

School Board Candidate Questionnaire Responses

Spring 2021

Moderated by Moharimet and Mast Way PTOs

General/Experience/Qualifications

1. Why do you want to serve on the School Board?

Jeff Fortin Durham	I would like to serve on the School Board to provide support and assistance to our students, faculty and staff in order to ensure our schools remain at the top level in the state. We face ongoing challenges related to the pandemic and I want to work in collaboration with faculty, staff, and parents to help build a future for our students that ensures they remain high achieving and successful. Beyond the pandemic, we need to plan for the long-term future by addressing immediate needs to deal with unforeseen challenges.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	<p>I joined the School Board in October 2020, replacing the late Dr. Kenny Rotner. Like many of you, I had questions about how ORCSD would educate and support our children during the pandemic – and I was prepared to dig in with data-driven, adaptable, and well-communicated responses. I had also served on the 2011 Superintendent screening committee that selected Dr. Morse and knew that, beyond this unique moment in time, we must prepare thoughtfully for Dr. Morse’s succession and continue to combine ORCSD’s strong fundamentals with innovation and growth.</p> <p>During my nearly five months on the board, I feel I have made a difference in advocating for effective hybrid models that serve in-person and remote students equitably and for reentry decisions based on science. Personally, at a time when the country feels increasingly polarized, it has been a privilege to speak with neighbors across the political spectrum and to confirm that more unites than divides us. With your vote, I can continue to “act locally” in service of our district and community.</p>
Brian Cisneros Lee	I have served on the ORCSD School Board since 2017 when I was appointed by the Lee Selectboard to replace a member who had resigned suddenly. My reason for putting my name in for the position was because I wanted to have a say in my children’s education. I was a relatively active parent in that I was a coach, went to my children’s parent/teacher

	<p>conferences, participated in the deliberative sessions and went to some school board meetings. I was serving as the Vice-President of the Board of Directors of a local non-profit for 6 years and my term was coming to an end. The timing was good to put in for the school board position as I had some time on my hands due to my term ending. Four people put in for the position and they ended choosing me due to my financial background. I felt with my knowledge and experience I could make a difference and help a board that I felt was doing great things. I've been able to make that difference for the last 4 years that I have served on the board.</p>
<p>Nicolas Alcocer Lee</p>	<p>I believe that serving on the School Board is an opportunity to serve my community. Investing in our future means fostering the growth and education of our children, not just my own. I have always worked to serve others and this is an opportunity to use my skills to now help shape our most precious resource.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>I believe strongly that every child should have access to an outstanding public-school education. By serving my community on the school board, I will ensure that parents are given the opportunity to voice their opinions or concerns and be heard. Because I highly value education and community involvement, I will passionately defend the well-being of every child and family.</p>
<p>Dan Klein Madbury</p>	<p>It has been a real honor to serve on the Oyster River School Board as Madbury Representative since 2015. I am running for a third term because I am deeply invested in the ongoing work of leading our District through this exceptionally difficult time. My experience on the Board, understanding of Board governance, budgeting and knowledge of both ongoing and past initiatives make me uniquely qualified to contribute to the future success of our District. I view serving another term as an opportunity to advocate for programs based on established science, best practices in the field of education and the empowerment of our teachers. I also view it as an opportunity to continue crafting budgets that mitigate tax impact on our citizens and the three towns that comprise our District.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>Over the last nine years, I have had the privilege of serving on the Oyster River School Board. Excellent instruction and a robust course elective system have defined the district and are the reason it is considered one of the best in New Hampshire. Last year's appearance of the pandemic has been a paradigm shattering event, and has posed extraordinary challenges to the district. I feel that my teaching experiences and time on the school board will be assets to helping our communities chart a course past the pandemic.</p>

Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	I am running for school board because I believe we need new voices and leadership that will bring a fresh perspective. What we have been doing over the past 9 months has not been working for enough children and working families in the district. I think the Board can be better at communicating with the public and providing parents more options for in-person learning. My motivation is to be part of the next phase of decisions that will bring common sense solutions benefiting everyone.

2. What relevant background qualifications, experience, and credentials do you have that will be beneficial to the community as a member of the school board? Which subcommittees do you believe will benefit the most from your experience?

Jeff Fortin Durham	I have 20-year's experience as an educator at the college level, serving on curriculum development, academic integrity, strategic planning, accreditation, budget, among many other committees. I have been Chair of the History Department at Emmanuel College (Boston) for the past four years, serving as Chair of the Chairs Committee for two years and as a member of the faculty Senate and the Vice President's Faculty Advisory panel. I know committee work, I know how to work collaboratively with people of diverse backgrounds and interests, and I know how important it is to put the students first when making decisions. I believe the Equity (I have been part of the group implementing my campus's recent anti-racism and equity and inclusion strategic plan), Sabbatical, Policy, Health and Wellness (student mental health has become a focal point for college faculty in the past few years), and the Technology committees.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	I bring a range of relevant skills and perspectives to the board: (1) EDUCATION AND SOCIAL INNOVATION. (a) From 2003-2010, I worked as director of new initiatives, then as a national program manager, for one of the leading education reform nonprofits in the country, Citizen Schools. Now at 31 middle schools in low-income communities in seven states, Citizen Schools brings in volunteer 'citizen teachers' to teach hands-on apprenticeships after school – building students' critical 21st century skills, reinforcing basic academic skills, and fueling their college and career aspirations. (b) From 2011-2016, I served as founding director of UNH's Center for Social Innovation and Finance, engaging students in experiential

learning opportunities at organizations focused on People, Planet, and Profit. I also taught courses in “Business, Government, and Society” to UNH seniors and “Social Enterprise” to community development practitioners. (c) Finally, I am proud to have played a major role in expanding ORCSD’s world language offerings to 6th grade, adding Mandarin, and building momentum towards a K-12 world languages strategy. Because I knew it was infeasible for the School Board to approve these changes without ‘proof of concept,’ in 2014 I worked with fellow parents and the UNH Confucius Institute to build the Oyster River Chinese Program and provide dozens of elementary children with high-quality afterschool instruction in Chinese language and culture. Between 2014 and 2017, we provided regular updates to the School Board to demonstrate community support for Mandarin and for world languages generally. This constructive, multi-stakeholder approach led to the 2018 expansion of Oyster River’s world language program.

(2) EMPHASIS ON SOCIAL, ENVIRONMENTAL, AND ECONOMIC JUSTICE. At Citizen Schools, our mission was not only to help our own students ‘beat the odds,’ but also to ‘change the odds’ for all underserved children. During board service at the Post-Landfill Action Network (PLAN), a national waste nonprofit, I helped develop a DEI Mandate that earned praise from Patagonia and the NH Charitable Foundation. At UNH I developed a university-wide partnership to help all students access professional social sector internships for college credit (rather than relying on unpaid internships or family connections to access this vital resume-builder). Finally, as a Chinese-American on the ORCSD School Board, I would do my best to consider the needs of the ~5% of ORCSD children of Asian descent, our district’s largest racial minority.

(3) STRATEGIC PLANNING AND SYSTEMS THINKING. The former Chief Learning Officer (and my boss) at Citizen Schools once wrote about me, “Yusi balances a 30,000-foot vision with the numerous 30-foot levers necessary to reach that vision. She is equally comfortable speaking up about an urgent moral imperative or buried deep in an Excel spreadsheet, equally facile coaching a 13-year-old keynote speaker or designing a multi-year strategic plan.” While she was being overly kind, as a lapsed civil engineer, I do tend to think in terms of structures and relationships, of anticipated and unanticipated consequences. This helps in developing multi-year strategy towards an ambitious vision and mission -- such as those we share in Oyster River.

	<p>Re: future Board committees, I would be honored to continue to serve on the Superintendent’s Equity, Justice, and Antiracism committee (details in questions 16 and 17). I also have professional experience with ‘task forces’ and fast-paced, short-term working groups that tackle complex topics -- e.g., co-chairing Concurrent Teaching Working Group -- and could imagine joining more of these if appropriate.</p>
<p>Brian Cisneros Lee</p>	<p>I hold an MBA in Finance, I am an adjunct professor of Finance at Great Bay Community College, and I work as the Business Administrator for the Farmington School District. In my current position in Farmington, I oversee Finance and Budgeting, Operations, Human Resources, Food Service, and Payroll. As part of my position as the Chief Financial Officer of the district, I work closely with the school board, superintendent, and administrators/principals. Part of my responsibilities are working with the union representatives to negotiate collective bargaining agreements, while negotiating contracts with vendors for services and large infrastructure projects. I have been working in the finance field for over 20 years.</p> <p>I currently serve on a few committees in Oyster River. I have served on the Sustainability Committee and the Middle School Design Committee in the past, as we change committees regularly. Currently, I serve on the Technology Committee as well as the Budget/Finance Committee, the Middle School Construction Committee and the Middle School Oversight Committee. Through these committees, I am able to have a more focused control of how the budget is handled. I understand how it works concurrently with curriculum and how the effective use of funds can be beneficial on both the academic and financial side.</p> <p>I have been able to help get the middle school bond warrant article passed on the first attempt. I did this by working with the Go Vote ORMS committee to get the word out through meet and greets, house parties, social media, and going door to door. I was able to answer any question about the building due to the fact that I was intimately involved in the design process. Being involved in the budgeting and financing process with the district also helped me explain the nonstandard way we approached the bond purchase in order to make sure the district’s tax rates didn’t spike as they had in other districts who took on large infrastructure projects. As of today, the plan has worked as planned and the taxes have not spiked.</p>
<p>Nicolas Alcocer Lee</p>	<p>As a military and civilian leader, I have found that a healthy work-life balance is key to success. Approaching all aspects from the same fundamentals helps ensure that balance. I have been a collaborative family member/organizational team leader; a corporate and combat risk-manager; taken on long-range planning while working to understand the day-to-day operations that guide decisions. Most importantly, I believe that having grown up and raised kids all around the country, I have seen different perspectives that will help diversify perspectives on the board.</p>

Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	<p>I hold degrees in Human Development/Family Studies, Psychology, a master’s degree Occupational Therapy (pediatrics). I have served as the MOH PTO co-chair for four years. I am a mother of four children (high school, middle school, and elementary school aged). The sub-committees would include curriculum development and evaluation, contract negotiations, teacher continuing education, and community education.</p>
Dan Klein Madbury	<p>My background includes public policy work, primarily in the non-profit sector. I have worked in a number of capacities including lobbyist, communications, grant writing, peer-network development and program management. Working with diverse groups has given me an appreciation for the importance of making public policy decisions based on careful consideration of all stakeholder perspectives. I look forward to continuing my service on the Policy and Negotiations committees. Reviewing, writing and revising District policy for recommendation to the full Board offers an opportunity to thoughtfully craft language that supports all District goals and obligations. Contract negotiation is critically important in that it influences the single largest driver of the District budget, personnel. I want our District to continue investing in talented teachers, administrators and support personnel while ensuring we are not exceeding market levels seen in other high-performing districts.</p>
Allan Howland At-Large 1 Year	<p>My background includes being a high school science teacher, parent of two Oyster River alumni and one current high school student, and Durham representative on the Oyster River School Board. I served as vice chair of the ORCSD Board for 2 years. During the majority of my time on the board, I have focused on school budgets. As a member of the School Board Negotiations Committee, I have worked with all our district bargaining units. I was also part of the team that negotiated the Barrington tuition agreement. This past year I was chair of the budget committee, which provided recommendations for the proposed '21-'22 budget. While my background is as a teacher, I would like to continue working on the budget and on expiring bargaining unit contracts.</p>
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	<p>Beyond being an engaged and concerned parent, I don't bring educational experience to this role. My professional background is in sales and business. I feel I would bring a common sense approach to the Board and represent a working family perspective that is lacking in the current decision making. I feel the finance subcommittee would benefit most from my experience.</p>

3. What differentiates you from the other candidates?

<p>Jeff Fortin Durham</p>	<p>Experience as an educator, experience in public and private education, my children have attended elementary, middle, and high schools at ORCSD, long term service to the community as a volunteer youth sports coach (6-12-year olds), and my commitment to social justice through public service and action.</p>
<p>Erik Mason Durham</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Yusi Turell (she/her) Durham</p>	<p>Because I have served since October, I have the unique advantage of bringing a fresh perspective to a board that has at times seemed ‘stuck,’ while also having gained experience with ORCSD budgeting, Board/administration relations, and other parts of the learning curve.</p> <p>Compared to other candidates for the Durham seat, I also offer: (1) A demonstrated track record of Oyster River community service -- including with the district and also on Durham’s Economic Development Committee. (2) K-12 experience fostering the “Four Cs” of 21st century learning (Critical Thinking, Communication, Collaboration, and Creativity). (3) No conflicts of interest in board matters.</p> <p>Finally, I am the first person of color to serve on the Oyster River School Board. Currently, I am one of two women serving on the board. Representation matters – both to ensure all perspectives are considered and because more diverse groups often make better decisions.</p>
<p>Brian Cisneros Lee</p>	<p>The biggest difference between me and the other candidates is my institutional knowledge. I work in a school district and understand how a district works. My financial background helps me understand the most difficult part of the job, budgeting. It is the most in-depth and complicated part of the position. On top of that, you need to understand the complex cooperative apportionment formula. This is not a simple math equation. I determine tax rates in my current position and understand completely how each factor affects the tax rate.</p> <p>As I’ve already mentioned, I know how to work with unions in a school district. This is important due to the fact that around 75% of our budget is labor and benefits. By managing our largest cost, we can manage our budget more easily and be able to mitigate unexpected expenses. I’ve done that in the last 4 years in preparation of the middle school bond being absorbed into the budget. One way we were able to do that was to negotiate a 5 year contract with the teacher’s guild. This allowed us to</p>

	know our largest labor expense for the next 5 years, making long-term budget management more effective.
Nicolas Alcocer Lee	As previously mentioned, I am not a native of New Hampshire. I was lucky enough to attend school elsewhere, including outside the US. My children share that same perspective. I am always open to learning new ideas and adapting my own perspectives for the greater experience. Similarly, my professional career has forced me to take every advantage of learning and innovating. We work hard to protect valuable resources and I have not been stove-piped. Although I believe every other candidate is tremendously gifted, I believe it is time for a fresh face and new ideas.
Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	What differentiates me from the other candidates is my educational background and the fact that my husband and I are both healthcare workers with a strong understanding of the current health crises we are in. Additionally, I am a mother of four, I have served Moharimet as PTO Co-chair for four successful years, I am perpetually hopeful, and I possess a strong “can do” attitude. Currently, I am a substitute teacher for a school that continues to offer in school instruction and concurrent instruction as needed, while successfully managing the everchanging landscape of Covid.
Dan Klein Madbury	My experience on the Board, understanding of Board governance, budgeting and knowledge of both ongoing and past initiatives make me uniquely qualified to contribute to the future success of our District. My track record over two terms on the Board is also clear. I have consistently supported responsible budgeting, evidence based decision making, board autonomy and independent thinking. I have spoken out at times when I felt the Board was not appropriately involved in decisions and I have done the same when I felt we came up short in meeting our obligations.
Allan Howland At-Large 1 Year	My local government experience sets me apart from the other candidates. I have served three terms on the ORCSD Board and am in my second term on the Durham Town Council. While serving both positions is unique, it provides an opportunity to see how town and school governance can work together to enhance the Oyster River community. Tax stabilization and affordable access for young families can only be accomplished by cooperation between local governing bodies.
Jill Piparo	<i>Candidate did not respond to the questionnaire.</i>

At-Large 1 Year	
Matt Durkee At-Large 1 Year	My strengths are critical thinking, constructive skepticism, consensus building and the perspective of an average member of a working family. I am not afraid to ask tough questions and resist group thinking, but I strive for compromise. We need more healthy debate if we are to avoid the mistakes of the recent past. I want to be a part of that effort.

4. Could you support a board decision you did not vote in favor of? Why or why not?

Jeff Fortin Durham	Absolutely. The School Board is a collaborative body whose mission is to make informed decisions that support the students, faculty, staff, and parents of the district. In my experience with committee work, not every decision will align with my own opinion, but when the Board does due diligence and is informed then it is my duty to support said decision. In other words, I may not always be right.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	<p>The short answer is, yes. As a board, we only make decisions by a majority vote. Undermining the board’s decisions would not serve the district or community.</p> <p>With that said, the board is like any other group, where people can learn, grow, and change, particularly as the environment shifts. A board decision that I did not support is an opportunity to reassess my own beliefs/opinions and to speak with constituents – and, if I still believe the district would be better served by going in a different direction, to continue to raise these ideas in appropriate ways.</p> <p>I’d like to share three telling experiences with the Board where my proposal was voted down or my idea did not gain traction – and how I responded.</p> <p>(1) Concurrent Teaching Working Group. The first attempt to form this research and feasibility committee did not come to fruition. MY RESPONSE: TRY AGAIN. I proposed a slightly reconfigured working group, whose report ultimately became a resource for ORHS teachers as they plan to teach both in-person and remote students in the same class period.</p>

	<p>(2) More live instruction for remote elementary students. Sparked by parent feedback, I raised concerns that remote elementary students had 5.5 hours of live instruction per week -- compared to hybrid elementary students (11 hours) and to 5th graders (15 hours). MY RESPONSE: LET IT GO. I asked administration to look into this and pushed to survey families about their experiences. After the October parent survey showed high satisfaction of remote elementary families and Principal Goldsmith explained that younger students do better in smaller, shorter workgroups, I did not pursue this further.</p> <p>(3) COVID-19 Task Force. My proposal to form a task force with teacher representation to guide the board in being more proactive (less reactive) in reentry planning was voted down. MY RESPONSE: 'BE THE CHANGE' - AND WAIT FOR A BETTER TIME. Along with others, I intentionally brought a proactive, process-based approach to my conversations in board meetings and with administration -- and later suggested we bring teacher representation directly to the board via a non-voting teacher representative. My hope is that the board will form a similar committee after the election, towards summer and fall planning.</p>
<p>Brian Cisneros Lee</p>	<p>Yes. We can't always have 7-0 votes. That's not reality. I think it is good that we have differing opinions on issues. Discussion of these issues with differing points of view leads to a robust debate. Issues may come to light that may not have been thought about as a group. I would be more concerned if all votes were 7-0. That would mean that there are no other views being discussed. If we would always be in agreement, then I don't think we could move forward as we would be stuck following one school of thought. The thought process would be too narrow.</p> <p>I have had votes go against me many times. It's part of the democratic process. I don't take it personal. But I do support the decisions made by the board even if I didn't support it. I believe as a board we need to have a united front, and supporting legitimate decisions that you may not agree with is part of the process. On the other hand, we as a board need to own the decisions we make. Just because a majority voted for it doesn't always equal success. Sometimes, a decision that was made has a bad outcome. In that case, we as a board need to own those choices and admit to making a bad decision. We can't change our past decisions, but we can use that experience when we make future decisions. I believe in learning from your mistakes, and using that knowledge for your future decisions and discussions.</p>
<p>Nicolas Alcocer</p>	<p>Often times we are faced with the exact scenario you describe, supporting a decision that didn't receive my vote. This is an uncertain position as the</p>

Lee	variables are unknown. Did I not vote because it countered the position of the town I represent; or was I somehow morally or ethically opposed? I choose to believe that the School Board will always put the best interests of the students and community first so I must assume that I worked as hard as possible to get a cooperative solution that best served the community. Then, I would absolutely do what I could to ensure success for the ones I serve.
Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	I can absolutely support a board decision that I did not vote in favor of. In my opinion, people of good intentions will always have disagreements but being a true leader means knowing how and when to compromise for the greater good.
Dan Klein Madbury	The success of the District depends on members of the Board supporting the collective decisions of the Board. We are bound in principle and by District policy to meet this obligation. With that said a member of the Board can and should advocate for changes they deem necessary to meet stated goals, principles and policies. Supporting a standing decision of the Board and working to change that decision through appropriate means are not mutually exclusive endeavors.
Allan Howland At-Large 1 Year	This question is addressed in policy BCA: School Board Member Ethics. It states "Recognize that final Board actions will be supported by all members of the Board; take no action that will compromise the Board or administration; and refrain from actions which undermine or compromise official Board action". While it is expected that you will argue your case on an issue, once it is decided, it is corrosive to try and undermine the decision of the Board.
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	That depends on how you define support. If the board makes a decision on a critical policy, I would work hard to ensure that policy works as well as possible even if I disagree with it. If support means blindly continuing on the wrong path simply because of previous board approval, I will not be a part of supporting that effort.

