

**Oyster River Cooperative School District
REGULAR MEETING**

June 1, 2016

OR Middle School - Library

6:30 PM

0. 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: 5/18/16 regular meeting and 5/25/16 start time workshop minutes.

IV. ANNOUNCEMENTS AND COMMENDATIONS

A. District

B. Board

- Acknowledgement of the list of District school staff retiring June 2016.

V. DISTRICT REPORTS

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

B. Superintendent's Report

- Hardship Application for Senior student who relocated and wants to remain at ORHS.

C. Business Administrator

- Orchard Drive Bid Process

D. Student Senate Report

E. Other:

VI. DISCUSSION ITEMS

- Kindergarten Enrollment Update
- Middle School Standards Based Learning/Grading Competency Based Reporting

VII. ACTIONS

A. Superintendent Actions

B. Board Action Items

- Motion to approve Hardship Application for Senior Student.
- Motion to approve Orchard Drive Bid Process.
- Motion to approve ORHS nominations: English Teacher, English/Video Production Teacher, .5 FTE Social Studies Teacher
- Motion to approve Moharimet nominations: Special Education Teacher and School Psychologist.
- Motion to approve request for ORMS Maternity and Extended Leave of Absence
- Motion to approve List of Policies: –JRA –Student Education Records and Information (FERPA), JRA-R- Student Education Records & Information Administrative Procedure, JRA-E-FERPA Annual Notice, JRB-Confidential Student Information, JICK – Pupil Safety & Violence Prevention – Bullying & Cyberbullying, BEDB & R – Agenda Preparation & Format, GBJ & R – Personnel Records

VIII. SCHOOL BOARD COMMITTEE UPDATES

IX. PUBLIC COMMENTS

X. CLOSING ACTIONS

A. Future meeting dates: 6/15/16 Regular Mtg. @ ORHS, 6/29/16 Manifest Meeting

XI. NON-PUBLIC SESSION: RSA 91-A:3 {If needed}

NON-MEETING SESSION: RSA 91-A:2 {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). Each speaker may have up to 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.

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: 2016 - 2019 |
| • Kenneth Rotner | Term on Board: 2016 - 2019 |
| • 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

May 18, 2016

Moharimet

6:30 p.m.

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

ADMINISTRATORS: Superintendent Dr. James Morse, Sue Caswell, Todd Allen, Mike McCann, Catherine Plourde, Carrie Vaiche

There was four members of the public present

I. CALL TO ORDER

6:30 – 7:00 p.m. Manifest Review/Approval at each School Board meeting.

Approval of Manifests: Vendor #25 \$179,177.32, Payroll #24 \$783,533.38

II. PUBLIC COMMENTS: None

III. APPROVAL OF MINUTES:

Motion to approve May 4th Regular Meeting Minutes

Denise Day moved to approve the May 4th Minutes, 2nd by Al Howland.

Motion approved 7-0 with the Student Representative voting in the affirmative.

IV. ANNOUNCEMENTS and COMMENDATIONS

A. District: Tim Kenaley, Manager of the Oyster River High School Cafeteria has been recently selected as New Hampshire's Manager of the Year by the School Nutrition Association. Every Wednesday Tim offers Omelets Made to order.

Mike McCann of the High School announced that 49 students were inducted into the National Honor Society and 44 students were inducted into the World Language Honor Society.

Dennis Harrington of Moharimet recognized Alexander Taylor for installing the sound systems and the PTO for funding it. He commended the Middle School students for their work they distributed 100 yards of playground fiber and mulched the front of the building.

B. Board: Denise Day reported that the last community dinner was awesome and she appreciated the Wellness Fair that was there also. She also commended the music event at UNH. It was a wonderful coordinated effort between to see the music teachers perform as well as leading the students. It was a fantastic evening.

Sarah Farwell also attended the orchestra concert at UNH and commended students and staff present. It really highlighted the student's growth. The finale was arranged by a high school student.

Maria Barth mentioned that a former Oyster River Graduate passed from addiction. 90% of funding is spent on law enforcement and incarceration and only 10% on treatment and prevention. We have to open our eyes and learn about this and see what is working around the world.

Tom Newkirk and Al Howland attended Mr. Zotoli's Sociology Class on Education reform. They discussed the nature of experience of attending Oyster River. Al Howland noted that there is a deeper issue of what kids are going through and there is this intense pressure on students.

V. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum and Instruction Reports

Todd Allen reported to the Board that tomorrow is the last day of scheduled Smarter Balance testing in the district. He commended the IT department for all their work and effort that goes into the testing. The scoring is being done more efficiently this year as well. The teachers are planning some great initiatives for Summer Professional Development. There is a lot of integrated work that will be done across buildings and departments. There is a K-5 two day math work shop for teachers. There will also be a three day trauma response training for employees on how to build a crisis response plan. The Summer Reach Program sign up deadline is May 31st.

B. Superintendent's Reports:

Superintendent Morse reported that the state visited the District regarding adequacy. They visited both Moharimet and Middle School. There were 13 commendations awarded.

Motion for the Last Day of School: Kenny Rotner moved to have June 20 the last day of school, 2nd by Dan Klein. Motion approved 7-0 with the Student Representative voting in the affirmative.

Kenny Rotner moved to change first day for all students except Kindergarten begin on August 31 with the Kindergarten students starting on September 1st, 2nd by Al Howland. Motion passed 7-0 with the Student Representative voting in the affirmative.

Superintendent Morse reported that the Kindergarten enrollment is currently at 54 students at both schools. He will keep the Board posted in June on enrollment. If the enrollment increases, there may be a need to hire an additional teacher for the fall.

C. Business Administrators Report: None

D. Student Senate Report: Student Representative Troy Lapolice reported that the School Senate is moving forward on the fundraising for Miss Raiford. NECAP was recently held for juniors for Science. The Prom is tomorrow.

E. Other:

YRBS Report: Mike McCann and Todd Allen:

Oyster River High School Summary:

Last spring all students in grades 9-12 at Oyster River High School participated in the Youth Risk Behavior Survey. The results provide us with insight into our students' perceptions on many health and safety issues. Fortunately the high school has been participating in this survey for many years and can now analyze results from five years of data spanning nine years. Although the data is based on student perception only, there is some valuable information that can be gleaned from this data over time.

Insights and Highlights of the Report:

Overall we are a safe school and our students engage in safe behaviors such as consistent use of seatbelts and bike helmets. Our students also engage in a small number of physical fights and generally feel safe coming to school.

Generally our students report having health behaviors such as the low numbers of students reporting cigarette use, and soda consumption. Students are reporting watching less television, although it appears that there may have been a shift to computer/video games.

A large number of our students continue to participate in athletic activities, although overall physical activity has fluctuated.

Many students are reported that they are getting less than eight hours of sleep on average per night and this appears to be more common for grades 11 and 12.

When it comes to drugs, alcohol and tobacco parents are giving the message that their children should not be using these substances. Students report that they are seeing drug/alcohol prevention messaging in schools.

New products/substances do not have longitudinal data (vaporizers/e-cigarettes, synthetic marijuana) although ORHS numbers are comparable to other areas in the state when it comes to these products.

The number of students who report being sexually active remains consistent; there has been an increase in the students reporting not using protection during sexual intercourse.

Generally speaking our students are aware of the dangers and safety concerns regarding risky behaviors.

Examples of recent interventions:

Quick-tip anonymous reporting system was implemented last year to help students report bullying/school safety issues.

Recently conducted informational sessions for students on the health/safety issues related to vaporizers/e-cigarettes.

Anti-bullying curriculum has been part of Health classes and has recently been added to World Cultures courses.

ORMS Summary:

All 7th and 8th graders at the Middle School took the YRBS. The purpose of the survey is to get a better understanding of the choices our students are making when it comes to their health. The results give us an opportunity to make adjustments in educational opportunities and target specific areas of concern from the survey.

The data clearly shows ORMS students recognize that the use of drugs and alcohol is wrong or very wrong. Further ORMS student data reports that students are aware that their parents would consider their use of drugs or alcohol as wrong or very wrong.

ORMS students have a very low rate of physical violence at school.

ORMS students are physically active and overall have healthy diets with a low rate of screen time use.

Eighty percent report that they have participated in a club.

Two examples of recent program changes due to the YRBS data:

Suicide prevention in grade 8 where we use the sign of suicide curriculum which is CDC approved and recommended.

We also have implemented the Acknowledge Care Tell Program in grades five through eight.

We have seen a decrease in student's report of being bullied at school. This year Quicktip was implemented.

Student Representative Troy Lapolice doesn't feel that Quick-Tip anonymous has been well publicized in the school. Mike McCann and Todd Allen agreed to address it again in the assembly. Awareness is very important as well as connecting each student with an adult.

The Board had an in depth conversation on some of the statistics on the Survey. Mike McCann reported many of the issues are covered in the Freshman Health Class. They would like to have more speakers in that have experienced risky behaviors.

VI. DISCUSSION ITEMS:

UNH Student Survey: Alex Chase a UNH Student would like to conduct a questionnaire and focus group on what affects student's choice of transportation mode to school. He would like to report back on the findings at a future Board meeting. Parents do have the ability for their children to opt out of this questionnaire. This questionnaire will be conducted at Newmarket and Winnacunnet Schools as well.

Denise Day moved to approve this survey administered to the juniors and seniors at the high school, 2nd by Maria Barth. Motion passed 7-0 with the student representative voting in the affirmative.

ORCSD Draft Handbooks for all four schools:

Motion to approve Draft ORCSD Handbooks for all four schools.

Sarah Farwell moved to approve all draft school manuals for the 2016-17 school year, 2nd by Al Howland. Motion passed 6-1 with Maria Barth opposing and the Student Representative voting in the affirmative.

