is more appropriate for your class and the theme of the course. You can call the activity whatever you wish and use the metaphor that best fits your class. For example, you might have the students imagine the setup before them as an expedition they are about to embark on. One end of the border represents the trailhead; the other end is the terminus of a successful trip. The goal is to get the blindfolded partner safely from the trailhead to the terminus. All the objects the blindfolded partner will encounter within the "expedition," however, are obstacles to inhibit the safe completion of the trip. These obstacles may be events like bad weather, injuries, food poisoning, snakebites, and so on. Emphasize that if while navigating the trip the blindfolded partner touches any of the objects or other travelers (other students), that person's expedition has been compromised and he or she will need to return to the trailhead and try again as many times as necessary to complete the trip safely. If some pairs finish before others, they should simply wait until all pairs have completed the activity. Students can, however, remove their blindfolds once they are finished. The most important part of the activity is the stipulation that the non-blindfolded partners can never touch their blindfolded partners or enter the expedition (cross over the border) at any point.

You should allow the students up to 15 minutes to complete the activity. If your minefield was set up in a basic geometric shape, you'll find that most students complete the task relatively quickly. Once the students have concluded this part of the activity, they will have completed the first and second phases of Dewey's POI. First, they were given a task to complete—an indeterminate situation. When they understood the parameters of the task, they could ask questions (observe and question) before they began. Upon completion, they have created a determinate situation and entered the third phase of the POI.

Once everyone has completed the first round of the activity, these are some questions you might want to use for discussion:

- What was it like for the blindfolded people to go through the experience without knowing what they were getting into?
- What was it like to guide someone through this activity?
- For both people, what were the challenges? What was easy?
- What led to your success? What caused you to have to start over?
- If you could do the activity again, would you know how to do it better?

The purpose of these questions is to allow students to understand and reflect on the conclusions they have developed (the fourth part of the POI). Here, they form concepts and ideas about the experience they just had. In order to see if the concepts they have developed from this POI are valid and hold true, have the students repeat the experience-with a slight variation-so that they can experience the POI a second time and see if their conclusions stand up.

This is an excerpt from *Teaching Adventure Education Theory: Best Practices*

FOOTBALL RESEARCH

- B. Sports not utilizing the NH Index Plan are the sports of golf, football, unified sports and any sport in which team standings are not kept for seedings purposes.
- Golf and Unified Sports will be awarded one (1) point for a win and zero (0) points for a loss, regardless if the match is played home or away.
 - **Football:** Please refer to By-Law Article XX: Football, Sects. 6, 7 and 8.

Sect. 8: Out-of-State Schools

- A. Out-of-state schools will be aligned in the same manner as New Hampshire schools.
- B. Limitations on out-of-state contests, held by particular sports committees, will remain at the discretion of those committees, within the division minimum and maximum number of games.

Sect. 9: Cooperative Teams (CM 5.2017): The formation of a cooperative team must be consistent with the NHIAA's long standing dedication to fairness and competition. Cooperative teams provide opportunities for students to participate in NHIAA sanctioned sports for the common good of all student-athletes involved in interscholastic athletics. It is understood that cooperative teams are the result of thoughtful, deliberate discussion and decision-making among the leaders of schools and the districts involved. If the school boards, superintendents, school principals, and athletic administrators of the petitioning schools are of one mind that a cooperative proposal is good for their students, schools, and communities, the NHIAA will consider their position. Recognizing that student athlete participation in "individual sports" are afforded opportunities to compete, cooperative agreements for individual sports will not be considered.

PURPOSE: The objective of cooperative teams is to provide educational based athletic opportunities for schools that may not be able to provide those experiences for their students.

The approval of cooperative teams will be consistent with the NHIAA's dedication to fairness in competition. Therefore, schools may apply for the establishment of a cooperative team under the following conditions:

- A. An application shall be filed with the NHIAA no later than the last day to play "the previous year" of the sport of which the cooperative team is being sought. (See Application Guidelines – AD Forms Online)
- The application must provide but not be limited to:
- Funding for the sport
 - Coaches eligibility
 - Transportation arrangements to practices and contests
 - Use of facilities
 - Procedure for dissolution of the agreement by a school
 - Administration of the program
- B. No more than three (3) schools can form a cooperative team.
- C. Each school participating on a cooperative team must be a member of the NHIAA.
- D. The combined 9-12 enrollment of all the schools involved will not exceed the 9-12 enrollment of the largest member high school in New Hampshire.
- E. The name of the cooperative team must include the name of all of the schools involved.
- F. The school boards and the administrations of all of the participating schools must approve the establishment of a cooperative team.
- G. **PROCESS FOR APPROVAL:** Each sport specific committee will make a recommendation regarding the formation of a cooperative team. If endorsed by the sports specific committee, the application is presented to the NHIAA Classification Committee. If approved, the final action on the application will come from the NHIAA's Executive Council.

- H. Upon approval of the cooperative team, the Classification Committee will place the team within a division based upon the combined enrollment of all of the schools involved. If a cooperative team wishes to petition their classification status, they may do so by following By-Law Article IV: Classification, Sect. 4: Petitioning. *Cooperative teams being added in the second year of a classification cycle will be classified solely on their combined enrollment, and afforded the ability to petition during the reclassification cycle.*
- I. The Classification Committee reserves the right to review the status of all cooperative teams.
- J. One (1) school administration (principal and athletic director) shall be designated as the NHIAA liaison for the cooperative team. The eligibility standards (beyond what currently is required by the NHIAA) for a student athlete participating in a cooperative team shall be agreed upon by the administrations involved.
- K. Every cooperative team will acknowledge a NO CUT POLICY on the application form.
- L. Any appeal of decisions regarding cooperative teams follows the same process as outlined in By-Law-Article V: Due Process Procedures.
- M. If the cooperative team application is approved, upon completion of the two (2) year period, the schools may reapply for the continuation of the cooperative team. There shall be no limit to the number of two (2) year periods for which schools can apply for approval of a cooperative team.
- N. Unified Sports: Cooperative team procedures may be waived for the creation of Unified Sports Teams. The NHIAA Executive Director is empowered to grant permission for schools to create and or renew cooperative Unified Sports Teams when such consolidation allows for schools to have Unified Teams who lack a large enough intellectually disabled population of student athletes to be able to meet the minimum requirements to field a team as defined in the Unified Sports By-Law and Policy and Procedures Manual. A school denied approval to establish or renew a cooperative team in Unified Sports by the Executive Director may appeal for approval to the Classification Committee. The decision of the Classification Committee is final and cannot be appealed. Cooperative teams shall be required to submit the renewal information to include the number of athletes and partners at each school. (CM 5.2015)



PORTSMOUTH SCHOOL DEPARTMENT

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

STEPHEN ZADRAVEC
SUPERINTENDENT OF SCHOOLS

GEORGE SHEA
ASSISTANT SUPERINTENDENT

STEPHEN T. BARTLETT
BUSINESS ADMINISTRATOR

October 25, 2017

James Morse, Superintendent
Oyster River Cooperative School District
36 Coe Drive
Durham, NH 03824

Dear Jim:

On behalf of our athletic department, this letter is to express Portsmouth's interest in pursuing an agreement with Oyster River to form a high school cooperative football team. We would welcome any conversation across our athletic departments to pursue that possibility.

