

Oyster River Cooperative School District
REGULAR MEETING

June 3, 2015

MIDDLE SCHOOL - LIBRARY

6:30 PM

- o. CALL TO ORDER (6:30 PM)**
- I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING**
- II. PUBLIC COMMENTS**
- III. APPROVAL OF MINUTES**
 - Motion to approve: 5/14/15 workshop minute & 5/20/15 regular meeting minutes.
- IV. ANNOUNCEMENTS AND COMMENDATIONS**
 - A. District**
 - B. Board**
 - Acknowledgement of the list of middle & high school staff retiring June 2015.
- V. DISTRICT REPORTS**
 - A. Assistant Superintendent/Curriculum & Instruction Report(s)**
 - Eureka Math presentation
 - B. Superintendent's Report**
 - Teacher Absenteeism with Guild Leadership
 - Smarter Balanced Testing Opt out vs. Refusal
 - C. Business Administrator**
 - Budget Process Calendar
 - D. Student Senate Report**
 - E. Other:**
 - Teacher Evaluations: Todd Allen and committee
- VI. DISCUSSION ITEMS**
 - Board goal #3 for 2015– 2016
- VII. ACTIONS**
 - A. Superintendent Actions**
 - B. Board Action Items**
 - Motion to approve Budget Process Calendar
 - Motion to approve Teacher Evaluation System
 - Motion to approve Board goal #3 for 2015-16.
 - Motion to approve ORMS Science Teacher
 - Motion to approve Mast Way Library Media Specialist.
 - Motion to approve Moharimet Grade 1 Teacher
 - Motion to approve list of policies.
- VIII. SCHOOL BOARD COMMITTEE UPDATES**
- IX. PUBLIC COMMENTS**
- X. CLOSING ACTIONS**
 - A. Future meeting dates:** 6/17/15 Regular, 7/1/15 Manifest (5:30 PM)
- XI. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}**
NON-MEETING SESSION: RSA 91-A:2 I {If Needed}
- XII. 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). The comment section of the agenda should not exceed three (3) minutes. Occasionally, the Board may "suspend its rules" to allow visitor participation at the time an issue of specific interest is being addressed.

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:

- | | |
|------------------|----------------------------|
| • Thomas Newkirk | Term on Board: 2013 - 2016 |
| • Kenneth Rotner | Term on Board: 2013 - 2016 |
| • Sarah Farwell | Term on Board: 2014 - 2017 |
| • Denise Day | Term on Board: 2014 - 2017 |
| • Allan Howland | Term on Board: 2015- 2018 |
| • Maria S. Barth | 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.

Oyster River Cooperative School District
School Board Workshop Meeting Minutes - Draft
May 14, 2015
Oyster River High School C120

Administrators Present:

Dr. James Morse, Superintendent
William Sullivan, Asst. Principal - OMS

Steve Blatt, Architect

School Board Member Present:

Tom Newkirk, Al Howland, Kenneth Rotner, Sarah Farwell, Denise Day, Maria Barth,
Daniel Klein

Meeting was called to order at 7:00 PM – Declared quorum.

Tom explained that this meeting was to prepare us for the May 20th School Board meeting pertaining to School Board Goals, both the current and proposed, and a status update on the middle school.

Steve Blatt, Architect provided the Board with a presentation to update them on their work with the staff, community members and Jim Rozycki, Facilities Director. Steve stated the middle school is in the aggregate the oldest, most added-on-to, and most tired of your inventory of facilities. Steve also stated that 9 additions have been added to the existing middle school building from 1925 – 1996.

A review of the 2011 Facilities and Program Analysis done by Davis Goudreau Architects was used as a resource. Through this report Goudreau documented that:

- *Scope and projected cost of repairs and/or replacement to systems; the building envelope, including doors, windows, insulation and roofing are all obsolete and inefficient.*
- *Configuration of the building has evolved to the point where it has become sprawling (1,500' of corridor, 60,000 s.f. of roof) and not supportive of general accepted middle school concepts....*
- *From programmatic, physical plant, and site configuration perspectives, we feel that the existing building should not be further expanded nor modified in a piecemeal manner.*

Steve Blatt noted that the 1,500' of corridor which has 60,000 square feet of roof is where heat leaves especially in an old building. It is noisy and also used as space for teaching music.

Academic Grade Level:

- Teams are not together – No team neighborhood.
- Not a good placement of student services.

- Site is barely 2/3rd the size recommended by NH – 11 acres vs. 17 acres.
- One way streets, conflicts with buses, vehicle traffic.
- Traffic patterns – noisy to all.

Program Space:

- Current program space is 74,770 s.f which for 680 students (current 5-8 enrollment) yields 110 s.f per student. Experience for designing middle school facilities has led us to determining 150 s.f. per student is appropriate standard
- Which in this case translates to a program space of 102,000 s.f. approximately 33% more than currently provided.
- Forecasted decrease in enrollment would not change that the existing facility would still be significantly smaller than the norm. The number of classrooms would remain the same, and core space such as the gymnasium, library, cafeteria/kitchen, music and art spaces would not significantly decrease in size.

More prominent deficiencies are:

- Recommended class size is (900 s.f.) is met by only 55% of the current classrooms. Of the 20 small classrooms, 7 measure under 700 s.f. roughly 25% smaller than recommended.
- Music space (both band & Chorus) occupies 2,800 s.f. which is significantly less than the norm of 4,100 s.f. for this student population. Chronic lack of instrument storage space and practice rooms, causing corridors to be used for both functions. Acoustic interruption throughout the school when practice occurs.
- Gymnasium currently 6,230 s.f cannot accommodate two simultaneous P.E. classes need to utilize multi-purpose room to facilitate scheduling of all students for P.E. Use of multi-purpose room for P.E. conflicts with using stage for music instruction.
- Art classrooms at 735 and 750 s.f. should be 1100 – 1200 s.f. each. Lacks storage space and impacts teaching in the two classrooms.
- Special Ed space are mostly makeshift, undersized and some having no daylight. Half the number of resource rooms typically recommended. Small group and testing rooms are virtually nonexistent.
- Tech Ed space is obsolete, STEM space is makeshift and both are significantly undersized, making program delivery challenging.
- Middle School should include informal gathering space for socialization.
- Bathrooms – currently 3,200 s.f. are represented. 20 -30% more space than a similar middle school facility.
- Chronic lack of staff support space, currently one staff workroom and two staff toilets for a staff of approximately 100 persons.
- Configuration of the site constricted by severe geographical constraints and numerous additions throughout the years. Classrooms adjacent to the paved playground suffer from noise interruption during recess and bus operation. Student safety is a concern as there are several approaches to the school, none of which are visible from the administrative area. This makes it difficult to monitor and assure safety where students, visitors and vehicles approach and leave the facility.

In order to provide an effective, efficient and current middle school program, the facility itself must exhibit those same qualities. Impacting instructional time is the inordinately long travel time between classes and activities, and far less than acceptable acoustic separation between spaces, should be mitigated.

The next step would be documenting operating and maintenance costs for ORMS over recent years and further investigation of immediate facility improvements including the impact of costs and scheduling.

School Board Questions and comments.

Denise Day – Library was supposed to be Gym.

Al Howland – Newmarket may have lessons to learn. We've kept life/safety issues working.

Tom Newkirk – What are the next steps?

Jim – Look at options.

Dan Klein – Stress on students and staff. Not just a nice new pretty building. Better environment for learning. Compare the effort to efforts made to create efficient resident care homes for seniors.

Bill Sullivan – Building deters our program – should be program supported by building.