Maria Barth moved to postpone the approval of Draft ORCSD Handbooks, 2nd by Al Howland. Motion failed 1-6 with Maria Barth voting in favor.

Chinese Language Plan: Superintendent Morse discussed that the ORCSD School Board begins discussion in July on replacement goals and finalizes them in August of each year. The exception is the budget goal discussion which begins in September and is finalized in November.

There were three separate and distinct recommendations embedded in the presentation of April 20th.

1. The proposal to include Chinese into the middle school and high school for grades 5 – 12.
2. The expansion of the Middle School Program from an exploratory to core program and;
3. The addition of an elementary program.

The Board discussed implementing Chinese at the 7 and 8 grade level. There was also a discussion of what are the right language offerings for the School District. How long would the Program be offered at no charge? How many language offerings are appropriate for a school District of this size? Superintendent Morse will gather information about the trends and options and will also look at logistical set up in World Language and will report back to the board with his findings at a future Board meeting.

VII. ACTIONS:

A. Superintendent Action Items: None

B. Board Action Items:

Spring Coach Nominations:

Natalie Bilynski	.5 Girls Assistant Outdoor Track	\$1,653.50
Daniel Rowe	.5 Girls Assistant Outdoor Track	\$1,653.50
Emily Gelz	MS Outdoor Track	\$2,348
Amanda Zeller	MS Library Magazine	\$1,957

Al Howland moved to approve the above slate of Spring Coach Nominations, 2nd by Denise Day. Motion approved 7-0 with the Student Representative voting in the affirmative.

List of Policies for First Read:

Student Education Records and Information	JRA
Student Education Records and Information Procedure	JRA-R
FERPA Student Annual Notice	JRA-E
Confidential Student Information	JRB
Pupil Safety and Violence Prevention–Bullying&Cyberbullying	JICK
Agenda Preparation and Format	BEDB
Personnel Records	GBJ & R

Superintendent Morse mentioned that these policies with the exception of Agenda Preparation are the result of law changes.

Kenny Rotner moved to approve the above slate of Polices for a First Read, 2nd by Denise Day. Motion approved 7-0 with the Student Representative voting in the affirmative.

VIII. SCHOOL BOARD COMMITTEE UPDATES:

Superintendent Morse requested that if a Board member receives communications from anyone please forward it to the SAU. This way they can help craft responses.

Denise Day reported that the LRPC is meeting next Monday May 23rd.

Tom Newkirk reported that the Negotiation Committee met with the Guild. It was a good meeting.

IX. PUBLIC COMMENTS: None

X. CLOSING ACTIONS:

A. Future Meeting Dates: 5/25/16 Workshop at ORHS, 6/1/16 Regular meeting at ORMS

XI. NON-PUBLIC SESSION: RSA 91A:3: None
NON-MEETING: RSA 91-A:2 I (a) Strategies with Respect to Collective Bargaining – Guild Negotiation Update

XII. ADJOURNMENT:

Kenny Rotner moved to adjourn this portion of the meeting at 9:23 pm, 2nd by Denise Day. Motion passed 6-0-1 with Kenny Rotner recusing himself.

Maria Barth made a motion at 10:04 pm to return to public session and adjourn at 10:05 PM, 2nd by Sarah Farwell. Motion passed.

Respectfully yours,

Laura Grasso Dobson
Recording Secretary

Oyster River Cooperative School District

May 25, 2016

ORHS – Start Time Workshop

7:00 p.m.

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

ADMINISTRATORS: Superintendent Dr. James Morse, Sue Caswell, Todd Allen.

There was one member of the public present.

I. CALL TO ORDER

II. PUBLIC COMMENTS: Jennifer Lyons of Durham thanked the Board for having this workshop and is looking forward to listening to the conversation.

III. REPORTS:

School Board Visits.

MAST WAY

Denise Day and Dan Klein visited the Mast Way School.

Denise: I really liked doing this, found it valuable. Issues on original survey people felt, "it was a done deal."

Title I meets before school – Impact?

Look at it from a much bigger issue/scheduling, homework.

What is start time trying to fix?

It would be nice to start earlier.

Flip elementary/high school not popular.

Folks were interested in an 8:20 start time/not much support for 7:30, lots of disadvantages to an early start time.

Dan: Really good candid conversation.

Survey choice of two options as opposed to a few ideas. Survey data may not be valuable to us.

Teachers felt elementary schools start late. Teachers were thinking globally.

Several years ago teachers looked at value of homework. Perhaps look at homework first.

Concern over flipping.

We stuck to questions and clarification questions.

I felt really proud of our teachers. Whatever happens teachers will make it work.

Lots of unknowns ~ wondering if it is worth it.

MOHARIMET

Tom Newkirk and Al Howland visited Moharimet.

Al: No younger kids in dark. AM is optional teaching time. PM kids get tired.

Optimal: 8:00 – 8:30

More times not more things.

Feel racing/shallower.

Day is too short.

Spontaneity being lost.

Tom: Earlier/think afterschool considerations but manageable.
AM block so valuable.
Broadened discussion on nature of school day – feel some of the best things are being lost.

MIDDLE SCHOOL

Kenny Rotner and Maria Barth visited Middle School.

Kenny: Response to Board presence – positive.
Bigger issues were uncovered – How are kids getting to school. Students are arriving but few tired. Breakfast more important.
End of day kids tired.
Afterschool activities and child care.
Teachers very professional/PM afterschool students seek out teacher. Concern kids will choose activity rather than seek out adult.
Outcome unknown – will kids actually sleep later.
Big difference 5/6 & 7/8
Preadolescent vs teacher.
Not as many late starts and students driving safer.
Concern about downtown Durham.
Flex scheduling and ELO – flex schedule by kids' biological clocks.

Maria: Extra help after school due to staff unavailability.
I was very happy to be there and agree with Kenny's observations.

HIGH SCHOOL

Tom Newkirk and Sarah Farwell visited high school.

Sarah: Wonderful to hear from staff.
1st/last period experiencing similar trouble.
Concerns about opportunity to meet with students.
Homework, caffeine, screen time areas of concern.
Rotating schedule may be a way to handle 1st/last period.
Sped concern about impact.
8:00 – 3:00 = ideal/more flexibility.

Tom: Athletic impact.
Staff concerned about tardiness – unknown if it would change.
Moving start time without looking at other factors, homework, flex schedule, length of the day. Brian Z & Mark M suggested that we look at the day itself – pressure we place on them.
ORHS open to flex schedule. Really good experience.

Portsmouth

Tom Newkirk, Al Howland and Dr. Morse visited the Portsmouth School District – sense original = flip opposition from parents – backed off flipping.

Tom: Moving toward uniform start option – start at 8:30 - 3:00 – increase cost to transportation.

End later, but not a whole lot later – contract in factors like passing time and lunch

Al: 8:30 – 3:00 – hold to 3:00 – reduces athletic problems. Darkness addressed toward lighting.

Affordable park permit in spring/signing up for bus.

ORCSD – addresses the 100% on bus – Portsmouth does not.

Survey question on who will use bus.

Fall 2017 goal.

Dr. Morse shared Concord School District Report.

Kenny: Do we know Portsmouth's schedule?

Al: Portsmouth's budget goes to council, unlike us where we go to voters.

IV. OPTIONS:

Dr. Morse explained the K-12 systems and presented the options. Todd took minutes while Jim presented.

Todd: Create efficiencies in day schedule and look to a Saturday schedule for away athletic contest that are more than 1 hour away.

V. DISCUSSION:

There was a lengthy discussion surrounding the 6 presented options which resulted in a 7th option revised using option 6 to keep the AM run the same, but combine the PM run which has fewer bus riders. Additional questions and comments were relayed as depicted below:

Dan: Could you move using option 6 incrementally toward an 8:30 start time? Does this approach lend itself to future adjustments?

Kenny: Reducing ride time is a good goal by itself. Could we reduce the number of students driven to school? Could we create "express route" stops to reduce ride time?

Al: spoke against options 2,3,4 & 5. Felt we should focus on option 6 and any variation thereof.

Sarah: Keeping 40 minute max runs is very important. Against options 2,3,4 & 5. Likes options 6 & 7.

Denise: Likes the idea of ending no later than 3:00. Likes option 7 because it takes into account lower MS/HS ridership in the afternoon due to afterschool activities. Option 7 satisfies elementary concerns.

Tom: thinks next step should be to flesh out options 6 & 7. Then get input from staff, revise and take out to the community.

Maria: How can we increase joy of learning? What does research say about students in places like Alaska and Sweden that have minimal daylight during some parts of the year? What other relaxation techniques can be taught?

Dr. Morse: Need to look at issues of homework and stress, but do it in stages. May need to have a meeting and consult with Guild if change in the length of the day.

Dan: If you start earlier what activities will be implemented before school?

VI. DIRECTION:

Tom suggested that the focus be on fleshing out options 6 and 7 – Board nodded in acclamation. The revised option 6 & 7 will be brought forward for discussion at the July meeting.

VII. ADJOURNMENT:

Maria Barth made a motion at 8:30 pm to adjourn.

Respectfully
Dr. James C. Morse, Sr.
Superintendent



OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

36 Coe Drive

Durham, New Hampshire 03824

Telephone: 603-868-5100

Facsimile # 603-868-6668

TO: School Board
FROM: Dr. Morse
DATE: May 27, 2016
RE: District List of Retirees

Mast Way School:

Helanie Sweet – Speech and Language – Started in 2007 making \$62,517/year.

Moharimet School:

Carol McEntee: Psychologist – Started in in 1989 as a Guidance Counselor/Associate Psychologist at .08 FTE making \$24,574/year.