Budget/Finance

5. How would you specifically determine priorities for staff, program, or other budget cuts if finances were to dictate the need for such cuts in the future? What services in the district do you consider essential?

<p>Jeff Fortin Durham</p>	<p>Any budget cuts are difficult but sometimes necessary. Essential services are services that preserve the fundamental educational needs of students.</p>
<p>Erik Mason Durham</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Yusi Turell (she/her) Durham</p>	<p>First, I would reevaluate if budget cuts were necessary or if we could find creative approaches to maintain a budget that meets our community's needs (as the board did for the proposed 2021-2022 budget, tapping reserve funds to offset Lee's and Madbury's decrease in state funding).</p> <p>Second, I would refer to our strategic plan and also survey educators and families to hear their priorities.</p> <p>Third, I would direct administration and the board's budget committee to propose where cuts would be possible. We do not have obvious 'fluff' in our budget so, rather than naming certain services 'essential' or 'non-essential,' we would need to understand the details of where incremental cuts could be made, without significant or lasting harm to our high-quality, personalized instruction nor our legally mandated services.</p>
<p>Brian Cisneros Lee</p>	<p>My thought process has always been that any cuts we make need to be run through the test of whether it will affect the quality of education that is delivered to our students. In my position on the Budget/Finance Committee I am always making the decision of what is in the best interest of the district. This was most prevalent during our current school year as the budget was passed before the pandemic hit. The entire budget was designed before we entered into the largest pandemic to ever hit this country. This made 2020-2021 a very challenging budget year. The whole function of the Budget/Finance Committee is to manage those issues as they come up. We need to decide what to spend our limited funds on. Sometimes we rearrange our capital improvement plan, or we find savings somewhere else. We look at enrollment to see if certain positions are still needed. We also look to see what positions are a "must have" for the district. These positions may not be the same, but we dig deep into the budget to see what options we have. We look at sharing services with the towns in the district or in the county to see where we can recognize savings. One of the reasons we designed the middle school as we did, was to recognize long-term savings in energy that would save the district millions of dollars over the next decade or more.</p>

	<p>Our most essential assets are our people. We have the best teaching staff and administrators in the state. We have the most engaged students in the state. These are who we need to invest in for our future sustainability and success. Our special education staff are the most dedicated and skilled around. People move here just for the skills of our special education staff. As long as we invest in these assets, we will succeed and prosper as a district.</p>
<p>Nicolas Alcocer Lee</p>	<p>Decisions of budget and finance must be based on data and not emotion. The delivery of such decisions must be met with ownership by the board. Therefore, determination of priorities would be guided by effectively meeting the school vision. So I must ask, "how does this resource expenditure help foster student learning and create engaged citizens?"</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>Budget cuts are never easy but may be necessary in order to focus on our highest priorities. Deciding on the specific areas to cut funding would require collaboration between staff, board members, and parents. The services that I deem essential for our district would include the infrastructure/space utilization, facilities/maintenance, transportation, food services, curriculum enrichment, and all human resources.</p>
<p>Dan Klein Madbury</p>	<p>The most effective way to address needed cuts in spending is through long-range planning and budgeting. A key driver of over-spending is declining enrollment. Unlike many other districts, ORCSD has our own long-range planning committee that helps us predict trends in enrollment. With personnel salaries and benefits comprising the single largest portion of our budget, it's important to predict over-staffing caused by declining enrollment. Because I never want our District to be in a financial position where we have to lay-off staff, I support targeted use of our retirement incentive as a means of redistributing our investment in personnel according to actual need. If we face a scenario that cannot be addressed in this way I would advocate for limited cuts throughout the entire budget because I do not deem any of our programs unessential.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>I think a good starting point for a discussion on budget priorities is to look at my write up of the proposed '21-'22 budget, https://www.celebratedurhamnh.com/school-budget. For the next four budget cycles, integrating the new middle school bond into the budget will be a challenge. Employee retirement incentives, Barrington tuition, and emergency funds are our primary tools to reduce expenses and increase revenue to meet budget goals. Staffing is the heart and soul of education, but it is expensive. Before adding or reducing staffing, careful evaluation of existing programs needs to occur.</p>

Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	When making priorities in the face of needed budget cuts, I would lean heavily on the recommendations of the Superintendent and administration for advice. They are in charge of the day to day operations of the schools and best know essential needs. In the COVID era, mental health services are essential and should be expanded as our students deal with the repercussions of isolation.

6. What specific experience or parallel experience do you have that would be beneficial with collective bargaining and union contract negotiations?

Jeff Fortin Durham	As a previous member of the faculty union at SUNY – Oneonta, I was involved in contract negotiations and tenure reviews. At my current position, I have been through the promotion and tenure process, served on multiple promotional committees for full-time lecturers, and Chair of the Chairs Committee who made changes to the faculty handbook of the College.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	I support collective bargaining and the role that unions can play, especially in helping members feel secure as equal participants, collaborating and problem-solving to meet our district’s vision and goals. Beyond my minor formal training in negotiation skills generally, I believe it is most important to try to tap into deeper shared values of what we want for our students and school community.
Brian Cisneros Lee	In my current position as a Business Administrator for a school district, a major part of my responsibilities are negotiating collective bargaining agreements and determining their financial impact to the district. What many don’t realize is that the hard part isn’t necessarily negotiating the contract. It’s following the contract. Where districts get themselves in trouble is violating the CBA through the school board enacting bad policy, micromanaging, or overstepping their authority. My experience in my current position allows me to see this function from both sides of the table, giving me a unique view that many others do not have. The ramifications of a poorly negotiated contract is hard, but the ramifications of a violated contract is worse.

Nicolas Alcocer Lee	Unfortunately I do not have any specific experience aside from my own experience in collective bargaining as a union member. I do however have no hesitation in listening and trying to understand the perspectives of other people. I believe that my own open-mindedness might be viewed as a weakness to some, but I see it as an opportunity to ask questions and understand the concerns of both sides.
Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	As a mother, a wife, a healthcare professional, substitute teacher, PTO co-chair, fieldtrip volunteer, and more, negotiation skills are a daily occurrence. I am open to learning the specific nuances of union contract negotiations and would advocate that the board utilize legal support services to educate itself about school board's inherent leverage and responsibility.
Dan Klein Madbury	As I mentioned earlier, I have served on our Negotiations committee for six years. I have been involved in multiple negotiations on all District contracts over that period.
Allan Howland At-Large 1 Year	During my nine years on the school board, I have been a member of the ORCSD Negotiations Committee and have worked with all of the district bargaining units. As a Durham town councilor, I have also approved contracts for police, firefighters, and public works bargaining units.
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	I have served as a City Councilor and been a part of collective bargaining negotiations with unions. The experience taught me a lot about the duties of each side to craft a fair deal. I would also bring my private sector experience working on contracts with partners and vendors. I will always bring a critical eye to negotiations and contracts, ensuring that the citizens of the district have their best interests represented.