Thanks,

Stephen Zdravec

Superintendent of Schools

"THE PURPOSE OF THE PORTSMOUTH SCHOOLS IS TO EDUCATE ALL STUDENTS BY CHALLENGING THEM TO BECOME THINKING, RESPONSIBLE, CONTRIBUTING CITIZENS WHO CONTINUE TO LEARN THROUGHOUT THEIR LIVES."

AN EQUAL OPPORTUNITY EMPLOYER • EQUAL EDUCATIONAL OPPORTUNITIES

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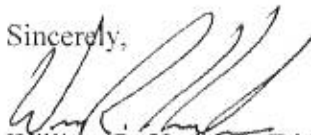
Dr. James Morse
Oyster River School District
36 Coe Dr.
Durham, NH 03824

Dear Jim:

This letter is to confirm action taken by the Dover School Board at the November 13, 2017 School Board meeting. After discussion, the Board authorized Dover School District Athletic Director Peter Wotton to enter discussions with the Oyster River Cooperative School District regarding a potential cooperative football team. Any additional action on this matter would require Dover School Board approval.

Please do not hesitate to contact me if you require additional information.

Sincerely,



William R. Harbron, Ed.D.
Superintendent of Schools

COMMUNICATION PLAN FOR MIDDLE SCHOOL COMPETENCY WORK
School Board Update: Dec 6, 2017

| <i>DATE</i> | <i>PLAN INFORMATION</i> |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 7, 2017 Completed | Competency PLC will meet to plan a variety of communication strategies: <ul style="list-style-type: none"> • Prepare informational video to be shared at Open House • Prepare/refine documents to share with parents to explain competency based learning |
| August 23, 2017 In Progress | New staff will receive training on competency based learning from PLC |
| September 19, 2017 Completed | Middle School Open House: All middle school teams will show the competency video made by the PLC and share FAQ documents with parents in attendance. |
| September Completed | Principal Richard will share the competency video, FAQ documents and answer parental questions on competency based learning at first PTO meeting of the year. |
| September Completed | Video and documents will be prominently placed on the middle school website. |
| October Moved to Nov/Dec | Parent Focus Group for grades 6 and 7. |
| Throughout the year | Principal Richard will share thoughts on competency work, documents to support parent understanding of competencies and the video via "Weekly Updates." |
| November 17, 2017 | First quarter report cards will be published. A parent survey will be sent to all middle school families soliciting feedback on new reporting system along with report card notification. |
| December | A Parent Forum to collect feedback on competency implementation to date will be held. |
| November-December 2017 Survey will be shared with the Board Prior | Survey data and parent forum input will be utilized to make adjustments to communication plan. New FAQ documents will be created to address questions/concerns. |
| January 2018 | Parent focus group for grades 6 and 7 |
| January - March 2018 | Principal Richard will continue to utilize the "Weekly Update" to communicate with families about competencies, and the middle school website will be updated with new competency documents. |
| April 5, 2018 | Third quarter report cards will be published. A second parent survey will be sent to all middle school families soliciting feedback on competency implementation. |
| Mid-April | A Parent Forum to collect feedback on competency implementation will be held. |
| May | Parent focus group for grades 6 and 7 |
| May - June | Implementation plans for 2018-19 will be made and shared with School Board and parent community. |

Weekly Update 11 (11/17/17 (Parent Communication example)

Dear Parents and Guardians,

Quarter one progress reports have been completed in PowerSchool. Please take some time to sit with your child to review the progress they have made this academic year. Here is an information video on how to navigate Powerschool:

<https://youtu.be/pi6lWmNclzU>

If you would like to print a copy of your child's progress report, attached are the directions.

If you have any questions about your child's academic progress, please contact your child's teacher directly via email ([staff directory](#)). If you have an issue logging into PowerSchool, please contact the ORMS office at (603)868-2820.

Jay Richard

Parent Survey Questions for Grades 6&7 (Draft for 12/6/17)

1. Have you looked at your child's progress report for quarter one? Yes/No
2. Was the report informative on your child's progress? Highly informative/Informative/Not Informative/Haven't checked
If not informative, what could improve (comment box)?
3. Have you viewed the video that was sent in the 11/17/17 update to help parents navigate Powerschool? Yes/No
4. Was the video helpful? Highly helpful/ Helpful/Not helpful/Didn't watch
5. How can ORMS improve communication to help parents understand progress reports?

Name _____ Date _____

PowerSchool Check-in & Action Plan (During Bobcat Time or Advisory)

| Class | Do you have a competency that is below "Meets"? Or, any missing work? | What will you do? Circle all that apply. |
|----------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Math | | Email teacher Meet with teacher during Bobcat Stay after school (On Tuesday) Apply feedback and make revisions |
| LA | | Email teacher Meet with teacher during Bobcat Stay after school (On Tuesday) Apply feedback and make revisions |
| Sci | | Email teacher Meet with teacher during Bobcat Stay after school (On Tuesday) Apply feedback and make revisions |
| SS | | Email teacher Meet with teacher during Bobcat Stay after school (On Tuesday) Apply feedback and make revisions |
| WL | | Email teacher Meet with teacher during Bobcat Stay after school (On Tuesday) Apply feedback and make revisions |
| Special (Stem, Art, Health, PE, Music) | | Email teacher Meet with teacher during Bobcat Stay after school (On Tuesday) Apply feedback and make revisions |

Progress Report Grading Scale

Competency based learning is a journey.