Middle School:

Colette Malerba: Grade 5 – Started in 1997 at a Masters/Step 1 making \$27,947/year and has remained in her current position for 19 years.

Thank you for your dedication and commitment to ORCSD.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JCA
Policy Committee Review: October 14, 2015	Page 1 of 2
School Board First Read: October 21, 2015	Category: Priority
School Board Second Read/Adoption: November 4, 2015	

CHANGE OF SCHOOL OR ASSIGNMENT

In circumstances where the best interests of a pupil warrant a change of school or assignment, the Oyster River Cooperative School District Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

Conditions and Procedures for Reassignment

1. Either the parent/legal guardian or the Superintendent of a different SAU may make a written request to the Superintendent for a change of school assignment. In the request, the parent/guardian should state why the best interests of the pupil warrant a reassignment.
2. The Superintendent will fully consider this written request, will meet with the parent/guardian, if necessary, and will make a determination concerning the reassignment request.
3. The Superintendent's decision will be based on the best interests of the pupil, as determined by the Superintendent. The Superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.
4. If the Superintendent determines that the best interests of the pupil warrant a reassignment, he/she will present the matter to the school board. The board must vote to approve the re-assignment before the reassignment can occur. Upon school board approval, the Superintendent may reassign the pupil to:
 - (a) another school within the same school district; or
 - (b) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the Superintendent of the receiving SAU and approval of the school boards of both the sending and receiving school districts.
5. The Superintendent will issue a written decision to the parent/guardian.
6. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the school board votes to exceed this limit.
7. Reassignments made under this policy that exceed the percentages provided in Paragraph #6 must have the prior written approval of the School Board.

Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation

Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.

The Superintendents involved in the reassignment of a pupil will jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to any applicable policies of the receiving district, presuming said action is not contrary to law.

The cost of transportation for any pupil reassigned under this policy will be the sole responsibility of the parent/guardian.

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JCA
Policy Committee Review: October 14, 2015 School Board First Read: October 21, 2015 School Board Second Read/Adoption: November 4, 2015	Page 2 of 2 Category: Priority

Role of the Department of Education

The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

Manifest Educational Hardship Change of Assignment

When a parent/guardian believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, the parent/guardian may seek a change of assignment in accordance with applicable provisions of RSA 193:3 and Board Policy JEC - Manifest Educational Hardship.

Legal References:

- RSA 193:3, III, Change of School Assignment
- RSA 193:3, I, II, Manifest Educational Hardship
- RSA 193:14-a, Change of School Assignment; Duties of State Board of Education

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
REQUEST FOR SEALED BIDS
VACANT LAND ON ORCHARD DRIVE, DURHAM, NEW HAMPSHIRE**

Oyster River Cooperative School District (ORCSD) is seeking sealed bids for the purchase of 24 acres, more or less, of vacant land situated on Orchard Drive in Durham, New Hampshire and shown on the Town of Durham Tax Maps as Map 6 Lot 2-43 and Map 15 Lot 30 (the "Land") and being more particularly described in the following Deeds recorded in the Strafford County Registry of Deeds: Book 887 Page 270; Book 900 Page 211; Book 900 Page 212; Book 907 Page 479; Book 929 Page 109 and Book 994 Page 197 to which deeds reference is hereby made for a more particular description of said land.

Said Land will be sold subject to the following conditions:

1. Deed: Land will be conveyed by a Deed with no covenants conveying the exact property conveyed into ORCSD by the deeds referenced above.
2. Title: No representations have been or will be made by ORCSD concerning the title to the Land.
3. Condition of the Land: The Land is being sold "as is" with no warranties expressed or implied.
4. Pre-Bid Inspection: Any interested party may request permission to inspect the land or have the land inspected by appropriate parties by contacting Susan Caswell, Business Administrator at 603-389-3288. ORCSD reserves the right to require a Certificate of Insurance from any interested party or its agents prior to allowing entry upon the land.
5. Minimum Bid: \$_____ with a deposit by check in the amount of \$5,000 payable to the Oyster River Cooperative School District.
6. Bid Form: By letter mailed or delivered to the Bid Submission Location below clearly marked: "ORCHARD DRIVE ---- SEALED BID".
7. Bid Submission Deadline: June ____, 2016
8. Bid Submission Location: Business Administrator, Oyster River Cooperative School District, 36 Coe Drive, Durham, NH 03824 by mail or delivery.
9. Bid Opening Date: _____ at ___ p.m. at a duly posted ORCSD School Board Meeting.
10. Bid Award Date: The bid shall be awarded at the Bid Opening Date or the next regular posted School Board meeting.
11. Reservation: ORCSD reserves the right to accept or reject any and all bids and can award the bid that it determines to be in the best interest of the School District regardless of whether or not it is the highest bid.
12. Purchase and Sale Agreement: The successful bidder shall execute a Purchase and Sale Agreement incorporating the terms above within five (5) business days of the Bid Award Date.
13. Closing: The Closing must occur within forty-five (45) days of the Bid Award Date noted above or any deposit made by the successful bidder shall become the property of ORCSD and the School Board may accept another bid or start the sealed bid process again.

Moharimet School 2016-17 Enrollment Projections Vs. Actual

Current 2015-16 Enrollments						
	K	1	2	3	4	
6-19-15 End of Year	47	59	72	95	90	363
Withdrawals	1	5	6	5	3	20
New Registrations- school year	13	22	5	8	4	52
10-1-15 Enrollment	53	74	70	95	90	382
Total Actual as of 5-26-16	59	76	71	98	90	394
New 2016-17 registrations	54	~10	4		1	67
Summer Withdrawals		5		1	1	7
2016-17 Enrollment	54	64	80	70	98	366
~Actual 1st grade registrations = 64. (54 returning kindergarteners + 10 new registrations)						

2016-17 Class Sizes Using Actual Enrollment							
18 classes							
Teacher	Grade	K	*1	2	3	4	Avg
Chartrand	K	18					18
Lapierre	K	18					
Raspa	K	18					
Bradley	1		19				18.67
Jones	1		19				
Torr	1		18				
Dolcino	1/2		8	11			19
Hoff	2			23			23
Nadeau	2			23			
Reilly	2			23			
Hall	3				21		20
Schmitt	3				20		
Winsor	3				20		
Swift	3/4				9	12	21
Curtin	4					22	21.5
Lee	4					22	
Larson-Dennen	4					21	
Van Ledtje	4					21	

* First grade actual numbers are based upon current actual plus 10 new enrollments.

2016-17 LRPC Projections - November 2015						
2016-17 Projected Enrollment	K	1	2	3	4	Total
		48	66	74	83	105

Our Journey towards Standards Based Learning

...

Oyster River Middle School

Introduction - Quick Overview of SB system

- Oyster River and Standards Based Learning
- What is Standards Based Learning?
- Early recognition of benefits and potential roadblocks
- Formation and Expansion of PLC
- Standards Based Learning Website for additional information

<https://sites.google.com/a/sau5.org/standards-based-learning-resources/?pli=1>

Important Definitions

Competency- an overarching concept that encompasses multiple learning standards which are interconnected. These are developed by each grade level for each discipline.

Standard- A non-negotiable, measurable learning objective that guides instruction. These content specific standards have been developed either at the state or national level.

I can statements- Standards can be converted into I can statements so that they are more student and parent friendly.

Why is this the best system for ORMS?

Benefits of Standards Based Grading:

- All students clearly show their mathematical reasoning.
- Clearly defined standards and student progress for students, parents, and teachers.
- I believe more math is learned with SBL (70% versus a “2”)
- Focus is on math concepts learned instead of points earned.

Strategies that helped me in this process:

- Following rubric made by Aaron Ward that is used on every assessment.
- Put ownership on the students, instead of me if the standard wasn't met. (students make a plan: IXL, video lessons, review notes and HW, setup meeting with me,...)

Learning Goal: I can use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

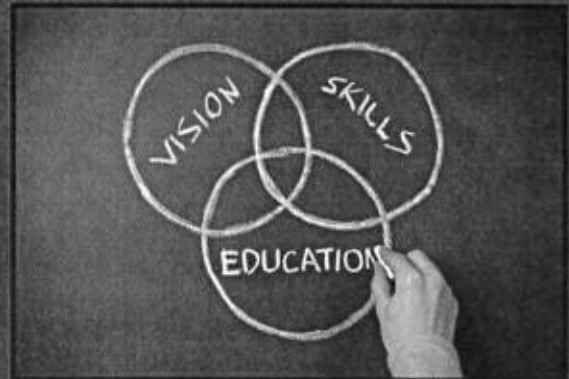
4 - Exceeds	Strong mathematical reasoning is shown and solutions are correct.
3 - At The Standard	Solid mathematical reasoning is shown and most solutions are correct. Incorrect solutions contain only minor errors. A "3" is the target zone for students.
2 - Approaching The Standard	Inconsistent use of reasoning or application of mathematics to solve problems. Some solutions are incorrect. Student is on the right track but needs additional practice.
1 - Not At The Standard	Mathematical reasoning or correct application of mathematics to solve problems is not shown. Multiple solutions are incorrect.

Where are we now?

Departments	November 2015	May 2016
5th Grade	Develop - Implement - Refine	Implement - Refine
Music	Develop - Implement	Implement - Refine
World Language	Awareness	Develop - Implement (16-17)
PE	Develop - Implement	Implement - Refine
Health	Develop	Develop - Implement (16-17)
Unified Arts	Awareness	Develop - Implement (16-17)
Math	Develop - Implement	Implement - Refine
Science	Investigate	Develop
Social Studies	Awareness	Develop
Language Arts	Awareness	Develop

Professional Development

- **Oct:** “Meaningful Assessment for Standards or Competency Based Grading”
- **Nov:** Rob Westerberg
- **Jan.-April:** 2-3 release days by department
- **Feb-May:** Formative Assessment & Standards Based Grading book group
- **Feb & April:** School Visits
- **March:** NELMS, PD article- discussed purpose, policy and “exceeds” standard
- **May:** Nan Parsons & 5th grade presentation



- **July:** Sanborn Regional
- Summer Proposals

How Are Decisions Made (Staff Inclusion) as we move forward?