Policy

7. What do you see as the major issue(s) facing ORCSD and public education as a whole?

Jeff Fortin Durham	Public education needs to be relieved of funding dependent on standardized testing. Although we may benefit as a community, underfunded communities do not. On a related note, equity and inclusion starts with equal access to resources and materials and the district should take a leadership role in ensuring all families have access to laptops, wifi,
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	etc. We do have an increasing number of families in need of such resources, and we should meet these needs.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	Beyond the COVID-19 pandemic, the most significant K-12 policy issue in New Hampshire is the absence of a broad-based tax, leading to onerous financial burden and inequitable educational opportunities in many communities. I support the findings of New Hampshire’s Commission to Study School Funding which address the state's method of funding New Hampshire’s public schools in a way that is (1) fair to the taxpayers who support those schools, (2) assures a quality education for the students who attend them, and (3) meets the Constitutional requirement to provide an adequate education regardless of the community a student lives in.
Brian Cisneros Lee	<p>The single biggest issue facing ORCSD and every school district in NH is government funding. It starts with an inherently flawed system that the State of NH has for funding our school system and their inability to define what an “adequate education” is. They look at this definition as a dollar sign, and not the final product of the type of education our students receive. They do this by dictating to school districts what they feel an adequate education costs. I can assure you that this number is not adequate for any school district.</p> <p>On top of this we are suffering from decreased revenues from the state for adequacy funding. These adequacy funds are designed to put school districts on a level playing field. What it actually does is shift the cost of education from the state to the local taxpayers. The less funding they give a district, the more that has to be raised through local taxes. This district doesn’t have a spending problem, we have a revenue problem. The state is constantly shifting costs from the state to local municipalities. This became blatantly apparent in this coming fiscal year when the state decided to increase retirement costs paid by school districts. ORCSD had to come up with over \$600,000 just to fund the increased requirement from the retirement system. This was an increase that we had to absorb with no additional revenue to offset it. Add in over a \$1,000,000 drop in adequacy funding and you can see how difficult it was to design our budget for next year. We worked hard to bring in a budget increase that was under 3%, considering our expenses went up much more than 3%.</p>
Nicolas Alcocer Lee	Today, my answer is that we have future citizens who are underprepared for adulthood. This is not a problem unique to Oyster River at all. As interconnected as society appears to be, are we truly supporting each other the right way? Learning “soft-skills,” being open to new

	<p>perspectives, and finding ways to effectively contribute are incredibly difficult to teach. This is not solely the responsibility of the school, but the school is a place to safely share ideas and explore which version of oneself is best.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>Currently, it seems there is a definite imbalance of the governing bodies that direct our educational delivery. The current board has given away its power and authority to the superintendent and the teacher’s guild, thereby, putting the teacher’s needs, wants, and views before those of the children, parents, and taxpayers of our community. The school board members must stand for the rights of all children and parents while respecting the financial responsibility of the taxpayer.</p>
<p>Dan Klein Madbury</p>	<p>The Covid-19 pandemic poses the single greatest obstacle to public education presently. The impacts of this challenge have been exacerbated by a lack of Federal or State involvement in decision making on how best to manage the pandemic. Because geopolitical boundaries like school districts mean nothing to a virus, formulation of a pandemic response at the local district level is fraught with limitations. With that said, I do not believe we (our Board in particular) did enough to meet our goal of adding in-person learning as the school year progressed. We did not do enough to fully appreciate how difficult it would be to change our models while adhering to CDC guidance and continuing to offer full remote instruction to the many families who want it. I am confident in the path we are on presently and I am anxious for the time when pandemic conditions will allow for a lessening of measures like 6’ social distancing.</p> <p>Outside of the issues cause by the pandemic, I see our State’s funding formula for public education as a major obstacle. The State’s consistent downshifting of costs like pensions to local municipalities and school districts and its inconsistent public education adequacy funding has made budgeting very challenging. A change is needed at the State level to stabilize funding for public education.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>COVID’s impact on students, families and staff is ORCSD’s immediate issue. The loss of instructional time and the social/emotion fallout from the pandemic are two primary concerns. To address effective use of instructional time, implementing recommendations from the asynchronous learning committee and the concurrent learning committee should be a priority. Planning for the summer should include not only credit recovery, but also enrichment opportunities for students of all ability levels.</p>

	<p>Pre-pandemic, the district was aware of an alarming rise in stress and anxiety in students. Changes were made to the school start time, the high school schedule, and homework to begin to address this. As part of the strategic plan, the counseling department began working on developing a K-12 multi-tier support system. The pandemic forced districts into remote and hybrid learning, and caused an increase in student isolation and disengagement. The counseling department will need to evaluate how their programs are working and provide an update to the school board.</p> <p>Longer term, the state’s downshifting of pension, building aid, and town aid have caused spikes in local property tax rates. Less affluent towns, younger families, and older residents have been particularly hard hit by this trend. ORCSD should continue to work with the New Hampshire School Board Association to advocate for increased state contributions to school funding.</p>
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	<p>The major issue facing the district is our response to COVID. This is a polarizing conversation. Good people are passionately disagreeing, I support giving families the choice for full time in-person learning, but I also want remote learning options to remain for families that choose it. We need to increase choice, empower families to make a decision that's best for them. COVID policy extends past learning models. The district must invest heavily in new mental health services to support our children as they face the consequences of isolation policies. I will be focused on these efforts as a member of the Board.</p>

8. How would you support the ORCSD Strategic Plan? Which goal do you feel is the most important for ORCSD and why?

Jeff Fortin Durham	<p>Diversity and Inclusion, including increasing the number of faculty from diverse backgrounds, is a significant component of the Strategic Plan. As we discovered at my college, listening forums and committee work are important, but developing actionable items is critical to moving forward in an anti-racism and inclusive manner.</p>
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	<p>As noted, I have extensive professional experience in strategic planning. It is not possible to identify a single goal as ‘most important for ORCSD’ because each supports the others in an interrelated way. With that said, I am deeply supportive of the plan to develop an integrated K-12 world</p>

	languages offering, to continue our antiracism work, and to support staff growth and professional development.
Brian Cisneros Lee	I was part of the design of the current 5 year strategic plan. This plan is one of the most important plans we have in the district. It is our roadmap for the future. Every year when we start designing a budget, the strategic plan is right there in front of us. The first thing we do is make sure that the strategic plan is funded for the upcoming budget year. Whether it is curriculum based, or capital improvements, we make sure we follow it. This plan was designed as a collaborative effort between the staff, taxpayers, and the board. It was designed by the people who we represent. I support it fully and will continue to do so.
Nicolas Alcocer Lee	Support of the ORCSD Strategic Plan starts with a revisit. It is time to update the plan along with measureable benchmarks determined by responsible offices. Part of this will be reflective of progress which is fundamental to understanding resource expenditure. If I had to choose a priority, it would be to engage students, challenging them to achieve personal success. I can't say what that looks like for every student but I do know that there are basic skills required to help unleash a generation of curious, life-long servant-leaders. That is what I would be asking my colleagues and community to support.
Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	In review of the strategic plan, my priorities for <u>the elementary school</u> would be initiating world language curriculum in lieu of SEC (direct instruction). I think a WL curriculum has more direct benefit to all children (cognitive flexibility and addresses cultural/diversity initiatives). At <u>the middle school level</u> : to ensure all the intended goals of the new middle school are actually met. I would advocate for the retention of the current gym and multi-purpose room as our community is greatly lacking space for clubs and sports. At the <u>High School level</u> : I would prioritize academic areas of need, competency-based measures, improved guidance counseling for better direction for students graduating; substantiate vocational career training/guidance. I would advocate to adopt a broader view of success of the high schooler (do we understand where they are and where they want to go next? And have we given the tools to succeed)
Dan Klein Madbury	The Strategic Plan is a set of carefully crafted, interconnected goals. For example, our capital improvement plan (CIP) directly supports the success of our multi-tiered system support (MTSS) plan by ensuring that our educational environment is safe and supports student wellness. For this reason I am hesitant to prioritize any one goal as most important. By

	budgeting to support the goals outlined in the plan and continually evaluating our District policies, the Board can best support the accomplishment of the goals outlined in the plan. We must also continually evaluate the elements of the plan already accomplished to ensure they are serving our students as intended.
Allan Howland At-Large 1 Year	<p>In my opinion, the Board’s primary role in supporting the strategic plan is by developing budgets that allows for its implementation. This is why it has a central component of the budget goal, and why it is part of discussions in the school board budget workshop. These help provide the superintendent with direction and guides principals in implementing it at the building and classroom level.</p> <p>The implementation of competencies is a central component of the strategic plan. The middle school moved away from traditional grades and to a competency reporting system. It has been discussed numerous times at school board meetings and parents have raised concerns. The UNH Survey Center was slated to help us connect with parents this spring, but COVID delayed it. Is the system effective? How do middle school students transition from this to the high school reporting system? Conducting the survey and evaluating the data should be a 2021 goal.</p>
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	Support for the strategic plan is rooted in long term thinking. We must balance the immediate needs of the district while planning for the future, especially in the COVID era where an immediate crisis dominates our attention. Goal #2 under student engagement is the most important in the strategic plan. Education is evolving so quickly, but the need to help our children be critical thinkers, problem solvers, effective communicators and socially responsible citizens should always be the goal.

9. What are your policy recommendations for moving forward with COVID-19? What metrics and guidelines are you using to support those recommendations? How would you assist the administration’s implementation of the plan?

Jeff Fortin Durham	COVID-19 is with us for the foreseeable future. How long is anyone’s guess, but our District needs to be prepared for reopening in the Fall with as many students in person as CDC guidelines allow. If the vaccine is provided to teachers and staff in a timely manner, our schools should be able to reopen in a safe manner. Administrators need to be ready for this possibility, but also need to develop models that allow for pivoting to
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	<p>hybrid or remote models if needed. I will support and assist administrators in developing models, but, as the people on the ground, faculty and administrators need to be able to develop plans based on their experience and expertise.</p>
<p>Erik Mason Durham</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Yusi Turell (she/her) Durham</p>	<p>I have strongly advocated for equitable effective hybrid models that serve in-person and remote students equitably and for reentry decisions based on our COVID-19 Dashboard, which has 10 indicators of community transmission and local capacity. These are consistent with President Biden’s statements and CDC guidance.</p> <p>There are inevitable trade-offs when not all students can be together, but I have worked hard to identify our “least bad” models through thoughtful planning and analysis. To me, a hybrid model must feature:</p> <ol style="list-style-type: none"> (1) Access to core classes. To those who pointed to Wednesdays and other interventions for targeted learners, I would share a line from my time at Citizen Schools, “The model IS the intervention.” This means, instead of trying to catch an increasing number of kids who are falling through the cracks, let’s fill the cracks. (2) Equity of instruction for remote learners; (3) Limited asynchronous time for all students; (4) Limited duplication of instruction and teaching modes for teachers; (5) Ability for students to flex in and out of in-person instruction (whether by choice or because of quarantine or school closure); and, (6) A firm distinction between when we develop and approve the hybrid model (ASAP) and the actual date of reentry (based on COVID-19 spread).
<p>Brian Cisneros Lee</p>	<p>I’ve been quite vocal in my thoughts on this. I support working towards the goal of getting the most amount of students in the school as conditions allow. I have been working with administration and the board to move this process along as quickly as possible. I have also met recently with the Teacher's Guild to discuss what we can do together to reach that goal. I firmly believe that when two groups sit down at a table together, any problem can be solved and an acceptable result can be achieved. This issue is no different.</p> <p>We currently use a metric system that is used to help us make decisions on options to getting the students back in the building. This system is not the</p>