the student has met the goal ~ high expectations have been achieved consistently

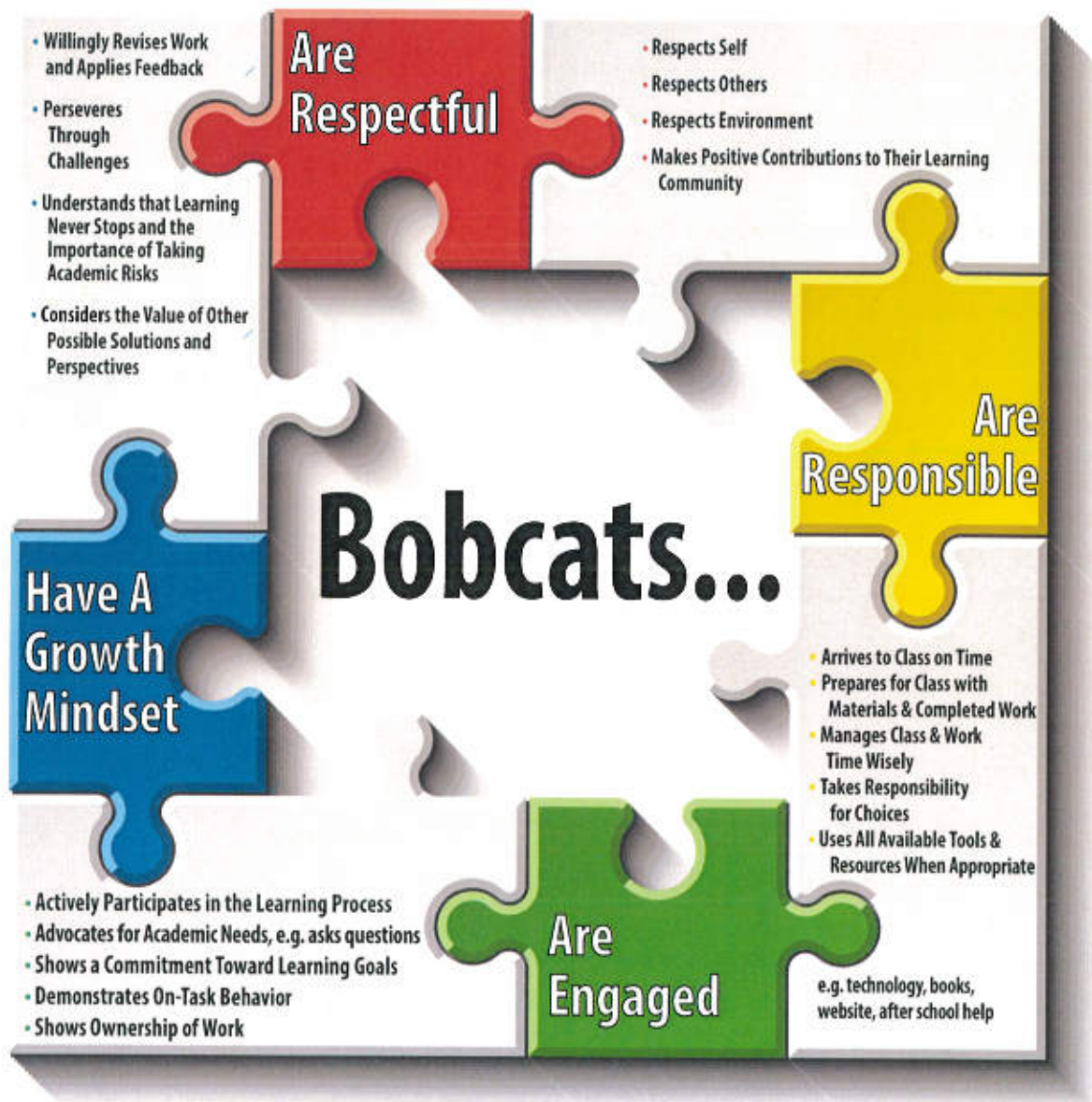
the learning journey is well underway and the goal is in sight

the journey has begun, first steps towards understanding have emerged

the journey has not begun, most likely due to absences or significant lack of practice

Insufficient Evidence

ORMS Habits of Learning will be posted in every classroom



How can you support your student?

Competency based progress reports provide much more data than a traditional report.

When reading the report start with:

- Areas of strength and success
- Areas in need of improvement

Then:

- Make time for a conversation with your student.
- Determine what the next steps are for continued growth. How can you support your student?
- Decide what questions you and/or your student have.

Competency based learning is a **journey**. Our grading scale should be viewed as such.

Meets: The student has met the destination/goal- high expectations achieved consistently

Progressing: The learning journey is well underway and the destination/goal is in sight

Beginning: The journey has begun, first steps toward understanding have emerged

Insufficient Evidence: The journey has not begun, most likely due to absences or significant lack of practice

Student Support Checklist

- Check PowerSchool to monitor your student's progress. Contact the school or teaching team if you are unsure how to access PowerSchool. Have your student check at home as well so each of you can easily access information.
- Understand the grading scale, which is defined above.
- Look at specific competencies and determine what skill(s) are in need of improvement. Competencies with a "P", "B", or "IE" are in need of improvement.
- Talk with your student. Make sure they understand where they have strengths and where they need more practice.
- Students should conference with their teacher and make a plan:
 - Would extra help in or out of school be beneficial?
 - Would utilizing IXL or other school resources lead to better understanding?
 - When and how will they show they understand the material - could they use Bobcat Time or an after school opportunity? Has the teacher already scheduled a time for a reassessment?
- Read quarterly comments. How can that feedback be applied?
- Communicate with your student's teachers if you have any questions.

Frequently Asked Questions about Competency-Based Learning, Grading, and Reporting

What is the purpose of competency-based grading?

Grades should reflect what students know and are able to do. We believe that grades should be transparent, accurate, consistent, meaningful, and should support learning. Grades should reflect what students learn, not what students earn.

What is the goal of competency-based learning?

The primary goal of competency-based learning is to increase transparency for students, parents, teachers and administrators. It no longer averages "the hodgepodge" of accumulated points. Instead, it clearly communicates what each student knows and is able to do according to content standards. Habits of learning are reported separately.

How is feedback different in competency-based learning?

Traditional grading averages all of the work and other subjective factors (extra credit, effort, participation, behavior, homework completion, etc.). Competency-based learning removes these factors and focuses on student learning. Competency-based learning assesses a student's overall work, using the most recent evidence. What this really tells us is what a student has learned, rather than an average of accumulated points.

Why are grades not averaged in competency-based learning?

Students are to be assessed on the content standards in a variety of ways and have multiple opportunities to demonstrate their level of mastery. This allows for a clear picture of current student achievement.

An averaged grade doesn't give an authentic representation of what a student has learned and is currently able to do.

Why do we need this change?

The ORMS mission is to provide a creative and developmentally appropriate learning environment recognizing the educational, social, and emotional needs of every learner. Our goal is that every learner will develop skills needed to become a responsible, lifelong learner who is able to serve the school, community, and/or the world. Competency-based learning supports this mission. It emphasizes the importance of learning over earning points.

What does it mean to "meet" a competency?

In order to meet a competency, a student must be able to demonstrate that she or he can consistently meet the criteria whenever it is assessed. Some competencies address skills and knowledge which may only have to be demonstrated once during a unit. Other competencies may be recursive and address skills which must be assessed multiple times throughout a unit or grading period.

Competencies are typically broken down into a progression of learning goals. Learning goals may gradually build on one another allowing students to demonstrate growth throughout the unit of study. In order to meet a competency, each supporting learning goal should be met at some point. This may happen with a single assessment, or more commonly, with multiple smaller assessments over time.