- **Staff surveys** have been given to develop an understanding of where we are as a school in this process.
- **Departments** are working together to organize standards and develop competencies. (January 2016 to present)
- **Grade level teams** are having discussions during team meeting times.
- **Standards-based learning PLC** meets weekly.
- **Group discussions in small focus groups** of 8-10 teachers.
- **Discussions as an entire faculty** during staff meetings and teacher workshop days. (November, December, March, May)

This year, every teacher has had their vote counted in decisions regarding reporting.

Example: 46 staff members voted that “exceeding a standard” should not be reflected on a student’s report and 37 staff members voted that they would prefer using letters such as (M) for Meets standard as opposed to numbers (1,2,3) when reporting competencies.



Reporting

What does it look like now?

- Habits of Learning
- Standards
- Averaged Numerical Grades/Letter Grades

5th Grade Report Card

8th Grade Report

What do we hope it will look like by Fall 2017?

- Standards will be grouped by competency
- Habits of Learning
- No averages

What's Next

MOVING FORWARD

- SBL is an ongoing work in progress
- Report progress to school board
- Educating community (students, parents, etc.)

IMPLEMENTATION

- Math, P.E., Arts, S.T.E.M., Health/ Life Skills, Music, WL implementing next year.
- Implementation by all subjects beginning fall 2017
- 3 descriptive tiered scale- (M)- meets (D)- developing (B)- beginning

Q&A

EXAMPLE OF STUDENT REPORT

School: Oyster River Middle School Term: 15-16 Year

Standards Grades

ORMS

Show Completed Classes

Habits of Learning K-8: C= Consistently demonstrates this skill, M=Demonstrates this skill Most of the time,S=Demonstrates this skill Some of the time,R=Requires ongoing support with this skill

Standards K-5: 1=Beginning to develop the Standard, 2=Progressing toward the Standard, 3=Meets the Standard, NYA=Not Yet Assessed

Standards 6-8: 1=Not at the Standard, 2=Approaching the Standard, 3=At the Standard, 4=Exceeds Expectations for the Standard. N=Not Enough Evidence

Please click on the BLUE dot to see the teacher comments.

If you see a standard with no number than the standard has not yet been taught.

MS-Art8 (Marshall, Kim) Q3					
Apply appropriate media, techniques, and processes.	4				
Identify and apply the elements of visual art and principles of design.	4				
Select and apply a range of subject matter, symbols and ideas.	4				
Analyze the visual arts in relation to history and culture.	3				
Analyze, interpret and evaluate their own and others' artwork.	3				
Make connections among the visual arts, other disciplines, and daily life including a range of careers associated with this field.	3				
Habits Of Learning Art	-- ●				
Work Ethic	C				
Participation	C				
Craftsmanship	C				
MS-Chorus8 (Olberg, Jarika)		Q1	Q2	Q3	Y1
Vocal Technique-Implements low breathing, free from unnecessary tensions	--	--	3	3	
Identifies correct notation symbols	--	2	--	2	
Identifies correct rhythms	--	2	--	2	
Vocal Technique-Demonstrates proper singing alignment	3	--	3		
Vocal Technique-Sings with a jaw free of tension and light bulb space	3	3	4		
Vocal Technique-Sings with a balanced singing voice	3	4	4		
Sings on pitch, performs notes correctly	3	4	2		
Performs rhythms correctly	2	3	3		
Sings notes utilizing correct numbers or solfege syllables	--	3	4	4	
Maintains a steady beat with the conductor	--	--	3	--	



MS-Chorus8 (Olberg, Jarika)	Q1	Q2	Q3	Y1
Identifies notes on the staff	--	4	--	4
Meets performance obligations- Students attend concerts	--	C	C	--
Contributes productively to lesson, rehearsal and performance environment	C	C	C	--
Follows classroom expectations	C	C	C	--
Demonstrates self-control in a group learning environment.	C	C	C	--
MS-Guitar8 (Ervin, David)	Q2			
Reads and responds accurately to tab and chord diagram notation	3			
Uses proper technique to create a characteristic sound on the instrument.	4			
Demonstrates awareness of their contribution to the ensemble and self regulates pitch, rhythm, and balance accordingly.	4			
Demonstrates knowledge of musical setting, by performing in the appropriate style.	4			
Meets performance obligations.	C			
Contributes productively to lesson, rehearsal and performance environments.	C			
Practices diligently during class practice sessions.	C			
MS-PE8 (Carter, Alida)	Q1	Q2	Q3	
Demonstrates competency in a variety of motor skills and movement patterns	3	3	3	
Exhibits responsible personal and social behavior that respects self and others.	3	3	3	
Actively engages in physical education class.	C	C	M	
Applies rules and procedures during physical activities.	C	C	C	
MS-Pre Algebra8 (Miller, Lisa)	Q1	Q2	Q3	
Apply properties of integer exponents to generate equivalent expressions	2	--	--	
Use numbers of a single digit times an integer power of 10	3	--	--	
Perform operations with numbers expressed in scientific notation	3	--	--	
Graph proportional relationships, interpreting the unit rate as the slope	--	--	3	
Explain why two points in the coordinate plane have the same slope	--	--	3	
Solve linear equations in one variable	--	3	3	
Construct a function to model a relationship between two quantities	--	--	3	
Verify properties of rotations, reflections, and translations	3	--	--	
Understand 2D figures are congruent by rotation, reflection, and translation	2	--	--	
Describe dilations/translations/rotations/reflections on 2D figures	3	--	--	
Understand 2D fig. are similar by rotations/reflections/translations/dilations	3	--	--	
Use informal arguments to establish facts about angle sums	--	3	3	
Construct and interpret scatter plots for bivariate data	--	--	3	
Informally use straight lines in scatter plots that suggest linear associations	--	--	2	
Use a linear model for bivariate data, interpreting the slope and intercept	--	--	3	
Self-Directed Learner	C	C	C	
Positive Contributor	C	C	C	
Complex Thinker	S	S	S	
Producer of quality work	C	C	C	
Effective Communicator	C	M	C	

MS-STEM8 (Silverio, John)	Q3
Student understands STEM technology	3
Student understands how design can transform ideas into practical solutions.	3

Click on the standard name to see the description and gradescale.

● = Comment. Click on the score to see the comment text.

School: Oyster River Middle School Term: 15-16 Year

Quick Lookup  

ORMS

Exp	Attendance By Class										Absences		Tardies						
	Last Week					This Week					Course	Q1	Q2	Q3	Q4	15-16	15-16	15-16	15-16
	M	T	W	H	F	M	T	W	H	F									
HRA (A)											MS-Sci8 Martin, Michele - Rm: 105	B+	B+	A	A-	0	0	1	1
HRA (A)											MS-SS8 Nichols, Mark - Rm: 103	A	A-	B+	A	0	0	1	1
HRA (A)											MS-LA8 Renner, Susan - Rm: 101	A	B+	A	A+	0	0	1	1
HRA (A)											MS-Pre Algebra8 Miller, Lisa - Rm: 102			--	--	0	0	1	1
P2(A)											MS-Guitar8 Ervin, David - Rm: 131			--	--	0	0	0	0
P2(A)											MS-Chorus8 Olberg, Jarika - Rm: 122			--	--	0	0	0	0
P3(A)											MS-Health8 Pirtle, Holly - Rm: 114	A+		--	--	0	0	0	0
P3(A)											MS-STEM8 Silverio, John - Rm: 120			--	--	0	0	0	0
P3(A)											MS-Art8 Marshall, Kim - Rm: 212			--	--	0	0	0	0
P7(A)											MS-PE8 Carter, Alida - Rm: Gym			--	--	0	0	0	0
P7(A)											MS-S.Skills8 Dawson, Cathy - Rm: 102			--	--	0	0	0	0
P7(A)											MS-S.Skills9 Duff, Jason - Rm: TLC			--	--	0	0	0	0
Attendance Totals																0	0	4	4

Current weighted GPA (Q4):
Show dropped classes also

Q2 Course Name, Standard Name, and Comments

MS-Grade 5

Homeroom Comments: _____ is wonderful to have in class. She's friendly, thoughtful, hard-working and always tries her best. She doesn't always participate or speak up when she is struggling, but this has steadily and slowly improved as the year has gone along. She has developed some nice friendships and has become more outgoing lately, which is wonderful to see. Continuing to become more involved is the main thing I would encourage her to do in the next quarter as it will truly help her learn.

MS-LA5

ELA Comment Throughout this term in language arts, _____ put nice, solid effort into class assignments and projects. She was mostly attentive during class activities, though her focus sometimes drifted from the task at hand. _____ is quiet and reserved in class, though when prompted she generally adds good quality comments to our class discussions. During our memoir unit, she did a nice job of brainstorming and drafting ideas. For her final draft piece, "The Sailfish," she tried several of the writing strategies introduced in class, including using an engaging lead, dialogue, and slowing down the "I spot." We encourage _____ to work on developing her written ideas more fully, participating more actively in class, and keeping up her best focus. She has shown signs of progress in these areas lately during our poetry unit, and this is great to see.

_____ reading has also been improving and her consistently reading each night seems to have really helped.

MS-Math5

Math Comment _____ has struggled with math this year. Although I feel she has made some good progress with both multiplication and division, it has been slow going. She has been held back mostly by her not knowing her multiplication facts. This slows down her work speed, which leads to her getting lost in problems, which leads to more confusion and makes it really hard to totally master a skill. Giving her extra help with multiplication and division, at home and in school seems to have helped her understand the processes of both. This has led to some good growth lately. Now if we can just get those facts!