	<p>deciding factor, but we use it in looking at the totality of the circumstances in deciding how we should bring kids in. We also need to have the capacity to fit the kids in the building while maintaining social distancing. Each building has its own unique obstacles in increasing the daily population of students. Some are easier than others. It's very difficult to compare our issues or plans with other districts. This isn't comparing apples to apples. They have issues that we don't, and we have issues that they don't.</p> <p>As far as assisting the administration, I would make sure they are supported in their goal of getting the students back up to speed. There is a large learning loss going on during this pandemic and we have to have a plan to deal with that. As a board, we have been discussing with administration designing a robust summer program to help get kids caught up not just academically, but socially and emotionally. This would extend into the next school year as the need continues.</p>
<p>Nicolas Alcocer Lee</p>	<p>With regard to moving forward during the pandemic, it is absolutely essential that we standardize the district response and be transparent in decision metrics. I have often heard that the disparity between district policy, NH policy and CDC guidance is causing confusion and frustration. An operations team must determine how to mitigate risk while striving to achieve as close to normal and full support as possible. This is based on effectively communicating and understanding on both sides. The school board must be advocates for the needs of the students and community while respecting the concerns of all involved. Board member support must come in two forms, accountability for timely planning and action as well as the dissemination and interpretation of information. We must respect that the University population is part of the community, but it should be filtered against the needs of our school aged children.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>The CDC and Governor Sununu deem it safe and plausible for students to be educated both virtually and in person. The Governor's recommendation along with CDC and Academy of Pediatrics recommend in-person education to be offered for the well-being of all children. I use the Governor's office as the guiding principle to implement in-school education. I would use St. Thomas Aquinas (STA) and Saint Mary's Academy (SMA) as a model of success as I am familiar with their policy, procedures and practices during this "Covid pandemic". My number one goal would be to get children safely back into school all day, every day, using the "Healthtrac" app, masks, frequent sanitizing, plexiglass partitions, and active contact tracing to name a few.</p>

<p>Dan Klein Madbury</p>	<p>My ultimate goal for the District is a return to full in-person learning. I continue to support managing our District in accordance with CDC’s scientifically based guidance on the pandemic. I also want us to continue our practice of leaning heavily on our nurses and our consulting epidemiologist for recommendations on how and when to make changes based on key metrics.</p> <p>The Board has already approved the hiring of additional staff needed to facilitate in-person learning. In the 2021/22 budget we have allocated money for PPE and other expenditures needed to manage the pandemic on a local level. With vaccination efforts progressing and the hope of Federal support for increased testing and contact tracing, I see a continuation of the improving trends that will allow us to return to the in-person model was all know is best for our students and families.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>The COVID metrics and guidelines for ORCSD were developed by the administration and school nurses, with consultation from an epidemiologist. They can be found on the district website and are updated weekly. These guidelines are consistent with the recently revised CDC recommendations. The one exception is a surveillance testing program. The district is in discussions with UNH to determine the feasibility of using their lab facilities to implement a district test program. Future school models will need to be guided by recommendations from our COVID team.</p> <p>One of the most significant challenges of the pandemic has been staffing. Limited access to the buildings has effectively eliminated the traditional substitute system and has left schools struggling to supervise classrooms. The School Board recently approved the hiring of ten paraprofessionals, and hopefully, the vaccination of school staff will occur soon and reduce staffing shortages.</p> <p>Hybrid plans for elementary, middle, and high school levels have been approved. Our focus going forward should be to maximize effective instruction. That is going to require coordination and creativity. Staff need time to share ideas and develop strategies to balance virtual and in-person classes. As these develop, they need to be shared with the School Board and used to direct future decisions.</p>
<p>Jill Piparo At-Large 1 Year</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Matt Durkee At-Large 1 Year</p>	<p>COVID policy is highly polarizing. People are frustrated about missing in-person learning and others are rightly concerned for safety. The board should support more choice for families. This is why I support more in-person learning options while maintaining remote learning choices. I</p>

	personally believe that the school can open safely for full time in person learning given all the data available, weighed against the clear negative consequences on students from remaining closed. Regardless of what any of us think, the Governor is clearly going to take away local decision making about learning modules starting with his most recent order to return to in person learning 2 days a week. The Board must transition away from debating the merits of models and toward planning for complying with future orders to open.
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10. How would you address the needs of both students and staff who need access to remote education versus those who need to be in school as much as possible?

Jeff Fortin Durham	Educators have learned a tremendous amount in the past year regarding the implementation of new pedagogies and methodologies. I believe each family needs to have a choice about remote schooling, and faculty need support – sometimes in the form of new equipment or training, as an example – to develop inclusive methods. I am currently teaching in a classroom with both face-2-face and remote students and my College has provided exceptional training and support services to enable me to do so effectively. This needs to be a focus at ORCSD.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	In 2020-2021, our hybrid models at each grade mean we can accommodate the needs of staff who need access to remote education for medical reasons, as well as students and families who prefer to remain remote. (Please see question 18 for my thoughts on fall 2021.)
Brian Cisneros Lee	This a difficult question to answer because the number of students participating in either format is constantly changing. My goal has always been to get the most amount of students in the building rather than out. But I don't think we should leave the remote students out on an island. I served on the Concurrent Learning Committee this winter to help design a turnkey program for teachers to use if they wish to enhance their teaching skills and take on more students in different formats. My goal was to not only improve the quality of teaching for both in-school and remote students, but to allow more kids into school by allowing the teachers more options to be in contact with students. I would continue to take part in committees like this to improve the quality of all types of learning until we get back to 100% in school.
Nicolas Alcocer Lee	I cannot stress enough that frontline teachers have a difficult job and deserve our support. This goes back to my stance on balance. Similarly, we must consider the balance of families and the children who thrive in

	<p>different environments. This unprecedented time requires unprecedented effort for serving the needs of children. Students and staff must be accountable for helping understand which method works and adapting to certain accommodations. I would ask that the staff step forward to balance risk and reward while the board and community advocate for increased safety measures from the state and federal government. We must strike balance or risk losing opportunity to help the children.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>Children and staff who need access to remote learning can continue through the designated remote learning program. The students who need in-person education should be provided the traditional, pre-Covid educational model utilizing universal precautions and reasonable and appropriate measures. District would supply protective gear as they do for the in-person teachers at the elementary schools.</p>
<p>Dan Klein Madbury</p>	<p>Until we can return to normal, we need to make every effort to continue to offer both fullremote and in-person opportunities. Although it would have been far easier from a management perspective, I am glad we did not choose to adopt models based on strong adherence to either in-person or remote learning. A full in-person model would have required us to sacrifice both CDC minimum 6 foot distancing and synchronous instruction for remote learners. A full remote model without in-person elementary or the goal of resuming in-person instruction for middle and high school could not have met the needs of many students who do not succeed in a remote model.</p> <p>The recent work of the Board’s committees (driven by teachers) has provided some excellent resources for the District’s educators looking to improve their asynchronous instruction and for those interested in trying concurrent instruction. We need to continue to explore viable options to improve these models while supporting our teachers in doing what works most effectively for their classes and students. Nothing has been as we would want it (absent a pandemic) but supporting adaptable approaches and flexibility in general is a way that the Board can continue to get us through this difficult period.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>This question speaks to the difficulty of education during the pandemic. High school families recently surveyed on the new hybrid and remote options were split 58%-42%. Unlike many districts, ORCSD has responded to these numbers by developing and running multiple educational models simultaneously. Maximizing synchronous instruction while effectively using asynchronous time is our challenge. The School Board charged several committees to look at improving asynchronous learning,</p>

	investigate concurrent learning, and investigate how their recommendations would work within the existing budget. Their findings are guiding improvements made to the remote and hybrid options. The silver lining of this instructional work is that it will help guide future discussions on scheduling and homework that were concerns before the pandemic.
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	COVID has proven that remote learning options can work for some students. This creates a unique challenge for the district moving forward. I think it's fairly clear that we need to find a way to make concurrent learning work. This is especially true as the Governor moves to compel districts to enable more in-person learning. The board has already begun the process to investigate how to make concurrent learning work, I will be a strong supporter of policy efforts to make that happen.

11. The COVID experience has shown that students have diverse outcomes regarding remote and in-person learning. Some students thrive under full time, in-person instruction. Other students have improved performance under remote conditions. What policy ideas do you have to incorporate these insights?

Jeff Fortin Durham	My main answer is in the previous question. Faculty and staff need the training and support to offer both when necessary. There is also a social component to education: remote students may thrive in that setting from a grading perspective, like my own son, but may miss the social component to a school day. Our new experiences have demonstrated to faculty that we can deliver both forms of education very effectively if we are provided the tools and training necessary.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	COVID's silver lining is the opportunity to reflect on and reevaluate the structures and behavior that we once took for granted at all levels, from individual to societal. Once we get through the worst of the pandemic, I will be interested to hear from our educators about their experiences and suggestions for continuing forms of Blended Learning -- combining online and classroom learning. In addition to meeting students' diverse needs, blended learning could expand opportunities for *all* students to participate in internships and other experiential learning programs in the community (with the flexibility to attend classes online).