School Board Goals

Jim Morse reviewed 3 carry over goals:

Full Day K,
Middle School
Athletic Field

- Discussion of options.
- Language broad enough to move forward.
- Maria Barth – It's about education.
- Al Howland – it's also about money in addition to crumb rubber.

Jim reviewed proposed administrative leadership goals:

Math
Coordination 5 -12
Wellness and mental health- Kenny Rotner felt it was so important.

Sarah Farwell – Everything starts at elementary

Maria Barth – 70% of addiction due to sports injury.

Admin. Goals – Consensus that Health and wellness goal is critically important.

Tom – Alignment vertically.

- Communication of what we're doing
- Not on rigidity

#2 – Begin to Discuss and provide report to Board – Al Howland

Sarah Farwell – Is it too much for 5th grade?

Jim – Will have 5th grade – designate, share content so they're not doing all subject areas.

Start Time (Tom)?

Denise – Wrong time.

Maria – Start time could fit under mental health due to research.

Denise – Athletic field connection.

Dan – Important issue don't want to dismiss it.

Al – Agree with Dan, should not put them off.

Sarah – Can administration handle it?

Tom – Research shows major issues start time = 8:00

Some option plus or minus of each.

- Teachers

-Implication of teaching late may be a problem.

Tom – Start time preliminary 1st step.

Denise – Need more information – implications on all programs.

Tom – Process is important

Sarah – compelling evidence “reduced levels of depression”

Add as 3

-to continue to gather information to explore option related to late start at middle/high schools

Report on standardized testing assessment.

Al –

1. What test – frequency, time needed.
2. Used for (function)
3. Results/learn
4. Staff prep

Tom – If a test does not give good diagnostic data we should not be using it (STAR @ ORHS)

Sarah – Encourage/support. Understanding of staff and community.

Tom – STEM is a “screening” tool - little reading, solid vocab, no writing. Not an achievement test.

Sarah – STEM can show progress. Are there other things we can drop out?

Kenny – What about Foreign Language – How to incorporate language into elementary and how to broaden offerings.

Consensus was No as a Board goal – Yes, to looking at asking Middlebury to come in to review options

Kenny – Sustainability – push alternative energy sources.

Jim- Send charge to sustainability vs. Board goal.

Tom – How can we add foreign language to elementary?

Kenny – Not sure.

Jim – Alternative delivery model/Middlebury has a plan

Al – What is the feasibility of adding foreign language?

Denise – Too ambitious/conflict with other efforts like Full Day K.

Kenny – See it more a seed - not necessarily as an implementation in a year or two.

Tom – Invite Middlebury – Visualize how it could work given constraints of time and money ad facilities.

Jim, Al and Tom will work on language on the 7 goals.

A motion was made by Maria Barth, seconded by Denise Day to adjourn at 8:58 PM.

Respectfully submitted,

Dr. James C. Morse
Superintendent

Oyster River Cooperative School District Board Meeting

Regular Meeting

May 20, 2015

Moharimet School

6:30 pm

I. CALL TO ORDER: by Tom Newkirk at 6:30 for Manifest Review.

SCHOOL BOARD MEMBERS: Tom Newkirk, Al Howland, Kenny Rotner, Denise Day, Maria Barth, Sarah Farwell, Dan Klein, and Student Representative: Caroline Wilson.

ADMINISTRATORS: Superintendent James Morse, Sue Caswell, Todd Allen, Jay Richard, Carolyn Eastman, Dennis Harrington, Carrie Vaich, and Catherine Plourde.

There were thirteen members of the public present.

II. PUBLIC COMMENTS: None

III. APPROVAL OF MINUTES:

Denise Day moved to approve the May 6th regular meeting minutes, 2nd by Kenny Rotner.

Revisions:

Page 1 Insert she was an Oyster River Graduate and underline book title

Page 2 Insert "and ecology" after "both the history" under Board Comments.

The motion with amendments passed 7-0 with the Student Representative voting in the affirmative.

Approval of Manifests:

Payroll Manifest #24: \$760,611.73

Vendor Manifest: #23: \$330,564.83

IV. ANNOUNCEMENTS AND COMMENDATIONS

A. District: Jay Richard announced that tomorrow night there will be an Art Shirt Service Palooza at the Middle School.

Jay attended Plymouth State University with students that were awarded for their recognition by the 90th annual Scholastic Writing Awards. Our writing teachers do an exceptional job.

The following students were awarded for their exceptional work:

Gold Key: Rachel Smith

Silver Keys: Sarah Caldwell,, Abby Craig, Gwyneth Crossman, Emma Hilary Gould, Aidan Hackenburg, Anna Haight, Charlie Haskell, Sam Howland, Devan McClain, David Redmon, and Rachel Smith

Honorable Mention: Madeline Alphonse, Patty Andersen, Blake Bartell, Samuel Belanger, Olivia Colarusso, Arianna Coppola, Gwyneth Crossman, Meghan Dirksmeier, Sky Gelsomini, Emma Hilary Gould, Emmy Goyette, Charlie Haskell, Grace Henry, Sam Howland, Aydin Kaya, Taner Kaya (2 awards), Sam Macgregor, Devan McClain, Ian Miles, Sophie Rogers (2 awards), Rachel Smith, Anastasia Syzmanski, Alexandra Whitehouse, Matthew Williams, Jordan Zercher.

Dennis Harrington noted that Jan Roberts who has spent the last twelve years working with UNH Interns retired this year. They recently had the Day of Diversity at Moharimet School.

Todd Allen announced that "Fame" the spring musical will be this weekend. Tickets are on sale at the box office at the high school. The Power of One night will be May 28th at the high school.

B. Board:

Denise Day mentioned that at the High School PTO meeting the students were talking about their years at Oyster River. It will be aired on Friday on the Oyster River Channel. It was a very impressive group of students.

Maegan Doody was named female indoor track athlete of the year by Foster's Daily Democrat.

Acknowledgement of the list of elementary staff retiring June 2015:

Mast Way:

Adele Pulitzer – School Librarian

Carrie Vaich commended Adele for all her service in the District. She started in the District in 1990. She has been on numerous committees and ran countless book fairs.

Moharimet School:

Dennis Harrington commended three Moharimet staff members for all their work over the years.

Sharon McManus – 3rd Grade Teacher
She started in the District in 1972.

Susan O’Byrne –Classroom Teacher has been in the District since 1981.

Brenda Zarnowski – Reading Specialist started in Oyster River in 2000.

The Board presented each with an award of service and a gift certificate. They wish all of them the very best and thanked them for their service to Oyster River children.

V. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum and Instruction Report: Carolyn Eastman updated the Board on the Smarter Balanced Testing. By May 29th all testing will be done in the District.

B. Superintendent Report: None

C. Business Administrator Report: None

D. Student Senate Report: Student Representative Caroline Wilson reported that the Student Senate isn’t doing a tremendous amount of work as the year comes to a close. They are working on next year’s elections.

E. Other:

Todd Allen talked about the junior class and all the testing that they are facing this month.

Jay Richard was very impressed with the Staff and Students for all their efforts on the Smarter Balanced Testing.

Maria Barth moved to authorize the Superintendent to call the Senate Leadership which will represent the Republicans that the Board supports Bill 323, 2nd by Kenny Rotner. Motion approved 7-0 with the Student Representative voting in the affirmative.

VI. DISCUSSION ITEMS

Board Goals for 2015-16 - A Discussion with ORCSD Leadership Team:

Superintendent Morse met with the Administration Leadership Team to discuss the recommendations for the 2015-16 school year School Board Goals. They felt it was important that the Board goals support the adopted strategic plan so there is synergy and coordination between elected leadership and staff. He encourages the Board to adopt goals that are measurable and limited in number.