Note regarding Math scores: These scores indicate what the student has shown to this point. As we will continue to revisit these topics, scores may change. Those with "2's" are expected to move to "3's", those with "3's" should stay the same but could change if need be.

The score for the "Place Value" strand is based on whole numbers only, as the decimal portion of this strand has not been formally assessed. All scores will be re-evaluated after this has been done.

MS-Sci5

Science Comment Scores for Science are based on the Environmental Unit and the Invasive Species project that stemmed from it. The content includes understanding of environmental concepts such as the water cycle, rock cycle, food webs, biotic, abiotic, producers, consumers, decomposers, geosphere, atmosphere, hydrosphere, biosphere and what an invasive species is all about. The skills include researching and using the tools involved in this unit's activities (tree coring-tape, thermometers, weed wrench).

MS-SS5

Social Studies Comment Scores for social studies this term are based on various current event lessons, as well as the 20th Century Research Project we have recently begun. The content includes understanding of concepts discussed in class and the initial research of 20th century topics. Skills include researching, note-taking, summarizing, interviewing, and responding to informational text.

MS-Strings5

STRINGS Continue to work on producing a big sound and reading notes and rhythms. Will provide some extra help time with tutor during class.

Q3 Course Name, Standard Name, and Comments

MS-Health5

Health Narrative _____ was an absolute pleasure to have in class this quarter. She was able to show a good understanding of the topics presented in class and her class participation was excellent. _____ was also able to put together an excellent persuasive letter that I'm sure when read will truly make the reader think twice before choosing to smoke. Keep up the great work _____!

**Progress Report
2015-2016 School Year**

Habits of Learning Scale

C= Consistently demonstrates this skill
M= Demonstrates this skill Most of the time
S= Demonstrates this skill Some of the time
R= Requires ongoing support with this skill

Academic Standards Grade Scale

1=Beginning to develop the Standard. The student is beginning to demonstrate an understanding of basic concepts and skills.
2=Progressing toward the Standard. The student has moved beyond the beginning understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with increasing success.
3=Meets the Standard. The student demonstrates understanding of basic concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, quality, and independence.
NYA=Not Yet Assessed

Teacher: David Montgomery	Habits of Learning	Q1	Q2	Q3	Q4
	Reads, listens to, & Follows directions		M		
	Respects self, others, environment		C		
	Works independently		M		
	Works cooperatively with peers		C		
	Uses class time wisely		M		
	Organizes materials effectively		C		
	Accepts responsibility for own actions		C		
	Produces neat, quality work		M		
	Completes homework		M		

English Language Arts

Reading Literature & Informational Text

	Q1	Q2	Q3	Q4
Uses informational text (nonfiction) to conduct research.				
Reads and understands informational text (nonfiction).		2		
Demonstrates an understanding of structures and elements of literature				
Reads and understands literature (fiction and poetry)		2		

Reading Foundational Skills

	Q1	Q2	Q3	Q4
Reads fluently and accurately		3		

Speaking & Listening

	Q1	Q2	Q3	Q4
Reports on a topic or text or effectively presents an opinion.				

Writing

	Q1	Q2	Q3	Q4
Using the writing process produces a clear and coherent final draft.		3		
Gathers and organizes information from a variety of texts and experiences.				
Writes effectively for a variety of text types and purposes.		2		

Language

	Q1	Q2	Q3	Q4
Engages effectively in a range of collaborative discussions.		2		
Demonstrates command of the conventions of capitalization/punctuation/spelling.		2		
Demonstrates command of the conventions of English grammar when writing/speaking		3		
Demonstrates an understanding of vocabulary.		2		

Academic Standards Grade Scale

1=Beginning to develop the Standard. The student is beginning to demonstrate an understanding of basic concepts and skills.

2=Progressing toward the Standard. The student has moved beyond the beginning understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with increasing success.

3=Meets the Standard. The student demonstrates understanding of basic concepts and skills.

Performance is characterized by the ability to apply the skills with accuracy, quality, and independence.

NYA=Not Yet Assessed

Mathematics

Operations & Algebraic Thinking

	Q1	Q2	Q3	Q4
Reads and writes mathematical expressions		3		
Uses numerical rules and patterns to form and graph ordered pairs				

Numbers and Operations in Base Ten

	Q1	Q2	Q3	Q4
Understands the place value system		2		
Fluently multiplies multidigit whole numbers		3		
Divides four digit dividends by two digit divisors		3		
Adds and subtracts with decimals				
Multiplies with decimals				
Divides with decimals				

Numbers and Operations-Fractions

	Q1	Q2	Q3	Q4
Adds and subtracts, using real world problems with fractions				
Multiplies with fractions using real world problems		3		
Divides with fractions using real world problems				

Measurement & Data

	Q1	Q2	Q3	Q4
Converts measurements within a system				
Creates and interprets line plots				
Understands and determines volume				

Geometry

	Q1	Q2	Q3	Q4
Graphs and interprets points on a coordinate plane to solve problems				
Classifies 2 dimensional shapes and their attributes				

Social Studies

	Q1	Q2	Q3	Q4	Science	Q1	Q2	Q3	Q4
Key Concepts		3			Key Concepts		3		
Skills		2			Skills		2		
Social Studies Comment					Science Comment				

Academic Standards Grade Scale

1=Beginning to develop the Standard. The student is beginning to demonstrate an understanding of basic concepts and skills.

2=Progressing toward the Standard. The student has moved beyond the beginning understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with increasing success.

3=Meets the Standard. The student demonstrates understanding of basic concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, quality, and independence.

NYA=Not Yet Assessed

Teacher: Emma Hewson	PE	Q1	Q2	Q3	Q4
Demonstrates competency in a variety of motor skills and movement patterns relat			J		
Exhibits responsible personal and social behavior that respects self and others.			J		
Actively engages in physical education class.			C		
Applies rules and procedures during physical activities.			C		

Teacher: **Art**

--	--

Teacher: **Health**

--	--

Teacher: Alfred Lofgren	Tech Ed	Q1	Q2	Q3	Q4
Demonstrate an understanding of Wood Shop Safety.					
Shows an understanding of the Design, Build, Test & Analyze Problem Solving Meth					
Shows initiative to help with shop Organization					

Teacher: Susan Campbell	Life Skills	Q1	Q2	Q3	Q4
Uses logical criteria to analyze persuasive ads.					
Takes initiative for success by reading directions.					
Persists and problem solves to finish a high quality product.					

Academic Standards Grade Scale

1=Beginning to develop the Standard. The student is beginning to demonstrate an understanding of basic concepts and skills.

2=Progressing toward the Standard. The student has moved beyond the beginning understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with increasing success.

3=Meets the Standard. The student demonstrates understanding of basic concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, quality, and independence.

NYA=Not Yet Assessed

Teacher:

Band


--	--

Teacher: Jarika Olberg	Chorus	Q1	Q2	Q3	Q4
Vocal Technique-Implements low breathing, free from unnecessary tensions			3		
Identifies correct notation symbols					
Identifies correct rhythms					
Vocal Technique-Demonstrates proper singing alignment		3	3		
Vocal Technique-Sings with a jaw free of tension and light bulb space		3	3		
Vocal Technique-Sings with a balanced singing voice		2	3		
Sings on pitch, performs notes correctly		3			
Performs rhythms correctly		2			
Sings notes utilizing correct numbers or solfege syllables					
Maintains a steady beat with the conductor			3		
Identifies notes on the staff					

Teacher: Andrea von Oeyen	Strings	Q1	Q2	Q3	Q4
Bings music and instrument		C	C		
Contributes productively to lesson, rehearsal and performance environments		C	C		
Meets performance obligations			C		
Produces tone quality that is characteristic of the instrument		1	2		
Reads and responds to notation and expression markings with proper instrumental		1	1		
Follows conductor's directions and gestures		1	2		

Attendance:	Q1	Q2	Q3	Q4
Absences	0	3	1	0
Tardies	0	1	0	0
Dismissals	1	0	1	0
Days in Term	45	45	45	43


Oyster River Cooperative School District
Nomination Summary
Confidential

Name:	Margaret Trier
Date:	5/31/16
Position:	English Teacher
Person Replacing:	Martin Brewer
Budgeted Amount:	\$82,487
Recommended Step/Salary:	BA Step 2/ \$42,361
Interviewed By:	Mike McCann, Mark Milliken, Kara Sullivan, Trevor Garman, Shauna Horsley, Corey Blais, Marjke Yatsevitch, Heather Machanoff
# Interviewed:	6
Education:	Bachelor's Degree in English Literature from the University of Buckingham, Buckingham England
Certification:	NH Certification: English 5-12
Related Experience:	-English Teacher: John Stark High School 2015-Present -Substitute & Long-Term Substitute: John Stark High School, 2014-2015
Comments:	Margaret is a well rounded candidate with who invests in her school inside and outside of the classroom. She is currently Teaching Sophomore English, Sophomore Honors English, Shakespeare I. and II. Margaret is currently Co-Coaching for the Track and Field Team. she has also helped to organize Poetry Out Loud Competition. Participating in a professional development book club on close reading strategies.
Date: 5/27/14	Authorized Signature: 

REQUIRED Attachments:

Resume 3 Letters of Recommendation Copy of Certification

Oyster River Cooperative School District
Nomination Summary
Confidential

Name:	Jennifer Weeks
Date:	5/31/16
Position:	.5 English Teacher/.5 Video Production
Person Replacing:	New English Position/ Shay Willard
Budgeted Amount:	\$57,140
Recommended Step/Salary:	Masters Step 6/ \$54,871
Interviewed By:	Mike McCann, Mark Milliken, Kara Sullivan, Trevor Garman, Shauna Horsley, Corey Blais, Marjke Yatsevitch, Heather Machanoff
# Interviewed:	6
Education:	-Masters of Education, University of New Hampshire, Durham, NH, May 2011 -Bachelor of Arts in English, Saint Michael's College, Colchester, VT. May 2008 *Minor in Classical Civilization *Semester study: Athens, Greece 2007
Certification:	NH Certification: English 5-12
Related Experience:	-English Teacher: John Stark High School 2015-Present -Substitute & Long-Term Substitute: John Stark High School, 2014-2015
Comments:	Ms. Weeks is an experienced educator who has been actively involved in developing curriculum such as Film and Literature, and serves as the English Department chairperson. She also teaches a variety of courses including: American Literature, Creative Writing, AP English Language and Composition, Modern Communications, Nonfiction Literature, and The Hero's Journey. Ms. Weeks also is involved in the school community through: coaching softball and volleyball, coordinating drama productions, and student council.
Date: 5/31/16	Authorized Signature: 
REQUIRED Attachments:	
<input checked="" type="checkbox"/> Resume <input checked="" type="checkbox"/> 3 Letters of Recommendation <input checked="" type="checkbox"/> Copy of Certification	

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 29

Name:	Katherine Crosby
Date:	5-26-16
Position:	Special Education Direct Instruction Teacher
Person Replacing:	New position
Budgeted Amount:	\$66,358
Recommended Step/Salary:	Step 11/\$66,358
Interviewed By:	Dennis Harrington, Catherine Plourde, Gwen Ross, Lydia Cupp, Liz Birnam, Jackie Filion, Helen Kemp
# Interviewed:	1- internal
Education:	B.A. Psychology, University of New Hampshire M.Ed. Special Education, University of New Hampshire
Certification:	General Special Education
HQT Status	Yes
Related Experience:	2015-2016 Special Education Direct Instruction Tutor, Moharimet 2006-2015 Special Education Teacher, Epping Elementary
Comments:	Mrs. Crosby has been part of the staff at Moharimet this year providing direct instruction in reading to students with disabilities. She came to us with extensive training in special education and specific academic interventions. We require this position to have training and professional development in specific interventions (per the IDEA). Mrs. Crosby is trained in SPIRE, LIPS, Math in Focus, Number Worlds, Connecting Math Concepts, the Wilson Reading System, Lively Letters, and others. She is trained to administer assessments as part of the special education eligibility process and has used a variety of progress monitoring tools and assistive technology. She is a superb addition to the special education department and faculty at Moharimet.
Date: <u>5-26-16</u>	Authorized Signature: <u><i>Catherine A Plourde</i></u>

REQUIRED Attachments:

- Resume ■ 3 Letters of Recommendation ■ Copy of Certification

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 7

Name:	Ryan Long
Date:	5-26-16
Position:	School Psychologist
Person Replacing:	Carol McEntee
Budgeted Amount:	\$80,994
Recommended Step/Salary:	Step 11 DR/\$71,463
Interviewed By:	Dennis Harrington, Catherine Plourde, Felicia Sperry, Gwen Ross, Jackie Fillion, Carina Dolcino, Ann Reilly, Matt Van Letdje
# Interviewed:	4
Education:	B.A. Communication, University of New Hampshire M.A. Mental Health Counseling University of New Hampshire M.S. Educational Psychology, University of Southern Maine Psy.D. School Psychology, University of Southern Maine
Certification:	School Psychologist, Guidance Counselor
HQT Status	Licensed Clinical Mental Health Counselor & Board Certified Behavior Analyst (B.C.B.A)
Related Experience:	2006-2009 Clinical Mental Health Counselor, Seacoast Learning Collaborative 2009-2016 School Psychologist/Special Education Coordinator, Shaker Regional School District
Comments:	Dr. Long brings extensive training and experience to Oyster River. Not only has he been in the capacity of a school psychologist and special education coordinator, but he has also practiced as a clinical mental health counselor. He has training in a number of therapeutic interventions and has conducted district-wide mental health training and crisis intervention workshops for districts as part of NAMI. He is student centered and has been working most recently with elementary-aged students, but has experience with other ages as well. I am excited to bring forth his nomination.
Date: <u>5-26-16</u>	Authorized Signature: <i>Catherine A Plourde</i>

REQUIRED Attachments:

- Resume ■ 3 Letters of Recommendation ■ Copy of Certification

Policies for
First/Second Read/Adoption/Deletion
**SB Meeting of
June 1, 2016**

Title	Code
Policies for First Read	
Policies for Second Read/Adoption	
Student Education Records and Information (FERPA)	JRA
Student Education Records and Information Procedure	JRA-R
FERPA Student Annual Notice	JRA-E
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Policies for Deletion	

The May 11, 2016 policy minutes are attached to this packet as a reference to the proposed changes to the attached policies.

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STUDENT EDUCATION RECORDS AND INFORMATION

The Oyster River School District shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

A. Directory Information

The Oyster River School District designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school district, honors and awards received, and photographs and videos of student participation in school activities open to the public. The Oyster River School District may disclose directory information if it has provided notice to parents/legal guardians and eligible students and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the Oyster River School District must comply with any such request, provided that parents have been notified that they and secondary school students have the right to request that this information not be released without their prior written consent.

C. Health or Safety Emergencies

In accordance with federal regulations, the School District may disclose education records in a health or safety emergency without prior written consent to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

D. Transfer of Student Records

The Oyster River School District sends student education records to a school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled, if the school, school system, or institution or postsecondary education has requested the records, so long as the disclosure is for purposes related to the student's enrollment or transfer. Such records include, but are not limited to, grades and report cards, disciplinary records, attendance records, special education records and health records.

E. Designation of Law Enforcement Unit

The Board hereby designates its School Resource Officer as the Oyster River School District's law enforcement unit.

F. Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning

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student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended
20 U.S.C. § 7908
RSA 189:1-e, 193-D:8, 194:31-a
N.H. Code of Administrative Rules Ed 1119

Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights
JRA-R – Student Education Records and Information Administrative Procedure
ILD – Student Surveys and Marketing Information
EHB – Records Retention Policy

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STUDENT EDUCATION RECORDS AND INFORMATION – ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

1. "Act" means the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g).
2. "Directory information" means the following information contained in an education record of a student: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school district, honors and awards received, and photographs and videos relating to student participation in school activities open to the public.
3. "Eligible student" means a student who has attained 18 years of age or who is attending an institution of postsecondary education. Generally, once a student becomes an eligible student, all rights accorded to parents concerning education records transfer to the eligible student, except that the School District may continue to disclose education records to a parent without prior written consent if the student qualifies as a dependent under the Internal Revenue Code.
4. "Parent" means parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian. There shall be a presumption that a parent has the authority to exercise the rights inherent in the Act, unless the School District has been provided with evidence that there is a court order, statute, or legally binding document relating to such matters as divorce, separation or custody that specifically revokes such rights.
5. "Record" means information recorded in any way, including but not limited to handwriting, print, e-mail or other computer media, video or audio tape, or microfilm and microfiche.
6. "Education record" means records, files, documents and other materials that contain information or data that directly relates to a student and is maintained by the school district. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition, as are grades on peer-graded papers before they are collected and recorded by a teacher.
7. "Student" includes any individual who has been in attendance at the School District and regarding whom the School District maintains education records.

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B. Annual Notification of Rights

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. The School District may provide notice through any of the following means:

1. ~~Mailing to students' homes;~~
2. ~~Distribution to students to take home;~~
- 3.1. Publication in student handbooks that are provided to students and eligible students; or
- 4.2. Publication ~~in newsletters on District website~~ or other materials ~~distributed available~~ to each parent/eligible student.

C. Access to Policy and Administrative Procedure

The School District's policy on Student Education Records and Information shall be posted in each school. In addition, school administrators shall provide copies of this administrative procedure to parents/eligible students upon request or when a request to inspect or amend records is made.

D. Inspection and Review of Education Records

Parents/eligible students may review and inspect their education records by the following procedure:

1. The parent/eligible student must make a written request to the Superintendent or building administrator to review the records.
2. The Superintendent or building administrator will comply with the request without unnecessary delay and in a reasonable period of time, ~~but in no case more than 45 days after and in all cases, within 14 days after the day it received the request of its receipt.~~ If the student qualifies as a child with a disability, the Superintendent or building administrator will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing or resolution session under the special education laws.
3. The Superintendent or building administrator may deny a request for access to or copies of the student's education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a determination of legal right to access can be established.
4. All records shall be reviewed in the presence of a school official.

Parents of special education students may also review upon request the following:

1. The School District's list of types and locations of education records and titles of officials responsible for the records.
2. The School District's record of disclosures of personally identifiable information (see Section F).

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E. Requests to Amend Education Records

Parents/eligible students may ask the School District to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Superintendent or building administrator to amend the education record. The request must clearly identify the part of the record they want changed, specify how they want it changed, and specify why it is inaccurate or misleading.
2. The Superintendent or building administrator shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of the School District's refusal to amend the record and inform the parent/eligible student of their right to request a hearing.
3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from the School District's receipt of the written request. The parent/eligible student shall be given advance notice of the date, place and time of the hearing. The Superintendent shall designate an individual to conduct the hearing. This individual may be an employee of the School District so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
4. The School District shall make its decision in writing within a reasonable period of time. The decision of the school must be based solely on the evidence presented at the hearing, and shall include a summary of the evidence and the reasons for the decision.
5. If, as a result of the hearing, the School District decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/eligible student in writing.
6. If, as a result of the hearing, the School District decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to include a statement in the student's education record about the contested information and/or setting forth any reasons for disagreeing with the decision of the School District.
7. Any statement placed in the student's education record under the preceding paragraph shall be maintained with the contested part of the record for as long as the record is maintained by the School District. If the School District discloses the contested portion of the record to any party, it shall also disclose the statement.