	<p>Some parents tell me their children are thriving in remote instruction because there are fewer social distractions. What to make of this? On one hand, the constant stress of peer interactions (such as reading social cues or staying on task) can distract and deplete some children from their academic focus – so they do much better with online classes. On the other hand, we also look to our schools to build executive function and socioemotional skills and in our youth so that they can thrive in a distracting, messy society after graduation. Blended learning could lead to federal, state, or district changes to SPED policy and best practices. If we continue with blended learning, we will need to ensure that our virtual experiences also foster these critical life skills.</p>
<p>Brian Cisneros Lee</p>	<p>I would make sure they are supported in their goal of getting the students back up to speed. There is a large learning loss going on during this pandemic and we have to have a plan to deal with that. As a board, we have been discussing with administration designing a robust summer program to help get kids caught up not just academically but socially and emotionally. This would extend into the next school year as the need continues.</p> <p>We recently were awarded some grant funds from the government that were designed to be used to enhance educational strategies and social emotional needs. The administration is already in the process of designing not just a summer program for academics, but a plan to deal with the emotional fallout from the pandemic.</p> <p>There are kids in crisis in this district. They don't wear a sign on them to make it known they are in crisis. They aren't just someone else's kids. They are our neighbors and friends who we see every day. We can't always see that they are in crisis, but a teacher can. They are trained for it, and they have a sense for kids who are in crisis. The more chances a teacher has to make contact with a student, the greater the chance of finding that kid in crisis. We as a board need to support the staff in getting to this point as quick as possible.</p>
<p>Nicolas Alcocer Lee</p>	<p>Each student has a different support system at home and at school. Just as children and families are different, so are the supportive teachers and school staff. Helping each find the best opportunity is critical to achieving personal excellence. Methods and techniques for instruction will continue to evolve so we must seek innovative ideas to support learning. Although there is room for policy accommodations with respect to remote learning, I believe that in-person, classroom instruction provides the best opportunity for creative collaboration under the guidance of responsible instructors.</p>

Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	Parents have the authority to make the decision that is best for their child and their family circumstance, whether that is a fully remote option or an in-person option. The district has the responsibility to offer a 2-option choice.
Dan Klein Madbury	As I mentioned in my previous answer, we have learned a great deal about non-traditional remote instruction. A defining characteristic of our District is the high-priority we place on individualized learning. Supporting our teachers in their desire to incorporate lessons learned during the pandemic is one way we can build on this. Current policy already supports these strategies but as we learn more about something like concurrent learning, we need to evaluate those policies to ensure they remain relevant and work to support the teachers who elect to use the concurrent model.
Allan Howland At-Large 1 Year	The district’s vision statement “engaging every learner” addresses the reality that students are not monolithic and have different learning styles. The pandemic has been brutally effective at emphasizing this point. The aim of “targeted learners” was to work to identify students that had difficulty in the remote setting and to bring them back into a traditional setting that better suited their learning style. Over the course of the semester, the administration worked to bring these students into the building more frequently, and this needs to be expanded in the second semester. The approved hybrid models will provide all students with the opportunity for some in-person instruction. Additionally, staff and administration have been actively adapting virtual classrooms. Asynchronous learning is an issue, and teachers are working on strategies to address it. Most of these strategies increase teachers’ workload, and they will require planning and professional development time to adapt their instruction to meet students’ needs.
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	Pre-COVID, I don't think you would find much support for the idea that remote learning is a viable substitute for in-person learning. There is way too much evidence that the structural, physical and social benefits of in-person learning to justify thinking otherwise. COVID has taught us some children can learn well remotely and thrive- thus we should preserve that option for families to choose. The vast majority of students do not thrive in that model. I believe Board members must believe that in-person

	learning is the highest standard and we should strive to get that back urgently, safely.
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12. What policy recommendations, practices and data indicators should ORCSD utilize to ensure we are meeting every child where they are?

Jeff Fortin Durham	Faculty and staff need to ensure students are meeting established competencies and bench marks that faculty have decided are appropriate and effective ways to understand if we are meeting students where they are.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	I believe that effective instruction of children with diverse needs often translates to effective instruction overall. By resourcing and supporting our special education programs, we can improve instruction for all. In past years, Oyster River educators and administrators worked diligently to develop a thoughtful and thorough Multi-Tiered System of Support (MTSS). My family knows firsthand the rigor and partnership that can go into these determinations and the ongoing evaluations. The district also should continue to support academically advanced students and Career Technical Education (CTE) students through a range of options, within and beyond ORCSD classrooms.
Brian Cisneros Lee	I have answered this question in a few of the previous questions.
Nicolas Alcocer Lee	I must confess that I do not entirely understand this question. Do you mean meeting children where they are in a physical or social-emotional way? Here's what I do know, education outcomes should not be broad-brush applied. As we are all different individuals, we are all different in our goals, desires and methods. Therefore, the School Board should be investing in continued opportunities for teachers, counselors, and parents to understand how to identify the needs of children and help them achieve their own measure of success. Ultimately, we are blessed to have a community that values education and supports achieving individual success as a measure of team success. We should be focused on identifying the needs and goals of students, balanced with expectations, to foster a safe learning environment for everyone.
Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>

<p>Michelle Dunbar Madbury</p>	<p>I would support hiring a curriculum consultant to help the board evaluate the overall curriculum at elementary, middle school, and high school levels and help guide the school board on how-to measure educational excellence at each level. I do not support only looking at SAT scores and teacher degrees/ years of experience as a measure of overall success. We need to evaluate more qualitatively.</p>
<p>Dan Klein Madbury</p>	<p>Given the losses our students have experienced due a lack of normal in-person learning, we will need to be hyper-vigilant in assessing their needs and in strategizing ways to help them catch up. In particular, we need to lean heavily on our MTSS program to support students both academically and psychologically. Standardized testing also helps us see how our students are performing year to year. Recently the Board requested and received a breakdown of STAR test results that showed in-person vs. remote learners. This is the kind of analysis we need to continue using to see where our students are and what they need from us. The board has also made a high priority of improving communication between the District and families. Better utilization of the Schoology platform will serve to improve coordination between parents, teachers and counselors in their efforts to support students in effective and timely ways.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>The district uses STAR testing multiple times per year for elementary and middle school students. These tests provide staff with a picture of how students are progressing. They help determine if additional supports are needed, and the level of intervention. The high school is currently using the SAT as its benchmark. The School Board examines three-year testing trends to evaluate the effectiveness of our math and language arts programs.</p> <p>As a former classroom teacher, my goal was to try to catch a problem before it became a crisis. When a student struggled, I reached out to parents and alerted them of my concerns. It provided parents with context and resources to talk with their children and develop a plan. In my opinion, this is the most important practice.</p>
<p>Jill Piparo At-Large 1 Year</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Matt Durkee At-Large 1 Year</p>	<p>I won't pretend to know what policy recommendations, practices and data indicators should be used to meet every child where they are. A strength I will bring to the Board is recognizing what I don't know and listening to the wonderful experts we have within the district to craft policy to meet objectives. Every child deserves educational support that meets their</p>

	specific needs. It's the job of Board members to craft policy that empowers teachers, administration and staff to make sure that happens.
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13. ORCSD attracts families to move into this community. What policies do you support or propose to ensure this trend continues?

<p>Jeff Fortin Durham</p>	<p>The key is to keep our schools at the highest-ranked levels in the state while continuing to upgrade and modernize our facilities. Taking action on equity and inclusion, increasing mental health and wellbeing programs, and providing safe spaces for LGBTQ+ students in all our schools send the message that we are truly welcoming communities. There are additional factors influencing families moving into our district that have little to do with the School Board or district.</p>
<p>Erik Mason Durham</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Yusi Turell (she/her) Durham</p>	<p>Oyster River has a deserved reputation for engaging, high-quality education that meets the diverse needs of students. This is evident in the district’s culture of creativity, positive risk-taking, and global citizenship, as well as in standardized test scores and traditional measures of academic achievement.</p> <p>We have a virtuous cycle of a strong reputation attracting families and educators who value high-quality education, which in turn boosts our achievements and reputation.</p> <p>As the country faces an economic recession, we must balance fiscal responsibility with the broader impact of school quality on property values and community desirability. When I served on Durham's Economic Development Committee from 2010-2013, I led a team of volunteers to interview approximately half of Durham's 141 business owners. As I noted in our report, “42% of business owners said that they were already Durham residents when they started their business, or had moved to Durham for ‘family first, business second’ (citing strong K-12 schools, natural beauty, history, etc.).”</p> <p>If the district’s reputation suffers, property values decline and fewer entrepreneurs and business leaders choose to locate here. Oyster River education is worth investing in.</p>