They felt the following goals were important enough they required Board support:

Administration felt that several of the 2014-15 goals need to be carried forward:

1. Include full day Kindergarten into the 2016-17 school year budget – October 2015
2. Continue to investigate the viability of the Oyster River Middle School as an academic institution with the second year focus on all options inclusive of maintaining the current building or replacing it – April 2016.
3. Continue to promote the ORHS Athletics Field Goal with the focus on achieving a successful vote in March 2016.

Administration recommended three new goals for 2015-2016:

4. Institute K-12 Math Professional Development that supports District direction and ensures coordination across levels – Report in June 2016
 - A. K-5 Eureka Training
 - B. 5-9 Content Training
 - C. 9-12 Review and Revise Math Sequence to support acceleration and remediation.
5. Begin to discuss, report and implement coordination and transition planning in all departments between MS and HS with a report to the Board May 2016.
 - A. Develop a culture of coordination and collaboration.
 - B. Align curricula vertically.
 - C. Eliminate needless duplication.

6. Improve efforts related to student wellness and mental health - April 2016
 - A. Evaluate current efforts.
 - B. Engage the Community.
 - C. Insure broad internal district participation.
 - D. Update and revise adopted plan.
 - E. To continue to investigate the feasibility of a later start time for ORHS.

7. Report on all Standardized Testing Assessments used throughout the following criteria – November 2015
 - Name
 - What Levels Administered
 - Time Required
 - Purpose/Function/Usefulness/Type: Formative or Summative
 - Cost in Dollars
 - Cost in Staff Time and Preparation
 - Recommendation to Continue or Discontinue

Kenny Rotner moved to approve Goals 1,2,4,5,7, 2nd by Denise Day. Motion approved 7-0 with the Student Representative abstaining.

Goal #3: Maria Barth moved to amend the Board Goal: To Achieve a successful vote on a bond issue in March of 2016, to fund an upgrade of existing fields, addressing safety and drainage concerns and to add a track. The project will include an artificial turf field constructed with materials that exclude “tire crumb rubber”, 2nd by Sarah Farwell.

There was a Board discussion on letting the Athletic Fields Committee create a comprehensive plan on the field's materials.

Sarah Farwell moved to postpone voting on goal number three until the next Board meeting on June 3rd, 2nd by Maria Barth. Motion passed 6-1 with Kenny Rotner opposing.

Goal #6: Denise Day moved to include in Section E Information to Gather Regarding Changing School Start Times:

A list of start times and locations for all sports games/meets for both the high school and middle school for the 2014-15 school year.

A survey of all staff members asking about the impact of a change in start/dismissal times for them both personally and professionally.

A survey of our comparison school districts to determine start/dismissal times for all schools within each of the districts.

2nd by Al Howland. Motion approved 7-0 with the Student Representative voting in the affirmative.

Five Year Copier Lease: Sue Caswell reported that our copier lease expires in August of this year. Josh and the IT staff have done extensive work to find the best solution for the District.

Kenny Rotner moved to accept the five year copier lease, 2nd by Denise Day. Motion approved 7-0 with the Student Representative voting in the affirmative.

ORCSD Draft Handbooks for all four schools:

There were a couple of minor changes in the handbooks this year such as date changes. In the High School Handbook, there were more changes to keep in line with the policies.

Denise Day moved to accept the four high school handbooks, 2nd Dan Klein. Motion approved 7-0 with the Student Representative voting in the affirmative.

Last Day of School for the 2015-16 School Year: There was a Board discussion on having the last day of school, June 19, a full day. It was noted that the Kindergarten classes end on June 18th.

Denise Day moved to approve the last day of school, June 19th as a full day of school, 2nd by Al Howland. Motion approved 7-0.

VII. ACTIONS:

A. Superintendent Action: None

B. Board Action Items:

Motion to approve Mast Way Teacher and ORHS Teacher Resignation for the 2015-16 school year.

Kenny Rotner moved to approve the Mast Way Teacher and ORHS Teacher Resignation for the 2015-16 School Year, 2nd by Al Howland. Motion approved 7-0 with the Student Representative voting in the affirmative.

Motion to approve Moharimet Grade 4 Teacher nomination for the 2015-16 school year.

Kenny Rotner moved to approve Moharimet Grade 4 Teacher nomination for the 2015-16 school year, 2nd by Denise Day. The motion passed 7-0 with the Student Representative voting in the affirmative.

Motion to approve ORHS Physical Education Teacher for the 2015-16 school year.

Maria Barth moved to approve ORHS Physical Education teacher for the 2015-16 school year, 2nd by Kenny Rotner. Motion approved 7-0 with the Student Representative voting in the affirmative.

**Motion to approve the List of Policies:
Policies for the First Read:**

School Board Member Authority: BBA

Kenny Rotner moved to approve for Policy BBA a first reading, 2nd by Al Howland. Motion approved 7-0 with the student representative voting in the affirmative.

| | |
|-------------------------------------------------|------|
| Advisory Committees to the Board | BDF |
| Student Wellness | JLCF |
| Advanced Coursework/Advanced Placement Courses: | IHCD |
| Earning of Credit | IK |

Denise Day moved to approve Policies BDF, JLCF, IHCD, IK for a first reading, 2nd by Al Howland. Motion approved 7-0 with the Student Representative voting in the affirmative.

There will be a public hearing on BBA and BDF once the suggested language changes have been made by the Policy Committee. They will then go back to the Policy Committee for changes before being approved for adoption.

VIII. SCHOOL BOARD COMMITTEE UPDATES:

Maria Barth reported that the End 68 Hours of Hunger Committee has met. They have raised quite a bit of money. The biggest need right now is in the high school. There are several homeless students in this community. This committee has really rallied the community.

Kenny Rotner reported that the Communications Branch of Athletic Fields is meeting tomorrow.

Denise Day reported that the LRPC is meeting in June.

IX. PUBLIC COMMENTS: Jeannie Sowers updated the Board on the working group on school times.

Dean Rubine attended the Disney field trip with the Middle School Jazz Band. The kids were phenomenal.

Sarah Farwell thanked the administrators for helping them with all their input on board goals. Their insight was invaluable.

X. CLOSING ACTIONS

Future Meeting Dates: June 3, 2015 at the Middle School, June 17th at the High School

XI. NON-PUBLIC SESSION: None

NON-MEETING SESSION: None

XII. ADJOURNMENT: Maria Barth moved to adjourn the meeting at 9:25 p.m., 2nd by Al Howland. Motion approved unanimously.

Respectfully Submitted,

Laura Grasso Dobson
Recording Secretary

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

INTEROFFICE MEMORANDUM

TO: School Board
FROM: Dr. Morse
DATE: June 3, 2015
RE: Middle and High School List of Retirees

Middle School:

Thomas Bonaccorsi – Grade 8 Science
Michelle McInnes – Grade 6 Math
Alan Nasberg – Music

High School:

Amy McPhee – Physical Education

Thank you for your dedication and commitment to ORCSD.

K-5 Mathematics Resource Selection

K-5 Mathematics Committee
June 3, 2015

What Information was used that led to a decision?

- IMET (Instructional Materials Evaluation Tool)
- Quality Rubric (created by committee)
- ½ Day grade level meetings to discuss resources
- Visitations by several committee members to schools using Everyday Mathematics and Eureka
- Representatives from both companies visited ORCSD to answer questions

The Decision

Mathematics committee met to debrief meetings with the representatives

17 Person committee voted by ballot (14 teachers and 3 administrators)

Math committee met to discuss next steps for implementing the new resource: Eureka Mathematics

What is Eureka Mathematics?