F. Disclosure of Education Records

All disclosures of education records will be made in compliance with federal and state statutes and regulations. The School District will not disclose any personally identifiable information from the education records of a student without the prior written consent of the parent/eligible student unless such disclosure is otherwise allowed by federal and/or state statutes or regulations. The written consent shall include a specification of the records which may be disclosed, the purpose(s) of the disclosure(s), and the identity of the party or class of parties to whom the disclosure(s) may be made.

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There are several exceptions to the requirement to obtain prior written consent before disclosing education records as follows:

1. **Directory Information.** The School District may make directory information (as described in Section A) public at its discretion unless a parent/eligible student has notified the Superintendent in writing [by September 15th \(NOTE: Or choose another date\) or](#) within thirty (30) days of enrollment, [whichever is later,](#) that the parent/eligible student refuses to let the School District designate as directory information any or all of those types of information. This opt-out shall remain in effect until the following school year, unless the parent or eligible student rescinds it earlier, or unless the student no longer attends the School District, in which case the opt out will remain in effect unless it is rescinded.

Absent an opt out, the School District may disclose directory information about former students without the consent of the parent/eligible student.
2. **Military Recruiters/Institutions of Higher Education.** Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the School District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents and secondary school students who do not want the School District to disclose this information must notify the Superintendent in writing [by September 15th \(NOTE: Or choose another date\) or](#) within thirty (30) days of enrollment, [whichever is later.](#)
3. **School Officials with Legitimate Educational Interests.** Education records (and personally identifiable information from an education record) may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record (or to receive personally identifiable information from an education record) in order to fulfill his/her professional responsibility. School officials include persons employed by the School District (or the School District's school administrative unit) as an administrator, supervisor, instructor or support staff member (such as guidance, health or medical staff and the School District's designated law enforcement personnel, if any); members of the School Board; persons or companies with whom the School District or school administrative unit has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, experts, or therapists); [companies providing online educational services;](#) and volunteers who are under the direct control of the School District with regard to education records.
4. **Other Schools.** The School District sends student education records to schools, school systems, or institutions of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled, if the school, school system, or institution of secondary education has requested the records and so long as the disclosure is for purposes related to the student's enrollment or transfer. Such records shall include, but are not limited to, grades, report cards, disciplinary records, attendance records, special education records and health records.
5. **Health or Safety Emergency.** In accordance with federal regulations, the School District may disclose education records in a health or safety emergency without prior written consent to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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6. **Other Entities/Individuals.** Education records may be disclosed to other governmental entities and individuals as specifically permitted by FERPA and the accompanying regulations.

G. Request/Disclosure Record

1. The School District will maintain a record of requests for and disclosures of personally identifiable information from the education records of a student.
2. Such records do not include: (a) disclosures to the parents/eligible student; (b) disclosures made pursuant to written consent of the parents/eligible student; (c) disclosures to school officials with legitimate educational interests in the record; (d) disclosures of directory information; (e) disclosures to the person who provided or created the record; (f) disclosures pursuant to a subpoena in certain law enforcement proceedings as described 34 C.F.R. § 99.31(a)(9)(ii)(A) and (B) if the court or agency issuing the subpoena ordered that the existence or contents of the request for disclosure remain confidential; or (g) disclosures pursuant to ex parte orders obtained by the U.S. Attorney General (or certain designees) concerning investigations or prosecutions of offenses listed in 18 U.S.C. § 2332(g)(5)(B) or acts of domestic or international terrorism as defined in 18 U.S.C. § 2332.
3. The record will include the party requesting the information and the "legitimate interest" the party has in the information. In the case of state and local educational authorities, and federal officials and agencies identified in the FERPA regulations, the record must specify that the records may be subject to further disclosure by these authorities, officials and agencies without consent.
4. When disclosures are made under the exception for health or safety emergencies, the record must include the "articulable and significant threat to the health or safety of a student or other individuals that formed the basis of the disclosure" and the parties to whom the information was disclosed.

H. Waiver of Confidentiality Rights

A parent/eligible student may waive any of his/her rights regarding confidentiality of education records, but any such a waiver must be in writing and signed by the parent/eligible student. The school may not require that a parent/eligible student waive his or her rights. Any waiver may be revoked, but such revocation shall not apply to any actions taken by the School District prior to the revocation being received. If a parent executes a waiver, that waiver may be revoked by the student any time after he/she becomes an eligible student.

I. Fees for Copying Records

There shall be no charge to search for or retrieve education records of a student. The School District shall provide copies of education records to parents/eligible students upon request, subject to reasonable limitations. The cost of producing copies of the record to parents/eligible student will be eight cents (\$0.08 per page copied), plus postage. Parents/eligible students who are unable to pay such fees will not be denied access to education records.

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J. Maintenance and Destruction of Education Records

The School District shall maintain education records as required by federal and state statutes and regulations.

1. Records shall be maintained in paper and/or electronic form by personnel who are knowledgeable about the applicable confidentiality and record retention requirements. All records shall be safeguarded from unauthorized access. Student records must be kept in fireproof storage at the school or a duplicate set must be kept off-site.
2. The School District shall not destroy any education record if there is any outstanding request to inspect or review such records.
3. Records of access to education records shall be retained as long as the records themselves.
4. The School District shall inform parents of students who have received special education services when education records are no longer needed to provide educational services to the student or to demonstrate that the school has provided the student with a free appropriate public education as required by law. At that point, the records may be turned over to parents/eligible student upon their request, or destroyed in accordance with the parent's request or School District procedures.

K. Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of FERPA by local school districts. Complaints regarding violations of rights accorded parents/eligible students may be submitted in writing to:

Family Policy Compliance Office
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99 (as amended)
20 U.S.C. § 7908
RSA 189:1-e, 193-D:8, 194:31-a
[N.H. Chapter Law 136 \(2015\)](#)
N.H. Code of Administrative Rules Ed 1119

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OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
SAU 35, 36 Coe Drive, Durham, NH 03824

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents and eligible students with respect to the student's education records.

A. Definitions.

1. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
2. "Eligible student" means a student who has reached 18 years of age or who is attending an institution of postsecondary education. Generally, once a student becomes an eligible student, rights under FERPA transfer from the parents to the eligible student. The School District may, however, continue to disclose education records to a parent without prior written consent if the student qualifies as a dependent under the Internal Revenue Code.

B. Inspection of Records

Parents/eligible students may inspect and review the student's education records within 14 days after the day of its receipt that a request is made 45 days of making a request, or before an IEP Team meeting or due process hearing. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected in the presence of school staff. Parents/eligible students may obtain copies of education records at a cost of \$0.08 cents per page, plus postage if applicable.

C. Amendment of Records

Parents/eligible students may ask the School District to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed and how they want it changed, and specify why it is inaccurate or misleading or in violation of the student's right of privacy. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing and information about the hearing process.

D. Disclosure of Records

The School District must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances permitted by law or regulations as summarized below.

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1. Directory Information

The School District designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school district, honors and awards received, and photographs and videos relating to student participation in school activities open to the public. Parents/eligible students who do not want the School District to disclose directory information must notify the Superintendent in writing [by September 15 \(NOTE: or other date chosen\) or](#) within thirty (30) days of enrollment, whichever is later. This opt-out shall remain in effect until the following school year, unless the parent or eligible student rescinds it earlier, or unless the student no longer attends the School District, in which case the opt out will remain in effect unless it is rescinded.

Absent an opt out, the School District may disclose directory information about former students without the consent of the parent/eligible student.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the School District must comply with any such request, provided that parents have been notified that they and secondary school students have the right to request that this information not be released without their prior written consent. Parents/students who do not want the School District to disclose this information without their prior written consent must notify the Superintendent in writing [by September 15 \(NOTE: or other date chosen\) or](#) within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records (and personally identifiable information from an education record) may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record (or to receive personally identifiable information from an education record) in order to fulfill his/her professional responsibility. School officials include persons employed by the School District (or the School District's school administrative unit) as an administrator, supervisor, instructor or support staff member (such as guidance, health or medical staff and the district's law enforcement personnel, if any); members of the School Board; persons or companies with whom the School District or school administrative unit has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, experts, or therapists); [companies providing online educational services](#); and volunteers who are under the direct control of the School District with regard to education records.

4. Health or Safety Emergencies

In accordance with federal regulations, the School District may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

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5. Other Schools

The School District sends student education records to schools, school systems, or institutions of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled, if the school, school system, or institution of postsecondary education has requested the records and so long as the disclosure is for purposes related to the student's enrollment or transfer. Such records shall include, but are not limited to, grades, report cards, disciplinary records, attendance records, special education records and health records.

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

E. Complaints Regarding School District Compliance with FERPA

Parents/eligible students who believe that the School District has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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CONFIDENTIAL STUDENT INFORMATION

It is policy of the [Oyster River Cooperative](#) School District to respect the privacy and/or confidentiality of all students and staff within the District. It is the policy of the District that personally identifiable information should only be viewed or received by District employees who have a legitimate educational or business interest or purpose in viewing or receiving private and/or confidential information.

Confidential Information

As part of the job performance of the District, employees may produce and receive information that must be kept confidential. Confidential information includes information obtained during the course of employment relating to the conduct of School District internal affairs. It shall also include information relating to students that is otherwise protected by applicable state and federal privacy laws. School District employees shall not disclose nor transmit such confidential information concerning students or others, or confidential internal information and shall use extreme care to protect against negligent or inadvertent disclosure of such information.