What if students are struggling to meet a competency?

It is critical to empower students to keep track of their own growth and provide them with multiple opportunities to make progress towards meeting the competency. Through the use of clear rubrics, differentiated instruction, and continuous feedback, all students will be able to demonstrate growth in their learning. When students do not meet a competency they will be given the opportunity to create a plan with their teacher to continue working and take multiple/or alternative assessments. For some students this will mean putting in additional time; during the school day, after school, or at home.

Why do some assessments have more than one grade?

This depends on the number of competencies or learning goals being assessed. If an assessment addresses only one competency, then it may have only one grade. If an assessment addresses multiple competencies, students should receive a separate grade for each competency addressed and this should be indicated on a rubric.

What is the role of homework in determining a student's grade for a class?

Homework will continue to be a part of student life at Oyster River Middle School. At times, students may need to work at home to practice what they have learned at school, to complete assignments and projects, or to prepare for an upcoming lesson. Homework is no longer an exclusive grade. However, it is essential practice work in preparing to meet a competency.

What is the difference between a formative and summative assessment?

Formative assessments are used regularly throughout a unit to guide instruction and to give important feedback for student growth and learning. Summative assessments are used at the end of a unit to evaluate student learning.

How are high achieving students challenged within a competency based system?

All students are challenged to reach their full potential. When a student "meets" a competency, it means they have achieved high expectations and have demonstrated deep learning. Differentiation provides appropriate levels of rigor through assignment extensions, enrichment activities or activity modifications.

What is the difference between a standard and a competency?

A standard is a specific learning target developed at the state or national level. Math and Language arts use Common Core State Standards, science uses Next Generation Standards, and social studies uses College, Career, and Civic Life (C3). A competency is an overarching theme that includes multiple standards which are thoughtfully connected.

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT THE
STATE OF NEW HAMPSHIRE
2018
SCHOOL WARRANT**

To the Inhabitants of the Oyster River Cooperative School District of Durham, Lee, and Madbury qualified to vote upon District affairs:

You are hereby notified to meet at the Oyster River High School in said district on the 6th day of February 2018, at 7:00 o'clock in the evening for Session I of the Annual School District Meeting for discussion of Articles 3 through 5 and for any amendments thereto. Warrant articles whose wording is prescribed by law shall not be amended and no warrant article shall be amended to eliminate the subject matter of the article at Session I.

Official ballot voting for school district officers (articles 1 and 2) and on articles 3-5 will occur at town polling locations on Tuesday, March 13, 2018:

| | | |
|-----------------|--------------------------|---------------------|
| Town of Durham | Oyster River High School | 7:00 am to 7:00 pm |
| Town of Lee | Lee Safety Complex | 7:00 am to 7:00 pm |
| Town of Madbury | Madbury Town Hall | 11:00 am to 7:30 pm |

ARTICLE 1: To choose a Moderator for the coming year.

ARTICLE 2: To choose three School Board members one each for Durham, Lee and Madbury for the ensuing three years.

ARTICLE 3: Shall the District raise and appropriate as an operating budget, not including appropriations by special warrant article and other appropriations voted separately, the amount set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$xx,xxx,xxx. Should this article be defeated, the operating budget shall be \$ xx,xxx,xxx (Default Budget) which is the same as last year with certain adjustments required by previous action of the District or by law; or the District may hold one special meeting in accordance with RSA 40:13, X, and XVI to take up the issue of the revised operating budget only. *The School Board recommends this appropriation. (Majority vote required)*

Note:

Fund 10 = \$ xx,xxx,xxx (regular operating budget); Fund 21 = \$ xxx,xxx (expenditures from food service revenues); Fund 22 = \$ xxx,xxx (expenditures from federal/special revenues); Fund 23 = \$ xx,xxx (expenditures from pass through funds).

ARTICLE 4: Shall the District vote to approve within the provisions of New Hampshire RSA 273-A:3 the cost items included in the collective bargaining agreement reached between the Oyster River Bus Drivers Association and the Oyster River School Board which calls for the following increases in salaries and benefits at the current staffing levels:

| | |
|-----------|------------|
| 2018-2019 | \$ xxx,xxx |
| 2019-2020 | \$ xxx,xxx |
| 2020-2021 | \$ xxx,xxx |

and further to raise and appropriate the sum of \$ xxx,xxx for the 2018-2019 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits required by the new agreement over those that would be paid at current staffing levels? *The School Board recommends this appropriation. (Majority vote required)*

ARTICLE 5: Shall the District vote to approve within the provisions of New Hampshire RSA 273-A:3 the cost items included in the collective bargaining agreement reached between the Oyster River Paraeducators and Support Staff and the Oyster River School Board which calls for the following increases in salaries and benefits at the current staffing levels:

| | |
|-----------|------------|
| 2018-2019 | \$ xxx,xxx |
| 2019-2020 | \$ xxx,xxx |
| 2020-2021 | \$ xxx,xxx |

and further to raise and appropriate the sum of \$ xxx,xxx for the 2018-2019 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits required by the new agreement over those that would be paid at current staffing levels? *The School Board recommends this appropriation. (Majority vote required)*

Given under our hands at said Durham NH this _____ day of January 2018:

Thomas Newkirk, Chairperson

Denise Day, Vice-chair

Kenneth Rotner

Brian Cisneros

Daniel Klein

Allan Howland

Michael Williams

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

SCHOOL CALENDAR

DRAFT

2018-2019

DRAFT

Approved by School Board:

Deliberative Session: February 5, 2019*

Voting Day: March 12, 2019*

*Subject to Change

AUGUST/
SEPTEMBER 2018

S(22)
T(24)

| M | T | W | Th | F |
|-----------|-----------|----|----|----|
| | | △ | 30 | 31 |
| TW | TW | | | |
| X | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

OCTOBER 2018

S(21)
T(22)

| M | T | W | Th | F |
|----|----|----|----|-----------|
| 1 | 2 | 3 | 4 | TW |
| X | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

NOVEMBER 2018

S(17)
T(18)

| M | T | W | Th | F |
|----|-----------|----|----|----|
| | | | 1 | *2 |
| 5 | TW | 7 | 8 | 9 |
| X | 13 | 14 | 15 | 16 |
| 19 | 20 | X | X | X |
| 26 | 27 | 28 | 29 | 30 |

DECEMBER 2018

S(15)
T(15)

| M | T | W | Th | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| X | X | X | X | X |

JANUARY 2019

S(20)
T(21)

| M | T | W | Th | F |
|-----------|----|----|-----|----|
| X | X | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| X | 15 | 16 | 17 | 18 |
| TW | 22 | 23 | *24 | 25 |
| 28 | 29 | 30 | 31 | |

8/27 & 8/28..... Teacher Workshop Days
 8/29..... 1st Day for All Students
 9/3..... Labor Day Observance
 9/4..... 1st Day Preschool

10/5..... Teacher Workshop -
 (Parent/Teacher Conference Gr K-5)
 10/8..... Columbus Day

11/6..... Teacher Workshop (Flexion Day)
 11/12..... Veterans' Day
 11/21 - 11/23..... Thanksgiving Recess

12/24 - 1/1..... Holiday Recess

1/14..... Martin Luther King Day
 1/21..... Teacher Workshop

2/25 - 3/1..... Winter Recess

3/22..... Teacher Workshop

4/22 - 4/26..... Spring Recess

5/24..... Teacher Workshop
 5/27..... Memorial Day

TBD..... ORHS Graduation
 6/21..... With 5 Built In - Snow Days

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

TW Teacher District Workshop Days
(no school for students)

X School Closed - Holiday/Vacation

* End of Quarter

SD Snow Days (5 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.