- *Eureka Math* is a complete, PreK–12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards and carefully sequences the *mathematical* progressions into expertly crafted instructional modules.
- Eureka Math is based on the theory that mathematical knowledge is conveyed most clearly and effectively when it is taught in a sequence that follows the “story” of mathematics itself

Independent Study - Findings

Based on market share and states' recommendations, EdReports.org selected 20 math instructional series to review for common-core alignment. (For reporting purposes, K-5 and 6-8 texts from the same publisher were considered separate series.) Small teams of educators scored the digital and print texts on focus, coherence, rigor, and usability. In addition to individual grade-level ratings, EdReports.org gave summative ratings for each grade band (K-2, 3-5, and 6-8). Eureka Math was the only program that met the expectations for alignment to the Common Core State Standards at every grade level reviewed.

Related: Most Math Curricula Found to Be Out of Sync With Common Core

KEY: ■ meets criteria for alignment to common core □ partially meets criteria ■ does not meet criteria □ not rated

| | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grades 6-8 | Grade 6 | Grade 7 | Grade 8 | Grades 9-12 |
|------------------------------------------------------------|---|---------|---------|---------|---------|---------|------------|---------|---------|---------|-------------|
| AGILE MIND Common Core Middle School Mathematics | | | | | | | | | | | |
| BIG IDEAS LEARNING Big Ideas Math | | | | | | | | | | | |
| EDGEMUNITY, INC. Edgenuity | | | | | | | | | | | |
| GREAT MINDS Eureka Math | | | | | | | | | | | |
| HOUGHTON MIFFLIN HARCOURT Go Math | | | | | | | | | | | |
| Hot McDougal Math | | | | | | | | | | | |

Next Steps for Support

Materials:

- All Classrooms will receive:
- Printed teacher and student materials
- Online teacher subscription
- Classroom Kits of Manipulatives

Professional Development opportunities:

- ½ day for grade level teams to meet and examine materials together
- ORCSD is hosting a Eureka Summer Institute June 23-24th
- Independent study and summer work options
- Online PD through Eureka online

Mathematics Committee Members

- Dennis Harrington
- Carrie Vaich
- Ellen Ervin
- Deb Kolbjornsen
- Joanne Chartrand
- Whitney Burke
- Trish Hall
- Jayne Winsor
- Heather Moulton
- Liz Schmitt
- Mary Ellen Webb
- David McCormick
- Judy George
- Ginny Swift
- Sunny Sadana
- Dave Montgomery
- Kathleen Ameduri

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For Immediate Release

March 4, 2015

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***Eureka Math™* Gets Top Marks in First Consumer Reports-like Curriculum Review**

An expert review of classroom math materials released Wednesday gives *Eureka Math* top marks. *Eureka Math* is written by teachers and mathematicians and published by the nonprofit [Great Minds](http://GreatMinds.org).

EdReports.org released reviews of K–8 curricula used in classrooms around the country, including *Eureka Math*. EdReports.org modeled its online analysis after those published by *Consumer Reports* with “green lights” representing a top review.

Across 18 possible ratings for each gateway criteria, the entire K–8 *Eureka Math* curricula received 18 of 18 greens (meets expectations) in each of the Gateway 1 criteria (focus and coherence) and Gateway 2 criteria (rigor and balance). Overall, the curricula received 15 of 18 greens and 3 yellows (partially meets) in Gateway 3 (usability).

A team of expert educators assessed the math curricula for EdReports.org, an independent nonprofit launched last year. This review is the first in a series of scheduled reviews by EdReports.org, which also plans to analyze and compare instructional resources for high school math and for English Language Arts.

EdReports.org considered how widely used a curriculum is and whether states recommended it when choosing which ones to include in the review. EdReports.org determined whether the math curricula are aligned to new, more rigorous learning standards adopted by nearly every state and how usable the materials are for classroom teachers and students.

Specifically, the reviewers looked at whether the materials meet expectations for focus and coherence; help students develop procedural, conceptual, and application skills; are connected to the Standards of Mathematical Practice, which describe how strong math

students solve problems; and support teachers with structure, content, and resources needed for effective instruction.

Eureka Math has previously been recognized for the caliber of its resources in reviews conducted by the Louisiana and Tennessee state departments of education. And the New York State Department of Education hired Great Minds to write a version of *Eureka Math* for districts and makes that available on the state's [EngageNY website](#).

Lynne Munson, President and Executive Director of Great Minds, the nonprofit publisher of *Eureka Math*, said this new review further validates the work of hundreds of educators around the country who wrote the math curriculum.

"The more than one hundred teachers and mathematicians who wrote *Eureka* have so much to be proud of today," said Munson. "They created an exemplary curriculum by drawing on their knowledge of mathematics and on their deep experience with methods of teaching that work for all students," Munson added. "I'm grateful to EdReports also for recognizing their work and for showing us where we can further improve."

Longtime elementary school teacher Adam Baker of Marlboro, New York, agreed. "It's great to receive this validation from a national panel," said Baker, who is among the educators who helped write *Eureka Math*. "For so long, my colleagues and I have been looking for instructional materials that help make math come alive for students with interesting problem sets, smart strategies, and a coherent progression from one standard to the next. I'm so glad *Eureka Math* is winning recognition for meeting those absolutely critical goals."

More About *Eureka Math*

Eureka Math is a comprehensive math curriculum presented in a logical progression from PK through grade 12. This coherence allows teachers to know what incoming students have learned and to prepare them for what comes next. *Eureka Math* connects math to the real world in ways that build student confidence while helping students achieve true understanding. By modeling math problems in more than one way, *Eureka Math* helps ensure that all learners are appropriately challenged and supported.

The non-profit Great Minds makes the entire curriculum, as well as additional resources designed to support implementation, free to download. For more information, please visit us here: eureka-math.org

Teacher Absenteeism Report June 3, 2015

DR. JAMES C. MORSE SR.- SUPERINTENDENT
DAVE HAWLEY, BRENDAN WHALEN, DOUG HOFF-
GUILD REPRESENTATIVES

Office of Civil Rights (OCR) requests data of school systems every other year.

The focus being staff who are absent 10+ times a year.

The Teacher Guild and Superintendent have discussed and implemented plans since 2012 to address teacher absenteeism:

1. The Guild and Administrators have discussed absenteeism issues since 2012.
2. The Guild has addressed the issue with membership.
3. The Board negotiated a reduction in personal days during last round of negotiations.
4. Principals have been actively engaged in addressing absenteeism with individual staff.

2

The OCR data set:

The 2010/11 and 2011/12 data reports indicate teacher absenteeism above 10 days was:

- 2010/11 - 64%
- 2011/12 - 47%

We now believe that the data was entered incorrectly.

The data was not to include professional development time per OCR regulation. We believe it did, overstating teacher absence.

3

The data when correctly entered for 2012-2015 combined with actions taken by Guild, School Board, Superintendent and Principals has resulted in the following change:

- 2012/13 40.4% - (down over 20% from 2010/11)
- 2013/14 32.5% - (down nearly 32% from 2010/11)
- 2014/15 13.9% - (through March 21, 2015) (down over 50% from 2010/11)

The efforts of the Guild, School Board and Administration have had a dramatic effect on teacher absenteeism. The trend data demonstrates clearly that when all parties work together it results in a positive outcome, fewer teacher absenteeism 10 days and above.