Upon termination of employment or involvement in such internal affairs, or at any time that the District requests, all memoranda, notes, records, reports, lists and other documents containing, describing or relating to confidential information, together with all copies of the same, obtained by School District employees or entrusted to them during the course of their employment, shall be surrendered to the District at the time of such termination or request.

Observations:

During the course of carrying out activities as an employee or volunteer of the District, an individual may make certain observations that may disclose personally identifiable information about a student. These observations may indicate the nature of disabilities and/or accommodations that are made in response to such disabilities. These observations, by their very nature, may result in the employee or volunteer receiving information in which they neither have a legitimate educational interest nor a "need to know." To the degree that such observations disclose personally identifiable information, the employee or volunteer in question making such observations must respect the privacy and confidentiality of the student involved and not disclose such information in violation of this policy.

Violations:

The dissemination of personally identifiable information by employees or volunteers to individuals who have neither a legitimate educational interest nor a "need to know" is prohibited. Employees and volunteers are not to disclose such information to individuals not affiliated with the School District without specific written authorization from District administrators and the affected student/parent.

Volunteers who violate this policy may have their services terminated. District employees who violate this policy may face discipline up to and including termination, in accordance with applicable law, Board policies and/or collective bargaining agreements.

Cross Reference:

[JRA, JRA-R and JRA-E - FERPA](#)

Legal References:

20 USC 1232g, Family Educational Rights and Privacy Act (FERPA)

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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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_____ (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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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.

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 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.

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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.

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.

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10. 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.

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

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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 Policies ~~EEAA, EEAE and~~ 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.

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

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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

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT	Policy Code: BEDB
Date of Adoption: October 17, 2007 REVISED: 09/17/08, 09/22/2010, 6/6/12 SB First Read: August 17, 2011 SB Second Read Adoption: September 7, 2011 Policy Review: <u>May 11, 2016 w/BEDB-R</u> <u>School Board First Read: May 18, 2016</u> <u>School Board Second Read/Adoption: June 1, 2016</u>	Page 1 of 1

AGENDA PREPARATION AND FORMAT

Agenda Preparation and Dissemination

The Superintendent, in consultation with the Board Chair, and/or Vice-Chair shall prepare an agenda for each meeting of the Board. Board members, school staff, students, organizations and members of the public may submit written requests to the Board through the Chair or the Superintendent for items to be placed on the agenda. Their request must be received a minimum of seven days prior to the meeting at which the organization or individual wishes the item to be addressed by the Board in order to be considered for placement on the agenda. In addition, during the meeting, Board members may request that an item be placed on a future agenda. The Chair and Superintendent shall make the final decision regarding placement of items on the agenda.

The agenda will be distributed to Board members, the media, and designated school-affiliated organizations no later than 72 hours prior to a regular meeting or workshop/informational meeting of the Board and, as soon as possible in the event of a special or emergency meeting. Copies of the agenda will be posted and/or available at the Superintendent's Office, at each school and on the district website. Anyone desiring additional information regarding an agenda item should direct inquiries to the Office of the Superintendent. Copies of the agenda will also be available at the Board meeting.

Additions and Adjustments to the Agenda during the Meeting

In general, it is the Board's intent that meeting agendas be set in advance and that the regular agenda format be followed. However, it is understood that there may be occasions when it is necessary to add items or otherwise adjust the agenda. After the meeting has been called to order, the Superintendent or Board Chair- members may recommend additions and/or adjustments to the agenda of a regular meeting.

Any Board member who wishes to add, remove, or change an item to the agenda may offer a motion to that effect. Such a motion shall require a second to proceed to a vote.

All additions, deletions and changes to the agenda must be approved by a majority vote of the Board members present and voting and if approved will then be added to a future meeting. If possible, please give advanced notice of changes to the Superintendent and Board chair.

In order to facilitate its business, the Board Chair may adjust the agenda by changing the order of business by consensus of the Board.

Cross Reference:

BEDB-R – Agenda Format

Oyster River Cooperative School District
REGULAR MEETING

Date _____ Oyster River High School, Room C-124 _____ Time _____

o. CALL TO ORDER (6:30 PM)

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

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS

IIIV. APPROVAL OF MINUTES

IV-V. ANNOUNCEMENTS, AND COMMENDATIONS AND COMMENTS

- A. District
- B. Board

V.VI DISTRICT REPORTS *{Will be presented at the first meeting of every month}*

- A. Assistant Superintendent/Curriculum & Instruction Report(s)
- B. Superintendent's Report
- C. Business Administrator
- D. Student Senate Report
- E. Other:

VII. DISCUSSION ITEMS

VIII. ACTIONS

- A. Superintendent Actions
- B. Board Action Items

VHIX. SCHOOL BOARD COMMITTEE UPDATES

IX-X. PUBLIC COMMENTS

XI. CLOSING ACTIONS

- A. Future meeting dates:

XII. ADJOURNMENT

XIII. NON-PUBLIC SESSION: RSA 91-A:3 {If Required}
NON-MEETING SESSION: RSA 91-A2 {If Required}

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 ~~should each speaker may have up to not exceed~~ three (3) minutes ~~within the time frame allowed, unless extended by the 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:

- | | |
|-------------------------------------|------------------------------|
| • Maria S. Barth | Term on Board: 20125 - 20158 |
| • Thomas Newkirk, Chair | Term on Board: 2013 - 20169 |
| • Kenneth Rotner | Term on Board: 20136 - 20169 |
| • Sarah Farwell | Term on Board: 2014 - 2017 |
| • Denise Day, <u>Vice-Chair</u> | Term on Board: 2014 - 2017 |
| • Allan Howland | Term on Board: 20125 - 20158 |
| • <u>Edwin-Charles Daniel Klein</u> | Term on Board: 20125 - 20158 |

Information Regarding Nonpublic Session

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

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

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: GBJ
Date of Adoption: September 1971 <small>Previously: GBL</small> Code Change-Adopted School Board: May 2, 2012 School Board First Read: March 20, 2013 School Board Second Read/Adoption: September 18, 2013 <u>Policy Committee: May 11, 2016</u> <u>School Board First Read: May 18, 2016</u> <u>School Board Second Read/Adoption: June 1, 2016</u>	Page 1 of 1 Category: Recommended

PERSONNEL RECORDS

The Oyster River Cooperative School District Superintendent is authorized and directed to develop and implement a comprehensive, confidential and efficient system of personnel records that is in full compliance with all state and federal requirements.

The District will not disclose any teacher's personally identifiable data or information to any person outside of the District, except as may be required by law without a signed written consent by employee. Such data or information may be shared to District employees, as appropriate and necessary.

Cross Reference:

GBJ-R – Personnel Records

Legal Reference:

RSA 91-A:5 – Access to Public Records

RSA 189:65, VII-a – Student and Teacher Information Protection and Privacy

RSA 189:67 – Limits on Disclosure of Information

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PERSONNEL RECORDS

1. A personnel folder for each employee, certificated and non-certificated, shall be accurately maintained in the administrative offices and permanently stored in an acceptable form.
2. In addition to the application for employment and references, such folders shall contain records and information relative to compensation, payroll deductions, evaluations and other such information as may be considered pertinent.
3. Each employee shall have the right, upon request and within a reasonable period of time, to review the contents of his own personnel file, with the exception of references and recommendations provided to the District on a confidential basis by universities, colleges or persons not connected with the District.
4. A list of employees, ~~their addresses~~ and their salaries shall be tendered to any citizen upon request in accordance with RSA 91-A.

Cross Reference:

GBJ – Personnel Records

Policy Committee Meeting Minutes

Wednesday, May 11, 2016 @ 3:30 PM

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

Visitors: 0 -

Called to order at 3:40 by Maria Barth.

Jim asked Maria if he could add a policy to the agenda as back ground information only for a parent correspondence that was received by Catherine and copied to the School Board.

Jim acknowledge Catherine Plourde who briefly explained why Policy IHB – Establishing Criteria for Special Education Evaluation was being brought forward, and answered questions surrounding the procedure that was followed, and the subsequent decision that was made using the guidelines depicted in the policy.

Catherine remained at the meeting to answer any questions that the policy committee might have pertaining to the next four policies and procedures that were reviewed and revised by legal counsel in accordance with the changes to the State and Federal laws.

Policy JRA – Student Education Records and Information (FERPA) Catherine reviewed the proposed changes to the policy with the committee and answered questions. This policy is ready for first read.

Procedure JRA-R – Student Education Records and Information Procedure – As with the FERPA policy, this procedure was also reviewed and clarification of information was put in place and will be moved forward with the policy at the next School Board meeting.

Policy JRA-E – FERPA Student Annual Notice – As with the procedure, Catherine reviewed the changes with the committee and this will also move forward at the next School Board meeting.

Policy JICK – Pupil Safety & Violence Prevention – Bullying & Cyberbullying – Jim explained that this policy was also being revised due to changes made by the State in the definition of what now constitutes bullying. Committee members asked clarifying questions and a lengthy discussion ensued. This policy is ready for a first read.

Policy BEDB & R – Agenda Preparation and Format – This policy was brought before the committee at the request of Kenny Rotner so that a change to the Agenda format could be brought before the entire School Board for their review. Kenny asked if “Approval of Agenda” could be added and “Comments” added to Section IV. This policy is ready for a first read.

Policy GBJ & R – Personnel Records – This policy and procedure was reviewed by the HR Coordinator for accuracy. Committee discussed and made minor changes to the wording in the policy for a clearer understanding. This policy and procedure will be sent to the next School Board meeting for a first read.

Meeting ended at 4:45 PM – Next meeting June 8, 2016.

Respectfully submitted,

Wendy L. DiFruscio