<p>Brian Cisneros Lee</p>	<p>People move here because of the school district and the quality of education that we provide. There are really no policies that make this possible. We just hire the right people and give them the tools they need to do their job. We give the teachers and administrators the ability to choose the professional development that they feel they need. We also offer sabbaticals for up to two teachers per year to enhance the quality of their teaching skills. These teachers then come back and share their experience with the board and other teachers so they can learn as well. The support of teachers growing within themselves is what makes this district special. It ends up showing in the quality of student we produce.</p>
<p>Nicolas Alcocer Lee</p>	<p>I was one of those families attracted to the opportunities for my children when we moved to Lee. I fully support a balanced education of athletics, language arts, science exploration, applied mathematics, music in the classroom, and all the other opportunities our students enjoy. To me, we must be more than a sign on the street or the door saying that we are a welcoming community. We must be a community of action, fostering personal growth. We must provide unique educational opportunity and career exploration for all students. We must demonstrate through supportive action that we respect differences and embrace cooperative progress.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>At this point, I am not convinced that our district is attractive to prospective families. Especially, since parents have been denied their basic right to choose the educational delivery for their children. I hope to change that perspective.</p>
<p>Dan Klein Madbury</p>	<p>Ensuring we continue to perform as one of the best districts in the State requires constant self evaluation and attention to the progress we are making on our Strategic Plan. Some of the best work we have done in recent years was the result of significant time and effort invested in exploring new approaches and strategies.</p> <p>As one example, the revision of our high-school schedule from a traditional grade based model to an elective based model has been a huge success for our students. It has empowered them to make choices more akin to those of college students with regard to their class schedules.</p> <p>Another area of focus that will keep our district on the cutting edge is our focus on addressing racism and LGBTQ rights in a direct and purposeful way. It's no small coincidence that many districts across the state have now adopted policies for their transgender students based on ours which was the first ever adopted in New Hampshire. And we are currently</p>

	working on revisions to our policies based on the work of our anti-racism committee whose members include many students.
Allan Howland At-Large 1 Year	While ORCSD’s reputation attracts families, the current New Hampshire affordable housing crisis acts as a barrier to them joining the district. Inventory of single family homes is extremely low and the current rental market vacancy rate is under 1%. As a chair of the Durham Economic Development Committee, I helped form a Housing Subcommittee to work on addressing this problem. We are examining our current zoning and looking at changes to help diversify our housing stock. This is an area that the school district and municipal officials will need to work together.
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	People are attracted to ORCSD because it provides the best education in New Hampshire. It's the primary reason my wife and I moved to the district. ORCSD must continue to strive for excellence in the face of the challenges presented by COVID. Frankly, one area the Board must address to remain attractive is community engagement. Specifically, COVID has exposed communication weaknesses from the Board including overreliance on streaming meetings exclusively to inform the public. The Board needs to adapt more direct, transparent and timely communication with the community. This is vital to supporting the trend of families moving to the district.

Miscellaneous

14. What is the role of the superintendent in the district? According to the strategic plan, the search for Dr. Morse’s replacement will commence over the next two years. How would you ensure a smooth transition into the next district administration?

Jeff Fortin Durham	Although the Strategic Plan may say this, Dr. Morse has not indicated he plans to retire in the next two years. The School Board has processes in place for when administrative positions need to be filled and I will follow those policies in a transparent manner.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	In the next three years, the Board’s most significant action will be hiring and supporting an exceptional Superintendent -- a strategic thinker, excellent communicator, respectful delegator, and collaborator across multiple groups. I served on Dr. Morse’s 2011 screening committee as a community member and recently led the founder transition and a successful executive search at a national nonprofit. Guided by our

	<p>strategic plan and stakeholder input, the Superintendent’s hire is critical to the future of our district. Additionally, ORCSD’s Business Administrator, Sue Caswell, is a behind-the-scenes force for district finances and other business operations. For a smooth transition, we should ensure that Dr. Morse and Ms. Caswell stagger their retirements.</p>
<p>Brian Cisneros Lee</p>	<p>The Superintendent is the CEO of the school district. He is also the only employee of the school board. He oversees all the employees of the district and puts into place the policies and budget that we develop and approve. Our Superintendent’s relationship with the staff of the district is incredible. He knows all of them by name and cares about every one of them. His shoes will be big shoes to fill.</p> <p>The first part of the process is to put together a diverse search committee and utilize a nationwide search. I would also make sure that the committee represent all aspects of the community. This would include teachers and administrators within the district. This would ensure we get the best candidate, even if that candidate is from within the district.</p> <p>In order to ensure a smooth transition, there should be a transition period where the new Superintendent would work with Dr. Morse as part of the transition. We have done that with new administrators in the past and it has worked out well. This will allow the new Superintendent to see what works in this district and makes us successful. This also ensures continuity while still allowing the new leader to inject his/her own new ideas to enhance what we already have. It’s also comforting to employees to have a current leader introduce the new leader to show a sign of support.</p>
<p>Nicolas Alcocer Lee</p>	<p>The superintendent is vital in translating and enacting the Board’s vision to the faculty and staff. This individual is equally accountable to the board and the community for meeting the goals set forth as well as overseeing the operational effectiveness of daily operations. In the coming years, a new administration leader will come to be responsible for fulfilling these responsibilities. Ensuring a smooth transition will require finding a collaborative leader, and effective communicator and someone courageous enough to push for growth. Transition is always difficult but I have no doubt that the school community will embrace a selectee who meets these qualifications.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>The superintendent (and associates) is hired/appointed by the school board, to collaborate and assist with establishing basic organizational structure of education delivery for our school cooperative. The superintendent should act as a liaison between the board and the</p>

	<p>teacher's guild to create a climate that promotes educational excellence. The superintendent operates as the acting authority to oversee the school district as a whole. Interviewing candidates for succession should be one of the major priorities of the new school board.</p>
<p>Dan Klein Madbury</p>	<p>The Superintendent is much like a CEO whose chief responsibility is ensuring that all programs are run in accordance with District policy. The Superintendent is also the only District employee who reports directly to the Board. We have been extremely fortunate to have Dr. Morse in this role for the past nine years. His unique skill-set and experience cannot simply be replaced. The Board needs to work very purposefully in strategizing the process for finding his replacement. A factor that works to our advantage is the high desirability of our school district from an employee perspective. I intend to advocate for a broad and thorough search for the very best available candidates. I also think we should build on the process we used to find new principals in recent years. This included strong representation of teachers, staff and families who played an active role in vetting and recommending candidates for hire.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>The School Board provides the superintendent with direction, and he uses this input to run the district. Over my time on the Board, this has been a collaborative partnership.</p> <p>I was a member of the hiring committees for the assistant superintendent and for several principals. Each of these processes brought together a diverse collection of parents, teachers, administrators, and school board members. They formed a collaborative partnership that narrowed the list of candidates, questioned them, and shared their impressions.</p> <p>Participants gave the process high marks, and it should serve as a model for the superintendent search. Once the candidate has been chosen, there will need to be opportunities for her/him/them to interact with staff and the cooperative communities. This process will likely take up to a year.</p>
<p>Jill Piparo At-Large 1 Year</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Matt Durkee At-Large 1 Year</p>	<p>The Superintendent works for and with the Board. That relationship is vital to ensure the smooth operation of ORCSD and its long term success. Like any relationship, it should be based on shared respect, trust and the freedom to express opinions while striving for consensus. The best way to ensure a smooth transition into the next administration is to hire the right person to be the new Superintendent. I would be committed to being an active participant in the exhaustive and thorough search for that person.</p>

15. How can a school board best communicate with the community? What efforts will you make to ensure transparency in the decision-making process? How will you make clear what data is informing your decision to support or oppose a particular policy decision?

<p>Jeff Fortin Durham</p>	<p>The data and information used by the school Board is readily available on the publicly available agenda under the “backup” section. Our community has access to this information openly and freely. Could that access be made easier? Yes. Social Media can be a useful place to share information, but any sharing or posts by School Board members need to be vetted by the Board.</p>
<p>Erik Mason Durham</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Yusi Turell (she/her) Durham</p>	<p>Board business takes place during board meetings (televised for public access) and in board-sanctioned committees. During meetings, board members can improve transparency in decision-making in two ways. (1) DECIDE HOW TO DECIDE. Prior to digging into options, the board should identify key evidence-based factors that would affect the decision. Since I joined the board, I have contributed to this practice. For example, in choosing between hybrid models, I developed an evaluation tool that I used and shared with others and that informed the ORMS presentation on Dec. 16. Similarly, I advocated for this board to hear from medical experts about their advice in school opening, which led to our current COVID-19 Dashboard. Early discussion and agreement about how to decide can avoid contentious disagreements or split votes later.</p> <p>(2) JUSTIFY INDIVIDUAL SUPPORT OR OPPOSITION. When voting for or against a particular decision, especially in a split vote, board members should state publicly the reason for their vote. If appropriate, they also should refer to the data or evidence that influenced their decision.</p> <p>OUTSIDE of meetings, community communication is more complicated. With the exception of the board chair, individual board members may not speak for the board. This year, as the district has struggled with timely, clear, and transparent communication during the pandemic, individual board members have occasionally stepped into the lurch to provide more clarity and transparency (as Al Howland did on the budget and I did on our ORMS models). However, the best way for the school board to improve community communication is to encourage and support administration to improve our communication systems.</p>

	<p>Two promising developments: (1) The recently established Superintendent’s Committee on Communication will lay the foundation for a more uniform and user-friendly strategy for communication at all levels of the organization (classroom, building, and district). I and others have long advocated for better communications systems and for tapping our community’s parent expertise to improve our structures and messaging. (2) Also, the proposed 2021-22 budget includes modest funding for communications support to follow through on the committee’s recommendations.</p>
<p>Brian Cisneros Lee</p>	<p>I think the school board can best communicate with the community by being accessible. I am the most accessible person on the board. I was the first one to speak to groups who were against the board for their policy on returning to school. We were able to come to a better understanding on both sides of the needs of the taxpayers and students. I also recently met with the teacher’s guild to work out differences that we had. By the time we were done we also were on the same page and had a better relationship. I have always said that if two groups sit down at the table and discuss their issues openly, any problem can get solved. This is no different.</p> <p>I’ve always believed that the school board should participate in town hall style meetings with the taxpayers. After all, that’s who we represent. It’s a good way to have good communication with the public. But I also wish that more people would follow the school board meetings. It shouldn’t take a pandemic for people to take interest in what we do. We do a lot of important things over the course of the year, but many do not see it as they are not paying attention due to lack of interest. It’s not exciting, but it is important. What ends up happening is that people post on social media what they think is going on and it is taken as gospel, even if it is false. By having town hall meetings this can be avoided.</p> <p>All of our decisions are made in the public eye. I think the issue of transparency is due to the lack of explaining our reasoning for the decisions we made. Explaining those decisions have been lacking, which is why I have consistently asked for the board to put out a statement as a group to explain why we made the decisions that we have made. It’s part of owning the decisions we make and being held accountable by the people who put us in those seats. So far, a board statement hasn’t been approved.</p>
<p>Nicolas Alcocer Lee</p>	<p>Effective communication can be quite elusive. There are many distractions and conversations can quickly take a sharp turn in open-debate. We are lucky to have a generally respectful community that remains open-minded to all points of view. Just as the community is diverse, so are the desired methods of communication. What is most important though is that the message stays timely, relevant and focused. Board decisions must</p>