To: ORCSD School Board
From: Superintendent Jim Morse with Guild Leadership
Re: Teacher Absenteeism
Date: May 20, 2015

On March 18, 2015 community member Jayson Seaman Ph.D., along with Erin Hiley, Ph.D. sent a letter to the School Board concerned about the apparently higher than normal teacher absenteeism. This information was documented in the Office of Civil Rights (OCR) dataset provided by the Federal Department of Education. Their work was based on 2010 and 2011, the last year for which data was available. As per OCR guidelines the information requests absenteeism data when a teacher is absent more than 10 days during the regular school year. Professors Seaman and Hiley had every reason to believe that the datasets used for their report was accurate.

However, OCR guidelines, (see attachment I) Section XI: Teacher Absenteeism #37 states, "...This included both days taken for sick leave and days taken for personal leave. Administratively approved professional development, field trips, and other off campus activities should not be included."

Analyzing the OCR dataset from 2010 and 2011, I determined a significant error had been made by ORCSD in reporting absenteeism. The data provided by the ORCSD to OCR was not accurate in that it combined sick, personal, and professional development absences resulting in exaggerated and false absentee rates. We cannot correct the reports from the past, however we applied the correct OCR criteria to 2012-13, 2013-14 and through March 2015 for the 2015-16 school year. (See Table 1, 2 and 3)

When the correct criteria are applied, exclusive of professional development time, the results are quite different.

Overall absenteeism:

| Official | Official | Unofficial | Unofficial | Unofficial As of 3/21/15 |
|----------|----------|------------|------------|-----------------------------|
| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 64% | 47% | 40.4% | 32.5% | 13.9% |

Teacher absenteeism has been an on-going conversation between the Guild and myself since the summer of 2012, when as a new superintendent I requested this information from human resources. I was concerned, once I reviewed the data, that ORCSD was experiencing unusually high absenteeism. I shared my research with Guild leadership who shared my concern.

In addition to applying the correct criteria, I believe absenteeism is on a downward trend due to the collaborative efforts between the Guild and myself to address this issue. Actions taken were: messaging from the Guild to membership that absenteeism was too high, a negotiated reduction in personal days from six to four, a letter of agreement between the Guild and management that clearly states that personal time is not vacation time (Attachment II), and a more active conversation by building principals with individual staff members regarding absences.

Teacher Absenteeism

Page 2

As with any effort, there is still room for improvement. ORMS consistently uses more sick time than other buildings. Principal Richard is aware of this as is the Guild.

It should also be noted that fluctuations occur year to year. Major illnesses and maladies within a given building will impact overall absenteeism. Also, pregnancies that result in maternity and paternity leaves cause long term absences. Another aspect that can be added to the list of variations from one year over another are accidents. All of these can impact absenteeism significantly in a given year.

When reviewing any dataset it is important to look to see if a trend is occurring. As you can see from the data the trend since 2012-13 is going in the right direction regarding teacher absenteeism, a definite downward trend.



March 18, 2015

Dear ORCSD School Board:

We are writing to you as ORCSD parents, Durham community members, and faculty members in the College of Health and Human Services at the University of New Hampshire where we conduct research on youth development including issues of equity in educational opportunities and outcomes. One of our graduate students who is doing a research internship at UNH's Carsey School of Public Policy introduced our research team to the Office of Civil Rights dataset provided by the Federal Department of Education. The full data set is downloadable for the public at <http://ocrdata.ed.gov/>. This dataset is of interest because we are involved in an ongoing longitudinal study of adolescents and young adults in Coös County, New Hampshire.

To orient ourselves to the type of information available in the Civil Rights dataset, we explored variables narrowed to Coös County schools but also, out of curiosity, examined schools in the ORCSD. What we found in regards to one particular variable in our District, teacher absenteeism, was surprising and concerning. We are writing to share our findings with you. As a point of information, we did contact Dr. Morse about our initial review of this dataset and the Superintendent's office did not dispute the findings. Below we summarize absenteeism rates in the ORCSD as a whole, and at individual schools, before comparing the ORCSD to the top 10 and bottom 10 districts in NH, by teacher salary.¹ Please note that the dataset only contains absentee rates for the years listed below.

| School/district | Percentage of teachers absent ≥ 10 days/year | |
|-----------------------------------------------------------------------|---------------------------------------------------|------------|
| | 2009-2010 | 2011-2012 |
| ORCSD overall | 64% | 47% |
| Moharimet Elementary | 74% | 44% |
| Mast Way Elementary | 79% | 32% |
| ORMS | 72% | 63% |
| ORHS | 46% | 40% |
| Average absenteeism in top 10 districts (by salary) | | 26% |
| Average absenteeism in bottom 10 districts (by salary) | | 28% |

¹ Top 10 includes Stratham, Dresden, Hanover, Amherst, Coe-Brown, Souhegan, Concord, Exeter Regional Coop, Brentwood, and Exeter. Bottom 10 includes Barrington, Barnstead, Winchester, Franklin, Somersworth, Conway, Colebrook, Weare, Pittsfield, and White Mountains Regional. According to the NH DOE, Oyster River ranks 17th in teacher salary in NH.

As you can see from the above table, teacher absenteeism is *considerably* higher at Oyster River than at other districts – both those that are comparable in teacher salary and those that differ. Presumably, these districts would see similar numbers of illnesses, bereavement events, maternity leaves, etc., so it seems unlikely that the high rate of absenteeism at Oyster River is explainable by those factors.

Teacher absenteeism is clearly an administrative and personnel issue, and one that bears on costs, but we also see it as an equity issue – hence its inclusion as a data point in the Federal Office of Civil Rights database. The children who are most likely to be negatively impacted by high rates of teacher absenteeism, which disrupts student-adult relationships and instructional continuity, are those who come from families without the resources to enrich children’s learning in other fundamental ways. In other words, these data are disconcerting to us as taxpayers and parents, but also as scholars of and advocates for disadvantaged youth.

We write this letter to ask that the Board take the time to investigate these findings, to include the topic as an agenda item at a future board meeting (which in our view should include estimates of the cost of teacher absenteeism both financial and instructional), and to support District administration in developing an action plan for tackling the issues raised by these data.

Sincerely,



Erin Hiley Sharp, Ph.D.



Jayson Seaman, Ph.D.

2012/13

| School | Number of staff Members | Number of staff members with ≥ 10 absences | Percent of staff members with ≥ 10 absences | Excluding long term illness and maternity leave |
|---------------|-------------------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| Moharimet | 34 | 12 | 35.3% | |
| Mast Way | 30 | 8 | 26.7% | |
| Middle School | 71 | 39 | 54.9% | |
| High School | 68 | 23 | 33.8% | |
| District | 203 | 82 | 40.4% | |
| | | | | 36.0% |

2013/14

| School | Number of staff Members | Number of staff members with ≥ 10 absences | Percent of staff members with ≥ 10 absences | Excluding long term illness and maternity leave |
|---------------|-------------------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| Moharimet | 35 | 9 | 25.7% | |
| Mast Way | 28 | 11 | 39.3% | |
| Middle School | 68 | 32 | 47.1% | |
| High School | 68 | 20 | 29.4% | |
| District | 199 | 72 | 36.2% | |
| | | | | 30.2% |

2014/15

as of 3/21/15 (130 of 185 days)

| School | Number of staff Members | Number of staff members with ≥ 10 absences | Percent of staff members with ≥ 10 absences | Excluding long term illness and maternity leave |
|---------------|-------------------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| Moharimet | 34 | 6 | 17.7% | |
| Mast Way | 28 | 2 | 7.1% | |
| Middle School | 70 | 13 | 18.6% | |
| High School | 69 | 7 | 10.1% | |
| Distfict | 201 | 82 | 13.9% | |
| | | | | 8.5% |

Oyster River Cooperative School District
School Administrative Unit #5
36 Coe Drive
Durham, New Hampshire 03824

Budget Process Calendar
Budget Year 2016-17
TO BE APPROVED SB: June 3, 2015

August 19 School Board Goals FY17 Budget

Superintendent Department Reviews*:

Sept 28 – MS/HS, Sept 29 – MOH/MW, Sept 30 – Facilities/Technology, Oct. 5 – Transportation/Food Service,
Oct 6 – SAU/District, Oct 7 – Special Ed.