FEBRUARY 2019

| 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 | |

S(16)
T(16)

MARCH 2019

| M | T | W | Th | F |
|----|----|----|----|-----------|
| | | | | X |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | TW |
| 25 | 26 | 27 | 28 | 29 |

S(19)
T(20)

APRIL 2019

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | *5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| X | X | X | X | X |
| 29 | 30 | | | |

S(17)
T(17)

MAY 2019

| M | T | W | Th | F |
|----|----|----|----|-----------|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | TW |
| X | 28 | 29 | 30 | 31 |

S(21)
T(22)

JUNE 2019

| M | T | W | Th | F |
|-----------|-----------|-----------|-----------|-------------|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| SD | SD | SD | SD | SD/△ |

S(10)
T(10)

178 Student Days

185 Teacher Days

Policies for
First/Second Read/Adoption/Deletion
**SB Meeting of
December 6, 2017**

| Title | Code |
|-----------------------------------------------------|------|
| Policies for First Read | |
| | |
| | |
| Policies for Second Read/Adoption | |
| Nondiscrimination/Equal Opportunity | AC |
| Bullying/Cyberbullying | JICK |
| Emergency Care and First Aid | JLCE |
| Background Investigation and Criminal Records Check | GBCD |
| | |
| Policies for Deletion | |
| | |

As a reference the November 8, 2017 policy minutes are attached to this packet.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: AC |
| Date of Adoption: February 13, 2009 Review School Board First Read: March 13, 2013 School Board Second Read/Adoption: April 3, 2013 Returned to Policy for Review: 10/11/17 and 11/08/17 School Board First Read: November 15, 2017 School Board Second Read/Adoption: December 6, 2017 | Page 1 of 42 Category: Recommended |

NONDISCRIMINATION/EQUAL OPPORTUNITY

~~Discrimination against and harassment of Oyster River Cooperative school employees because of age, sex, race, creed, color, marital status, familial status, physical or mental disability, genetic information, national origin or sexual orientation are prohibited. Discrimination against and harassment of students because of sex, race, creed, color, age, marital status, familial status, physical or mental disability, national origin or sexual orientation are prohibited.~~

The Oyster River School District does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its employment, programs and activities. The School District does not tolerate discrimination, harassment or retaliation on these bases and takes steps to insure students, employees and third parties are not subject to any discrimination or harassment in District programs or activities. The Board directs the school administration to implement a continuing program designed to prevent discrimination against all.

~~The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and individuals with disabilities having access rights to school premises and activities.~~ The District will designate a Nondiscrimination Officer who will be responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination. The Nondiscrimination Officer will be a person with direct access to the Superintendent.

The Board directs the administration to implement internal complaint procedures for resolving complaints of discrimination under this policy and to provide adequate notice of the availability of such complaint procedures.

The Board directs the administration to provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

The District will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws pertaining to contract compliance.

The Oyster River School District will respond promptly and effectively to allegations of discrimination, harassment, and retaliation. It will promptly conduct investigations and takes appropriate action, including, but not limited to, disciplinary action, against individuals found to have violated its policies, as well as providing appropriate remedies to complaints and the Oyster River community.

Legal Reference: Equal Employment Opportunities Act of 1972 (P.L. 92-261 amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (P.L. 88-352)
Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)
Equal Pay Act of 1963 (29 U.S.C. § 206)
Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.); 34 CFR § 104.7, as amended
Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended

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|---------------------------------------------------------------------|---------------------------------------|
| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: AC |
| Date of Adoption: February 13, 2009 | Page 2 of 2 |
| Review School Board First Read: March 13, 2013 | Category: Recommended |
| School Board Second Read/Adoption: April 3, 2013 | |
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Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)
 NH RSA 186:11; 354-A:7
 NH Code Admin. R. Ed. 303.01(i)

Cross Reference: JBAA- Harassment and Sexual Harassment of Students
 JBAA-R – Student Discrimination and Harassment Complaint Procedure
 GBAA - Harassment and Sexual Harassment of School Employees
 GBAA-R – Employee Discrimination and Harassment Complaint
 Procedure
[JICK – Bullying and Cyberbullying Pupil Safety and Violence Prevention](#)
[JICK-R – Bullying/Cyberbullying Reporting Form](#)
[JICK-R1 – Bullying Investigation Form](#)

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|---------------------------------------------------------------------|--------------------|
| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: JICK |
| Policy Committee Review: May 11, 2016 | Page 1 of 7 |
| Legal Clarification Version | Category: Priority |
| School Board First Read: May 18, 2016 | |
| School Board Second Read/Adoption: June 1, 2016 | |
| Policy Committee Review: November 8, 2017 | |
| School Board First Read: November 15, 2017 | |
| School Board Second Read/Adoption: December 6, 2017 | |

BULLYING AND CYBERBULLYING
PUPIL SAFETY AND VIOLENCE PREVENTION

I. GENERAL STATEMENT OF POLICY

It is the policy of the Oyster River Cooperative School District that its students have an educational setting that is safe, secure, peaceful, and free from student harassment, also known as bullying or cyberbullying. The School District will not tolerate unlawful harassment of any type and conduct that constitutes bullying or cyberbullying as defined herein is prohibited. Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying is prohibited. All students are protected regardless of their status under the law. Any person violating this Policy may be subject to disciplinary action up to and including expulsion. Each building Principal is responsible for the implementation of this Policy.

II. BULLYING AND CYBERBULLYING DEFINED

1. "Bullying" is a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:

- (a) physically harms a student or damages the student's property;
- (b) causes emotional distress to a student. For the purposes of this policy, the term "emotional distress" means distress that ~~materially~~ impairs the student's participation in academic or other school-sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;
- (c) interferes with a student's educational opportunities;
- (d) creates a hostile educational environment; or
- (e) substantially disrupts the orderly operation of the school.