*All meetings will be held at the SAU Office at 10:00 AM.

- November 2 Draft Budget Distribution
- November 5 Workshop session with Board 8:00 – 1:00 Town of Lee Safety Complex
First overview of 2016-17 Budgets by each Principal and Departments of District:
Mast Way
Moharimet
Oyster River Middle School
Oyster River High School
District/SAU
Information Technology
Special Education/Grants
Facilities
Transportation
Food Service
- November 12 Budget Workshop with Board 7:00 HS C124
- November 18 Regular Board Meeting Budget Discussion
- December 9 Budget Workshop with Board 7:00 HS C124
- December 16 Regular Board Meeting Set Budget, Approval of Warrant Articles 7:00 PM
High School C124
- January 4, 2016 Town Budget Forums – Lee Safety Complex - 6:00 PM
- January 11 Town Budget Forums – Durham Town Hall – 7:00 PM
- January 13 Public Hearing 7:00 High School Auditorium
- January 18 Town Budget Forum – Madbury Town Hall – 7:00 PM
- February 3 First Session /Deliberative Session 7:00 High School Auditorium
- March 8 Second Session /Voting by Ballot

ORCSD PROFESSIONAL EVALUATION COMMITTEE

Dave Hawley, HS

Doug Hoff, MOH

Rebecca Yerkes, MW

Chris Hall, MS

Shawn Kelly, HS

Carrie Vaich, MW

Todd Allen, HS

Jay Richard, MS

Mark Milken, HS

Carelyn Eastman, SAU

STEPS OF EVALUATION PROCESS

- ▶ 1. Goal Setting
- ▶ 2. Supervision
- ▶ 3. Summative Evaluation

OYSTER RIVER STANDARDS OF BEST PRACTICE: SETTING GOALS

Six Domains of Best Practice

1. Curriculum Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring, Assessment and Follow-up
5. Family and Community Outreach
6. Professional Responsibilities

THREE CATEGORIES FOR THE GOAL SETTING PROCESS

*ONE GOAL MUST BE RELATED TO STUDENT DATA

1. Related to a district level goal or initiative
2. Related to a school level goal or initiative
3. Related to an individual professional growth focus

WALKTHROUGH VS. FORMAL OBSERVATIONS

Formal Observation

- ▶ The formal observation is defined in the contract.
 - ▶ No fewer than 30 minutes
 - ▶ Must have a pre and post conference
 - ▶ Within 10 days of the observation the supervisor and teacher should meet to discuss it
 - ▶ Official write up of observation is completed

Walkthrough Observation

- ▶ "Walkthroughs" or mini-observations are unannounced, short visits of at least ten minutes in length.
- ▶ The professional will receive written timely feedback from the supervisor.
- ▶ A follow up conversation after each observation is encouraged.
- ▶ In the written feedback the supervisor will indicate what ORCSD Standards of Best Practices were observed during the walkthrough along with any evidence seen to support the standards.

Continuing Contract

- ▶ Yearly: Minimum of Three Mini Observation Walkthroughs
- ▶ Summative Staff Evaluation completed by May 15th

Non-continuing Contract

- ▶ First five years
- ▶ First Formal Evaluation completed by October 1st
- ▶ Three Mini Observation Walkthroughs
- ▶ Second Formal Evaluation completed by March 1st
- ▶ Summative Staff Evaluation completed by March 15th

YEAR-END MEETING WITH SUPERVISOR

- ▶ Professional staff will have the opportunity to give input into summative evaluation in the form of a year-end self-reflection.
- ▶ The summative evaluation will focus on progress toward meeting goals and performance relative to the "OR Standards of Best Practice."

WHAT IS DIFFERENT IN THE NEW MODEL?

- 1) Use of "ORCSD Standards of Best Practice"
- 2) Addition of walkthrough observations
- 3) Observation sequence and style of observation
- 4) One of your three professional goals needs to be supported by data

FUTURE WORK OF THE COMMITTEE

1. Seek guild membership support of committee's work
2. Present to the School Board for approval
3. Provide training in the fall to assist professional staff with this new process
4. Merge the evaluation plan with the professional growth plan

ORCSD Standards of Best Practice

In the Oyster River School District we believe that teachers are central to achieving our stated goal of “Working together to engage every learner”. The following standards were adapted from “Rethinking Teacher Supervision and Evaluation”, by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards are to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Knows the subject well and has a good grasp of child development and how students learn
- Plans so students will meet high standards and be ready for external assessments
- Plans most units with big ideas, essential questions, and higher order thinking skills (Bloom’s levels)
- Plans formative and summative assessments to monitor measure student learning
- Anticipates misconceptions that students might have and plans to address them
- Designs lessons focused on measurable outcomes aligned with unit goals
- Designs lessons that are relevant, motivating, and likely to engage most students
- Designs lessons that use an appropriate multicultural mix of materials and technology
- Designs lessons that target several learning needs, styles, and interests
- Uses room arrangement, materials, and displays to maximize student learning

B. Classroom Management

- Clearly communicates and consistently enforces high standards for student behavior
- Is fair and respectful towards students and builds positive relationships and a healthy classroom environment
- Fosters positive interactions among students and teaches useful social skills.
- Teaches routines and has students maintain them all year
- Develops students’ self –discipline and teaches them to take responsibility for their own actions
- Has a repertoire of discipline strategies, and captures and maintains students’ attention
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions

- Has a confident, dynamic presence and effectively addresses most discipline problems
- Encourages and reinforces student cooperation

C. Delivery of Instruction

- Exudes high expectations and determination and convinces students that they will master the material
- Actively inculcates a “growth” mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels
- Shows students exactly what’s expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work
- Engages students’ interest and makes connections to prior knowledge, experience, and reading
- Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language
- Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.
- Has students actively think about, discuss, and use ideas and skills being taught
- Differentiates and scaffolds instruction to accommodate students’ learning needs
- Is flexible about modifying lessons to incorporate teachable moments
- Has students summarize and internalize what they have learned and apply it to real-life situations
- Implements lessons focused on measurable outcomes aligned with unit goals
- Implements lessons that are relevant, motivating, and likely to engage most students
- Implements lessons that use an appropriate multicultural mix of materials and technology
- Implements lessons that target several learning needs, styles, and interests

D. Monitoring, Assessment, and Follow- Up

- Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate
- Assesses students’ knowledge and skills, and makes adjustments as needed
- Frequently checks for understanding and gives students helpful information if they are confused
- Has students set goals, self-assess, and understand where they stand academically as appropriate
- Takes responsibility for students who are not succeeding, and gives them extra help

- When necessary, refers students for specialized diagnosis and extra help
- Analyzes data from assessments, draws conclusions, and shares them appropriately with colleagues, parents, and students
- Reflects on the effectiveness of lessons and units and continuously works to improve them

E. Family and Community Outreach

- Communicates respectfully with parents and is sensitive to different families' culture and values
- Shows parents a genuine interest and belief in each child's ability to reach standards
- Gives parents clear expectations for learning and behavior for the year.
- Promptly informs parents of behavior and learning problems, and also updates parents on good news
- Updates parents on the curriculum and suggests ways to support learning at home
- Gives appropriate assignments, holds students accountable for turning it in, and gives feedback
- Responds promptly to parent concerns and makes parents feel welcome in the school
- Uses conferences and report cards to give parents feedback on student progress
- Works to contact and collaborate with all parents, including those who are hard to reach
- Reaches out to families and community agencies to bring in volunteers and additional resources to enrich the curriculum

F. Professional Responsibilities

- Strong attendance positively impacts professional performance and student learning
- Uses correct grammar, syntax, usage, and spelling in professional contexts
- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records
- Demonstrates professional demeanor and maintains appropriate boundaries
- Is ethical and forthright, uses good judgment, and maintains confidentiality with student information
- Shares responsibility for grade-level and school-wide activities and takes part in extra activities
- Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school

- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work
- Seeks out teaching ideas from colleagues, workshops, and other sources and implements them well

2015-16 School Board Goals – 1, 2, 3, 4, 5 & 7 – Approved 5/20/15

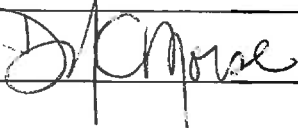
Goals 3 – Revised for approval 6/3/15

1. Include Full Day K into the 2016-17 school year budget. – **October 2015**
2. Continue to investigate the viability of the OR Middle School as an academic institution with 2nd year focus on all options inclusive of maintaining the current building or replacing it. – **April 2016**
3. Continue to promote the ORHS Athletics Field goal with the focus on achieving a successful vote in **March 2016. Maria Barth made the motion, 2nd by Sarah Farwell to fund an upgrade of existing fields, addressing safety and drainage concerns and to add a track. The project will include an artificial turf field constructed with materials that exclude tire crumb rubber.**
4. Institute K-12 Math Professional Development that supports District direction and ensures coordination across levels. – **Report in June 2016**
 - a. K-5 Eureka Training
 - b. 5-9 Content Training
 - c. 9-12 Review and Revise Math Sequence to support acceleration and remediation.
5. Begin to discuss, report, and implement coordination and transition planning in all departments between MS and HS with a report to the Board – **May 2016**
 - a. Develop a Culture of Coordination and Collaboration
 - b. Align Curricula Vertically
 - c. Eliminate Needless Duplication
6. Improve efforts related to Student Wellness and Mental Health. - **April 2016**
 - a. Evaluate Current Efforts
 - b. Engage the Community
 - c. Insure Broad Internal District Participation (Guidance, Nurses, Social Workers, etc.)
 - d. Update and Revise Adopted Plan
 - e. To Continue to Investigate the Feasibility of a Later Start Time for ORMS and ORHS. Information to gather regarding changing school start times:
 - A list of start times and locations for all sports games/meets for both the high school and middle school for the 2015-16 school year.
 - A survey of all staff members asking about the impact of a change in start/dismissal times for them both personally and professionally.
 - A survey of our comparison school districts to determine start/dismissal times for all schools within each of the districts.
7. Report on all Standardized Testing Assessments used throughout the District with the following criteria. – **November 2015**
 - Name
 - What Levels Administered
 - Time Required
 - Purpose/Function/Usefulness/Type: Formative or Summative
 - Cost in Dollars
 - Cost in Staff Time and Preparation
 - Recommendation to Continue or Discontinue.

Oyster River Cooperative School District

Nomination Summary

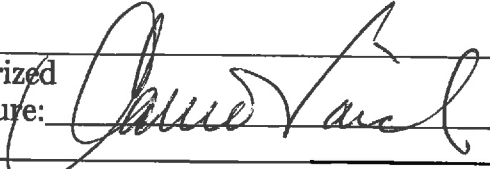
Confidential

| | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name: | Jonathan Derick |
| Date: | 5/22/15 |
| Position: | Middle School Science |
| Person Replacing: | Thomas Bonaccorsi |
| Budgeted Amount: | \$79,578 |
| Recommended Step/Salary: | 2 MA Step 1 \$ 45,758 |
| Interviewed By: | Jay Richard, Linda Rief (LA Teacher), Jason Demers (Science Teacher), Janet Martel (Science Teacher), Andrea Lawrence (Science Teacher), Jean Wons (Guidance Counselor) |
| # Interviewed: | 6 |
| Education: | University of Vermont BS Chemistry UNH MS Recreation and Policy and MS Secondary Science |
| Certification: | Middle School Science (Grades 5-9) |
| HQT Status | |
| Related Experience: | Jonathan has a passion for STEM education while also being a leader in a variety of educational roles. |
| Comments: | Jonathan was the top candidate during a thorough selection process. References were exceptional and he displayed excellent classroom skills when we had him teach a lesson with our students. Student feedback was very positive. Our school community is fortunate to have him join ORMS. |
| Date: 5/26/15 | Authorized Signature:  |

REQUIRED Attachments:

Resume 3 Letters of Recommendation Copy of Certification

Oyster River Cooperative School District
Nomination Summary
Confidential

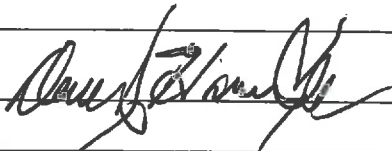
| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name: | Suzanne Tomaszewski |
| Date: | May 28, 2015 |
| Position: | Library Media Specialist |
| Person Replacing: | Adele Pulitzer |
| Budgeted Amount: | \$79,551 M + 30 Step 15 |
| Recommended Step/Salary: | \$72,924 M Step 14 |
| Interviewed By: | Carrie Vaich, Barb Paquette, Whitney Burke, Cindy Von Oeyen, Kathy Pearce |
| # Interviewed: | 5 |
| Education: | Library Media Specialist Certification, Plymouth State Univ. M. Ed., Elementary Education, UNH B.A. Arts, English, UNH |
| Certification: | NH Library Media Specialist NH Elementary Education (K-8) |
| HQT Status | Yes |
| Related Experience: | K-8 Library Media Specialist, Nottingham School, NH Heath Educator, Nottingham School, NH Summer Reading Director, Nottingham, NH 2 nd & 3 rd Grade Classroom Teacher, Exeter, NH Author/ Publisher of two books, <u>Samuel's Port Clyde Vacation</u> & <u>Samuel's Exeter Walkabout</u> |
| Comments: | Suzanne comes to us with a wealth of experience as both a Library Media Specialist and also an elementary classroom teacher. Her enthusiasm regarding literature, research, integration of technology and working with children was evident throughout the interview process. In addition, references noted that she develops strong relationships with both children and colleagues making her a strong asset to her professional community. |
| Date: <u>5/28/15</u> | Authorized Signature:  |

REQUIRED Attachments:

Resume 3 Letters of Recommendation Copy of Certification

Revised 5/7/09, 9/12/11 to include HQT Status

Oyster River Cooperative School District
Nomination Summary
Confidential

| | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name: | Katherine Zimar |
| Date: | 5/27/2015 |
| Position: | 1 st Grade Teacher - MOH |
| Person Replacing: | New position – 1 year |
| Budgeted Amount: | |
| Recommended Step/Salary: | Masters step 12/\$67,639 |
| Interviewed By: | Dennis Harrington, Lydia Cupp, Marsha Lapierre, Becky Bradley, Molly Jones, Cristina Dolcino, Helen Kemp, Jessica Raspa & Dr. James Morse |
| # Interviewed: | 14 |
| Education: | M.Ed. Elementary Education, UNH 2003 Bachelors: Communications, UNH 2001 |
| Certification: | 76050 |
| HQT Status | Highly Qualified |
| Related Experience: | East Kingston Elem. School, E Kingston, NH – 1 st grade teacher/Grade 1-2 Looping teacher 2003-2015 UNH Cooperating Teacher 2009-2015 |
| Comments: | Experienced, confident, child-centered, uses research extensively, has learning celebrations, understands both math and reading instruction, is looking for a challenge and is particularly focused on her own professional growth. Is described in letters of recommendation as an authentic collaborator. |
| Date: <u>5/27/15</u> | Authorized Signature:  |