"Bullying" includes actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. "Cyberbullying" is any conduct defined in paragraph 1 of this Section undertaken through the use of electronic devices which include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites. Cyberbullying includes, but is not limited to, the following actions: harassing, teasing, intimidation, threatening, stalking or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or web site postings, including blogs or other use of technology.

3. Bullying or cyberbullying occurs when an action or communication defined in paragraphs 1 or 2 of this Section:

| | |
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| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: JICK |
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(a) occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or

(b) occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school sponsored activity or event.

4. "Parent" means parent, parents, or legal guardians.

5. "Perpetrator" is a student who engages in bullying or cyberbullying.

6. "School property" is all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

7. "Victim" is a student against whom bullying or cyberbullying has been perpetrated.

8. Bullying in violation of this Policy need not rise to the level of unlawful harassment under Title IX of the Education Acts of 1972, the Americans With Disabilities Act, Title VI, or the Rehabilitation Act of 1974.

III. REPORTING PROCEDURE

1. Any student who believes he/she has been a victim of bullying or cyberbullying shall report the alleged act to the building Principal. If a student is more comfortable reporting the alleged act to a person other than the building Principal, the student may contact any School District employee. The School District will respect the confidentiality of the victim and the perpetrator(s) as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of alleged bullying and cyberbullying and to take appropriate remedial disciplinary action when such conduct has been substantiated. However, no disciplinary action can be taken against a perpetrator solely on the basis of a confidential report.

2. Any school employee, volunteer, or employee of a company under contract with the school or School District, who has witnessed or has reliable information that a student has been subjected to bullying or cyberbullying shall report the incident to the student's Principal. "Reliable information" shall include a parent's or student's claim that a student is the victim of bullying or cyberbullying.

3. All reports must be documented on the School District's Bullying/Cyberbullying Reporting Form. The victim or reporter shall provide copies of documents relating to the bullying or cyberbullying and/or save those documents so that the documents can be provided to the investigator. If a victim or reporter is either unwilling or unable to complete the School District's Bullying/Cyberbullying Reporting Form, the school employee who receives the oral report will promptly fill out the School District's Bullying/Cyberbullying Reporting Form, using, to the extent practicable, the reporter's or victim's own words to describe the alleged bullying or cyberbullying.

4. Upon receipt of a report of bullying or cyberbullying, the Principal shall within twenty-four (24) hours forward a written report to the Superintendent of the incident and the Principal or his/her designee's response to the initial report.

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|---------------------------------------------------------------------|------------------------------------|
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5. The Principal shall by telephone and in writing by first-class mail, notify the parent of the victim and perpetrator within forty-eight (48) hours of receiving the School District's Bullying/Cyberbullying Reporting Form that a report of alleged bullying or cyberbullying was received and is being investigated in accordance with this Policy. The content of the notice shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

6. The Superintendent may, within the forty-eight (48) hour time period in paragraph 5 of this Section, grant the Principal a written waiver from the notification requirement if the Superintendent deems such waiver to be in the best interest of the victim or perpetrator. The waiver shall not negate the school's responsibilities to comply with the remainder of this Policy.

87. The Principal or his/her designee shall notify the Superintendent of all substantiated instances of bullying or cyberbullying. The Superintendent shall report to the School Board all substantiated instances of bullying and cyberbullying.

98. Within ten (10) school days of completion of the investigation, the Principal shall notify the parents of the victim and perpetrator of the school's remedial action. In accordance with FERPA, the School District may not disclose to the parents of victims the educational records of perpetrators which include but are not limited to the discipline and remedial action assigned to the perpetrators.

IV. INVESTIGATION AND REMEDIAL ACTION

1. The Principal or his/her designee shall begin an investigation of the alleged acts of bullying or cyberbullying within five (5) school days of receiving the School District's Bullying/Cyberbullying Reporting Form. The goal of an investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations, to determine whether bullying or cyberbullying occurred, and to identify the student(s) responsible for the acts. These procedures are intended to protect the rights of a victim and perpetrator.

(a) The alleged perpetrator(s) will be provided the opportunity to be heard as part of the investigation.

(b) Privacy rights of all parties shall be maintained in accordance with applicable laws.

(c) The building principal/assistant principal shall keep a written record of the investigation process.

(d) The building principal/assistant principal may take interim remedial measures to reduce the risk of further bullying/cyberbullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.

(e) The building principal/assistant principal shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.

(f) Consistent with applicable law, students may not be required to disclose or provide to the District the student's user name, password or other authenticating information to a student's personal social media account. However, District investigators may request a student or a student's

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parent/guardian voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing investigation.

2. The Principal or his/her designee will complete the investigation within seven (7) school days after the Principal receives the School District's Bullying/Cyberbullying Reporting Form, except in cases where the Superintendent grants a written extension. The Superintendent, if necessary, may grant an extension of the time period for the completion of the investigation for up to an additional seven (7) school days. The Superintendent shall notify all parties in writing of the granting of an extension. The Principal or his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

3. To end bullying or cyberbullying and prevent its recurrence, the Principal or his/her designee will take such disciplinary action deemed necessary and appropriate, including but not limited to detention, in-house suspension, out-of-school suspension or referral to the Superintendent to consider long-term suspension or expulsion, and/or referral to law enforcement. Any discipline imposed will be in accordance with and consistent with the School Board's policies on student discipline.

4. Administrators have the discretion within the requirements of district policies on student discipline, to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student's willingness to cooperate in the investigation and correct behavior; and the student's prior disciplinary record.

5. Besides initiating disciplinary action, the Principal or his/her designee may also take other remedial action deemed necessary and appropriate to end bullying or cyberbullying and prevent its recurrence including but not limited to requiring participation in peer mentoring, or other life skills groups; reassigning student's classes, lunch periods or transportation; and/or offering appropriate assistance to the victim or perpetrator.

6. At the time a bullying or cyberbullying report is made, the Principal or his/her designee in consultation with the Superintendent, shall develop a strategy to protect all students from any kind of retaliation.

7. The Principal or his/her designee must document his/her investigation results in a written report. The investigation report shall include documentation of the statements/interviews of the victim, perpetrator, and witnesses. Copies of any documents or other evidence (e.g., electronic communications) obtained during the investigation shall be attached to the report. The Principal or his/her designee's investigation report shall also include the Principal or his/her designee's findings of whether the report of bullying or cyberbullying was substantiated and the reasons why the report was or was not substantiated. If the report is substantiated, the Principal or his/her designee shall include in the investigation report recommendations for remediating the bullying or cyberbullying and shall, when appropriate, recommend a strategy to protect students

from retaliation. If the report is not substantiated as bullying or cyberbullying but the conduct violates school rules or policies, the Principal or his/her designee shall specify the school rules or policies violated and make appropriate recommendations to address the violations.