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

Revised 5/7/09, 9/12/11 to include HQT Status

Policies for
First/Second Read/Adoption/Deletion
**SB Meeting of
June 3, 2015**

| Title | Code |
|------------------------------------------------|-------------|
| | |
| Policies for First Read | |
| | |
| | |
| Policies for Second Read/Adoption | |
| Student Wellness (Page 10 for language change) | JLCF |
| Advanced Coursework/Advanced Placement Courses | IHCD |
| Earning of Credit | IK |
| | |
| Policies for Deletion | |
| | |

The May 13, 2015 policy minutes are attached to this packet as a reference to the proposed changes to the attached policies.

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: JLCF |
| School Board 2nd Read/Adoption: May 2, 2012 <u>Policy Committee: May 13, 2015</u> <u>School Board Second Read/Adoption: June 3, 2015.-</u> <u>(Page 10 only)</u> | Page 10 of 12 |

Free- and Reduced-Priced Meals: Eligibility and distribution of free- and reduced-priced meals will be handled by the Child Nutrition Director and designated food service personnel. The availability of free and reduced lunch will be made known to all families through the use of school newsletters, beginning of the year packets and the website. Help will be offered for completing the application should it be needed. Application materials are available on the ORCSD website, at each school main office, from the school nurse, and can be mailed upon request. Confidentiality and the sensitivity of these matters will always be taken into consideration. Forms will be processed in a timely manner and schools will assure that all students have access to food at school in accordance with the Child Nutrition and WIC Reauthorization Act of [2004](#) & [2010](#).

Qualifications of School Food Service Staff: Nutrition professionals will administer the school meal programs under the direction of a Child Nutrition Director. This director will oversee the operation of school meals, maintain proper resources that meet state and federal regulations and maintain state health requirements for each school in the district. A qualified Child Nutrition Director will have a minimum of a bachelor's degree with nutrition-related coursework; the registered dietitian credential is preferred.

As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate sanitation courses and/or training programs for child nutrition directors, school nutrition managers, cafeteria workers, and volunteers according to their levels of responsibility.

Component #4: School Environment

The ORCSD shall educate students, employees to the important benefits of a healthy lifestyle.

The district shall offer nutrition education to the community.

Rewards

Food and beverages are ~~discouraged-prohibited~~ as rewards. School staff will not use foods or beverages that do not meet the nutrition standards as rewards for academic performance or good behavior. Food or beverages (including food served through school meals) will not be withheld as a punishment.

Fundraising Activities

School-sponsored fundraising activities (direct ORCSD affiliation) should avoid using food items that do not meet nutrition and portion size standards. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for [non-food related fundraising activities](#).

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| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: IHCD |
| Date of Adoption: July 13, 1988 Previously: IGCD Date of Revision: June 21, 2006 Date of Code Revision Adoption: June 16, 2010 Policy Committee Review: May 13, 2015 School Board First Read: May 20, 2015 School Board Second Read/Adoption: June 3, 2015 | Page 1 of 1 Category: Priority |

ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES

Any student who ~~is capable of and~~ wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so provided they meet the pre-requisites. Oyster River Cooperative School District administrators and ~~guidance~~ school counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or ~~guidance~~ school counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses, community college, university course or other suitable means.

~~Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course.~~ Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses unless approved by the superintendent in advance and budgeted for by the School Board.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(g), Advanced Course Work

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| OYSTER RIVER COOPERATIVE SCHOOL BOARD | Policy Code: IK |
| School Board 1 st Read: July 14, 2010 School Board 2 nd Read/Adoption: August 11, 2010 Review Policy Committee: May 13, 2015 School Board First Read: May 20, 2015 School Board Second Read/Adoption: June 3, 2015 | Page 1 of 1 Priority |

EARNING OF CREDIT

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined as: ~~sufficient evidence of attainment of the required content, concepts, and skills of a particular course~~ a high level of demonstrated proficiency with regard to a competency.

Student assessment of mastery is the responsibility of the building principal and/or his or her designee.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

[Competencies will be housed in the school library.-](#)

Legal References:

[NH Code of Administrative Rules, Section ED 306.02 \(e\) Credit](#)

NH Code of Administrative Rules, Section Ed 306.04(a)(145), [How Credit can Be Earned](#)

NH Code of Administrative Rules, Section Ed 306. ~~014~~ [\(16\(f\), Awarding of Credit How a Credit Used to Track Achievement of Graduation Competencies](#)

~~NH Code of Administrative Rules, Section Ed 306.27(d), Mastery of Required Competencies~~

Policy Committee Meeting Minutes

Wednesday, May 13, 2015 @ 3:30 PM

Attendees: Maria Barth, Kenny Rotner, Denise Day, Wendy DiFruscio, James Morse

Visitors: 0

Called to order at 3:30 by Jim Morse who explained that since their "Charge" was approved at the last School Board Meeting he called for nominations for a chair for this committee. Denise Day nominated Maria Barth, seconded by Kenny Rotner. Vote unanimous 3-0.

Maria took over the meeting and began with Policy BBAA – School Board Member Authority - which was sent back to the Policy Committee from the School Board for review. The School Board felt that this policy needed clarification as it was too vague especially as it relates to actions allowable by a subcommittee. She noted that the School Board have a public hearing on this policy during the June 3rd School Board meeting. Revisions made and will be sent for a first read.

Policy BDF – Advisory Committees to the Board – again this policy was sent back to the Policy Committee from the School Board for clarification and revisions. This policy will also have a public hearing during the June 3rd School Board meeting. Denise stated that this policy seemed confusing in some area and needed to be revised. Discussion ensued, revisions made and is now ready for first read by the School Board.

Policy –JLCF – Student Wellness -This policy was reviewed by the Wellness Committee for submission to the State for federal funds. The Wellness Committee asked if the Policy Committee would review page 10 for a language change of one word from "discouraged" to "prohibited" so that it could be included in the District grant application. Policy Committee agreed to this verbiage change and this will be sent to the School Board for a first read.

Policy IHCA – Summer Activities - This policy was categorized as a priority, reviewed by the committee and no changes were made. Review status will be placed on the policy.

Policy – IHCD – Advanced Coursework/Advanced Placement Courses- Questions asked as to what the current practice is. Discussion ensued as to the possibility of adding a line in the future to the budget to help students with fees. Corrections made to this policy and it is ready for first read.

Policy –IK – Earning of Credit – This policy was reviewed by administration with the only change being the addition of one sentence from the NHSBA version to be included in the existing policy. Committee compared both versions and agree to the addition. Questions asked as to how parents could locate these competencies if they wished to review them. It was decided that a central location (library) in each building will be used to house these documents and this verbiage will be added to the policy. This policy is ready for a first read by the School Board.

Policy IKA – Grading System – Existing policy compared to the NHSBA version. No changes made. Review status will be placed on the policy.

Meeting ended at 4:20 PM – Next meeting to be June 10, 2015.

Respectfully submitted,
Wendy L. DiFruscio