8. ~~The Principal or his/her designee shall notify the Superintendent of all substantiated instances of bullying or cyberbullying. The Superintendent shall report to the School Board all substantiated instances of bullying and cyberbullying.~~

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| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: <u>JICK</u> |
| <u>Policy Committee Review: May 11, 2016</u> <u>Legal Clarification Version</u> <u>School Board First Read: May 18, 2016</u> <u>School Board Second Read/Adoption: June 1, 2016</u> <u>Policy Committee Review: November 8, 2017</u> <u>School Board First Read: November 15, 2017</u> <u>School Board Second Read/Adoption: December 6, 2017</u> | <u>Page 5 of 7</u> <u>Category: Priority</u> |

9. ~~Within ten (10) school days of completion of the investigation, the Principal shall notify the parents of the victim and perpetrator of the school's remedial action. In accordance with FERPA, the School District may not disclose to the parents of victims the educational records of perpetrators which include but are not limited to the discipline and remedial action assigned to the perpetrators.~~

108. Since bullying or cyberbullying may begin again after several weeks or months have lapsed, the perpetrator in substantiated cases should be closely supervised. The victim should be encouraged to report any new problems to the Principal or his/her designee. The Principal or his/her designee should interview the victim regularly to make sure that there is no recurrence of bullying, cyberbullying, or retaliation. The Principal or his/her designee shall document all follow-up with the victim.

V. FILE RETENTION

The Principal will maintain in a separate confidential file the original completed School District's Bullying/Cyberbullying Reporting Form, investigatory interview notes and reports, findings made, the investigation report, including any decision for action, and other relevant investigatory materials, and maintain a copy of the file in the perpetrator's education record. The Principal shall also provide a copy of the file to the Superintendent.

VI. APPEAL

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the perpetrator and victim shall have the right to appeal the Principal or his/her designee's decision regarding their student to the Superintendent in writing within five (5) school days. The Superintendent shall review the Principal or his/her designee's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, then the aggrieved party may file a written request for review by the School Board within ten (10) school days of the Superintendent's decision. The appeal shall state in writing why the appealing party is aggrieved, and the specific relief they are requesting.

2. The procedures in RSA 193:13, Ed 317, and the School District's discipline policies establish the due process and appeal rights for students disciplined for acts of bullying, cyberbullying, or retaliation.

VII. RETALIATION OR FALSE ACCUSATIONS

No person shall retaliate or make false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying. The School District will discipline any individual who retaliates or makes a false accusation or encourages others to retaliate or make a false accusation against a victim, witness, or anyone else who in good

faith provides information, testifies, assists, or participates in an investigation, proceeding or hearing relating to an act of bullying or cyberbullying.

If a complaint or report is not made in good faith, the School District will take such disciplinary action deemed necessary and appropriate including but not limited to suspension, expulsion, or dismissal.

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VIII. POLICY NOTIFICATION/DISSEMINATION

1. Copies of this Policy shall be given to all employees, students and parents annually by publishing in the applicable handbook. Whenever new School District employees or students begin during the school year, they shall receive a copy of the appropriate handbook before commencing work or school attendance. The Superintendent or his/her designee shall also make all volunteers, and contractors who have contact with students and chartered public schools aware of this Policy.

2. The School District will post this Policy and a summary of the Policy on the School District's website and conspicuously in each school building in areas easily accessible to students and staff.

IX. TRAINING OF STAFF AND EDUCATING PARENTS AND STUDENTS

1. The School Administration shall develop age-appropriate methods of discussing the meaning, substance, and application of this Policy with parents and students in order to minimize the occurrence of bullying and cyberbullying and to identify, respond to, and report incidents of bullying or cyberbullying. In support of this policy, the Board promotes preventative educational measures to promote greater awareness of aggressive behavior, including bullying.

2. The School Administration shall provide training annually for employees, school volunteers, and contractors who have contact with students for the purpose of preventing, identifying, responding to, reporting incidents of bullying or cyberbullying, and implementing this Policy.

X. RECORDINGS IN STUDENT DISCIPLINE MATTERS

1. Recordings on School Buses. Pursuant to RSA 570-A:2, notice is hereby given that the School Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. A sign informing the occupants of school buses that such recordings may occur shall be posted on all buses.

2. Use of Recordings. The District reserves the right to use audio/video on buses and video recording devices on District property to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policy ECAF.

In the event a recording is used as part of a student discipline proceeding, such recording may become part of a student's education record. If a recording does become part of a student's educational record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion in the event of such an occurrence.

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| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: <u>JICK</u> |
| Policy Committee Review: May 11, 2016 | Page 7 of 7 |
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| Policy Committee Review: November 8, 2017 | |
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| School Board Second Read/Adoption: December 6, 2017 | |

XI. BULLYING AS ABUSE AND CRIMINAL CONDUCT

Under certain circumstances (e.g., physical harm/touching, or damage to property) bullying or cyberbullying may constitute a violation of the Safe School Zones Act or abuse under RSA 169-C, the Child Abuse Reporting Act. In such situations, employees, volunteers and contractors shall comply with provisions of the School District's Policy concerning the Safe School Zones Act and the law which in part requires reporting to the Principal and requires the Principal to file a written report with the police within 48 hours and to notify the victim's parents/guardian that a report has been filed.

XII. SEXUAL HARASSMENT

Bullying or cyberbullying may constitute sexual harassment in which case it shall be subject to and be handled in accordance with the School District's Sexual Harassment and Sexual Violence Policy, not this Policy.

XIII. ANNUAL REPORT

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

XIV. IMMUNITY

A School Administrative Unit employee, School District employee, school volunteer, student, parent, legal guardian, or employee of a company under contract to the School District, School Administrative Unit, or chartered public school, shall be immune from civil liability for good faith conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under RSA 193-F.

Cross Reference:

JRB: Confidential Student Information

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: JLCE |
| DRAFT to Policy Committee: May 9, 2011 School Board First Read: March 5, 2014 School Board Second Read/Adoption: April 2, 2014 Policy Committee Review: November 8, 2017 School Board First Read: November 15, 2017 School Board Second Read/Adoption: December 6, 2017 | Page 1 of 1 Category: Priority |

EMERGENCY CARE AND FIRST AID

The Oyster River Cooperative School Superintendent, in consultation with school health personnel, will ensure that procedures are implemented in the schools to provide for emergency care and first aid for students, school staff and visitors who are injured or become ill at school.

Appropriate staff will receive an orientation regarding the District's emergency care and first aid procedures, and each school will have designated staff who have received first aid and CPR training. Emergency cards will be maintained for all students.

Minor injuries and illnesses should be referred to the school nurse or other designated school staff for treatment. Treatment will be provided within the school in accordance with applicable laws and Board policies. In the event of a serious injury or illness, the individual may be transported to ~~his/her physician or a~~ health facility, ~~depending upon the particular circumstances.~~

Parents will be informed when their child is injured or becomes ill at school, and appropriate records will be kept by the school nurse.

Authorization:

~~In case of medical emergency, in the event that I/we cannot be reached, I/we authorize the Oyster River School District, its agents, employees, and other officers to procure and consent to any medical examination, diagnostic process or course of treatment, including transportation and hospital care, to be rendered to my/our child by or under that supervision of any duly licensed health care provider.~~

~~An accident report must be completed for all serious injuries.~~

Legal References:

RSA 200:40; 200-40-a,
NH Code of Admin. R. 306.04(a)(19); 306.12(b)

Cross Reference:

JLCD – Administering Medications to Students

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| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: GBCD |
| Date of Adoption: January 3, 2007 Policy Committee Review: June 11, 2014 & June 8, 2016 Attorney review and revisions to Policy 9/14/16 School Board First Read: October 19, 2016 Back to Policy Committee: October 26, 2016 & 11/8/17 School Board: First Read: November 15, 2017 School Board Second Read/Adoption: December 6, 2017 | Page 1 of 3 Category: Priority |

[Background Investigation and Criminal Records Check](#)

Background Investigation

The [Oyster River Cooperative School District](#) Superintendent, or his/her designee, shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the District. This investigation shall be completed prior to making an offer of employment.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

As part of the application process, each applicant for a position shall be asked whether he/she has ever been convicted of any crime **that has not been annulled by a court** and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions **that have not been annulled by a court** or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Any person for whom the Board requires a Criminal Records Check, [with the exception of substitutes, the District](#) shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Check, unless otherwise determined by the Board.

Criminal Records Check

Each person considered for employment by the Board whose duties require regular contact with pupils must submit to a State and FBI Criminal Records Check.

"Persons regularly in contact with students" means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons whom the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the State and FBI Criminal Records Check.

Volunteers

~~Designated~~ Volunteers are subject to a background investigation/criminal records check and the provisions of this policy. ~~"Designated Volunteers" are defined and so designated pursuant to Policy IJOC.—Volunteers not categorized as "Designated Volunteers" per Policy IJOC will not be subject to a background investigation or criminal records check.~~

Conditional Employment

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the State and FBI Criminal Records Check.

No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent, or his/her designee, has initiated the formal State and FBI Criminal Records Check process and has completed a background investigation.

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| Date of Adoption: January 3, 2007 Policy Committee Review: June 11, 2014 Attorney review and revision to policy 9/14/16 School Board First Read: October 19, 2016 Back to Policy Committee: October 26, 2016 & 11/8/17 School Board Second Read/Adoption: December 6, 2017 | Page 2 of 3 |

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely conditioned upon the completion of a Criminal Records Check which is satisfactory to the District.

All persons employed under a conditional offer of employment may be covered under the District's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this Policy.

Contract Services

Any person performing contracted services and employees of the contractor whose duties require regular contact with students (e.g., bus drivers, service providers, cafeteria workers) or are designated by the Superintendent or School Board shall be subject to the State and FBI Criminal Records Check.

Final Offer of Employment

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of the following offenses, as referenced in RSA 189:13-a, V: murder; child pornography; aggravated felonious sexual assault; felonious sexual assault; **sexual assault**; kidnapping; manufacturing, selling, administering, dispensing or distributing any controlled substance(s) on school property; or sexual misconduct within an education setting; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States, or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed above, a person may be denied a final offer of employment if he/she has charges pending or has been convicted of any **felony crime**. ~~s~~Such determination will be made by the **Board Superintendent**, on a case by case basis.

~~The Superintendent, or designee, will transmit this policy to the State Police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.~~

~~When the District receives a notification of a felony conviction from the State Police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person within twenty-four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.~~

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

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Considerations that will be taken into account for this determination are as follows:

- The nature of the arrest offense compared to the nature of the conviction;**
- Age of conviction;**
- Age of applicant at the time of the offense;**
- Type of offense in consideration of the type of position applied for;**
- Number of offenses;**
- Any other consideration(s) the superintendent deems relevant to the position sought.**

Hiring Contracted Service Providers/Accepting Volunteers

The School District will not hire contracted service providers or accept the services of volunteers who would be disqualified from employment under this Policy.

Additional Criminal Records Checks

The Superintendent and/or the Board may require a Criminal Records Check of any employee at any time.

Legal Reference:

RSA 189:13-a, School Employee and Designated Volunteer Criminal History Records Check
RSA 651:5,X(f) Questioning an applicant for employment

Cross Reference:

IJOC -R, R1 School Volunteers, Application Form, Confidential Form

Policy Committee Meeting Minutes

Wednesday, November 8, 2017@ 3:30 PM

Attendees: Kenny Rotner, Denise Day, Tom Newkirk, James Morse, Wendy DiFruscio

Visitors: Ben and Grace Caudill

Denise called the meeting to order at 3:30 PM.

Denise opened the meeting by inviting the visitors, Ben and Grace Caudill to speak regarding the nondiscrimination policy that is up for review. Discussion surrounding having a specific policy pertaining to racism and whether the District has a copy of the Coalition's policy that was available at the Forum. Questions and clarification given on what the strike outs and different color fonts were in the policy. Lengthy discussion between the parties. Jim stated that he believes that we can find a common ground, and with the Board's permission, make an addendum to both the nondiscrimination and bullying policy that would be more specific in terms of race. Ben and Grace thanked the committee for inviting them and left the meeting at 4:00 PM.

Policy AC - Nondiscrimination/Equal Opportunity - minor changes were made to the policy and is ready for a first read.

Policy JICK - Bullying and Cyberbullying Pupil Safety and Violence Prevention - This policy was brought forward again as it was reviewed by legal counsel. It was determined that the existing policy was up to date and a minor revision of moving one section of the policy under another heading within the policy was completed. Questions were asked, and a discussion ensued with the result of sending this policy for a first read.

Policy JLCE - Emergency Care and First Aid - This policy was reviewed. Language was updated in the third paragraph and the authorization section was removed and will be turned into a procedure for this policy. This is ready for a first read.

Policy GBCD - Background Investigation and Criminal Records Check - This policy has been reviewed by legal counsel on two separate occurrences with the changes depicted in blue and green. Jim explained the newest changes were due to a change in the law. Policy member asked a clarifying question which was answered. This policy will go for a first read.

Policy IJOC - School Volunteers - The existing version, NHSBA version and the October 26, 2016 version were reviewed. A lengthy discussion resulted in this policy being placed on hold until verification of the current practice and legal clarification is obtained.

Meeting ended at 4:40 PM - Next meeting December 13, 2017.

Respectfully submitted,
Wendy L. DiFruscio