	<p>continue to be debated openly and publicly available. Recognition of differing opinions must be highlighted. Accessing members of board and generating a response should be easy for everyone. I will be accountable for ownership of my decisions and my rationale will be clear. I will not overwhelm with email blasts or social media posts as I believe we are already in information overload. What I will do is engage in respectful conversation with anyone; hopefully in the manner most conducive to their understanding and respectful of their time.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>I think there should be an online presence (web page) with up-to-date topics of school board actions and consideration. I personally plan to develop an online presence to educate parents of their rights and seek input from parents about what is important for them. I would love to host regular zoom calls about what's happening with the board and collect input from the community. I promise to actively and promptly response to emails from concerned parents.</p>
<p>Dan Klein Madbury</p>	<p>I've mentioned the Board's focus on improving communication a few times so far. I'm confident that the thorough review and ultimate change in communication strategies that the Board is currently working toward will yield significant improvements in both the short and long-term. Although we allocated money for this in the next budget, we are doing much more than simply throwing money at the issue. The finished product needs to be one that makes us better at sharing both the mundane (schedule announcements) and high level issues alike (key metrics for Board decisions). With regard to particular Board decisions, relevant committee reports and administrative recommendations will continue to be publically accessible. I would like to see us find a way to share key elements of our work so that the general public will be able to stay informed without viewing entire meetings or reading through minutes.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>This issue was recently discussed at the school board communication workshop. One of the problems of the internet age is we are inundated by a tsunami of information. While we use emails, texts, phone calls, and websites, parents and community members complain that they can not find information. A superintendent's committee is being formed that will include school board members, administrators, technology integrators, and local communication experts to help the district craft a strategy. The proposed '21-'22 budget includes \$50,000 for consulting to help us adopt and implement this communication plan.</p>
<p>Jill Piparo</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>

At-Large 1 Year	
Matt Durkee At-Large 1 Year	The School Board must first recognize it needs to improve the way it communicates. Beyond streaming meetings online, I don't see a robust communication strategy and COVID has highlighted this problem. It feels like numerous times a major decision, impacting the lives of everyone in the district, is made and we are left to search Facebook pages to understand its meaning. Board Members are elected to represent us and should be committed to communicating what happens in meetings directly to the public. I am committed to direct, transparent and consistent communication with the community if elected to the Board. That means immediate announcements of decisions or and the direction the board is taking via social media. It also means outlining in detail my position on issues. You will know where I stand.

16. Our district acknowledged that it had not addressed issues relating to race and culture a few years ago. Since then, there have been forums and meetings to discuss changes to improve policy on these issues. Some of these include changing the curriculum to reflect the voices of Indigenous Peoples, Black, Latinx, and other groups. Do you agree with these efforts? What additional policies, if any, do you think ought to be enacted and/or supported by the board?

Jeff Fortin Durham	De-colonizing syllabi is an ongoing process at my College. This is not an easy process, but it is critical to include more diverse voices in the curriculum. Additionally, finding free and open-source course materials provides further inclusion by enabling all students access the same content. Increasing the diversity of our faculty and staff are key to creating an environment where students of color and students from varied economic backgrounds feel welcome and safe which will enable them to gain the most from an ORCSD education.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	It is my honor to serve on the district's Equity, Justice, and Antiracism Committee. As such, I strongly support the work of our administrators and educators to update and decolonize our curriculum to reflect a broader range of voices. In my work and research, I also have worked closely with organizations focused on social, environmental, and economic justice. These organizations work to build the infrastructure and "change the system" so that, for example, Black and brown communities can overcome the structural scars of redlining; immigrants can achieve financial inclusion; and caregivers and cleaners can access health benefits despite the distributed nature of domestic work. This is a professional and personal passion. As noted above, during board service at the Post-Landfill

	<p>Action Network (PLAN), I helped develop a Diversity, Equity, and Inclusion (DEI) Mandate that earned praise from Patagonia and the NH Charitable Foundation.</p> <p>While school board members do not (and should not) have a role in specific curricular decisions, I also hope we will see Oyster River teachers weave in relevant experiences of Asian Americans, our district’s largest racial minority comprising ~5% of ORCSD children. By considering Japanese internment camps, the Chinese Exclusion Act of 1882 (the first time that a U.S. federal law proscribed entry of an ethnic group), Chinese laborers on the transcontinental railroad, and even recent references to COVID-19 as the ‘China virus,’ we can better understand our country’s past and current patterns of institutionalized racism. And by learning in addition about overlooked contributions of Asian-Americans in all spheres, we can build more meaningful ties within our own community.</p>
<p>Brian Cisneros Lee</p>	<p>We, as a district, have been ahead of the curve in some respects in race and culture issues. I support bringing multiple views of these topics into the discussion. If we only teach one view, it leaves no room for the student to make their own interpretation or develop their own opinion. It’s not the district’s job to give one view of all subjects. In order to have a well-rounded student we need to give them all the information they need to make their own rational decision.</p> <p>As a district, for a couple of years now, we have been broadening our recruiting efforts to bring in more teachers of varying cultural backgrounds so our staff reflects the community more broadly. This is an issue that we will not solve overnight. It may take us some time to fully integrate this policy, but this policy is fully supported by myself and the board.</p> <p>As far as additional policies, I would support any policies that make sure our students are exposed to varying views on historical events to make sure they see the good and the bad. We can’t sugarcoat or erase certain aspects of our history because they were bad. We need to learn from those bad times so we don’t repeat them again in the future.</p>
<p>Nicolas Alcocer Lee</p>	<p>I wholeheartedly agree with open conversation and diversity of thought. As a person once called, “minority,” or “person of color,” “multi-racial,” or “BIPOC,” I believe that our strength as a community and nation comes from our diversity. We are not a melting-pot, but rather a salad-bowl where each unique color and cultural flavor contributes to the overall beauty. We must continue to engage in conversation that supports understanding. Most importantly, we must ensure an atmosphere of respect as no one deserves to be stripped of their personal dignity for any reason.</p>

<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p>I have mixed feelings and thoughts about these initiatives. I think the optional community-based programs were helpful with sparking dialogue. I think the curriculum initiatives promoted more divisiveness and were not as helpful. I think any curriculum or book, or program should have to be approved by the board before it enters into the direct/required teaching curriculum. We need to be careful of imposing or teaching “ideologies”. I think these types of initiatives are better served in community offerings that are age appropriate. I think public school curriculum should prioritize academics, including accurate, objective history, civic, and social studies. Whereas culture and ideology are best taught by parents, families, religions, and community places.</p>
<p>Dan Klein Madbury</p>	<p>I am fully supportive of our efforts to more fully and directly address issues of race and gender identity. Earlier I mentioned the ongoing work of our anti-racism committee and the current review our Policy committee is doing on their recommended changes to the District’s Racism Policy-ACA. Already included in this policy is a requirement for annual review which I feel is important. A parallel effort that the Board initiated several years ago is recruitment of minority candidates for open positions. Since that time the administration has worked with a recruiter who specializes in this work.</p>
<p>Allan Howland At-Large 1 Year</p>	<p>As a member of the Durham Town Council, I was part of the group that helped Durham become the first town in New Hampshire to adopt Indigenous People Day. This provided the leadership for ORCSD to follow suit. The goal was to raise awareness and provide an opportunity to learn about our region’s real history.</p> <p>The School Board formed an anti-racism committee to draft a district racism policy that emphasizes equity and inclusion. It is made up of a diverse group of students, faculty, community members, administration, and school board members. They recently completed a draft policy that includes the following steps to confront racism: educating students about the harm of stereotypes, teaching the history of racism and its negative effects, modeling behavior that stands against hate speech, educating students and the community that micro- aggressions are a form of racism, teaching all members of the ORCSD community to intervene when they witness discrimination, and educating the community of the benefits of diversity.</p>

	<p>When the Policy Committee finishes reviewing the draft, it will be sent to the School Board for adoption. Adopting and implementing this policy should be a priority.</p> <p>In keeping with ORCSD's efforts towards equity and social justice, the district should work with the NH School Board Association to advocate for increased school funding to help less affluent districts. Certain districts in our state have been disproportionately affected by the loss of building aid, downshifting of pension funding, and loss of state aid.</p>
<p>Jill Piparo At-Large 1 Year</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Matt Durkee At-Large 1 Year</p>	<p>I completely agree with efforts to address issues with race and culture. We live in a diverse, multicultural world and must embrace policies that help make us a more tolerant and inclusive community. I think we also need to recognize that this effort is never finished and that we should always be looking for ways to improve.</p>

17. What policies would you implement to support LGBTQ students and/or staff in the district?

<p>Jeff Fortin Durham</p>	<p>I would like to create a committee or join an existing committee dedicated to developing actionable items to address LGBTQ+ issues, especially involving trans or non-binary students. I have witnessed a significant increase in these two populations in my own classroom and we all need to learn how to accommodate and support these students – and their unique challenges – in order to help them find educational and emotional success.</p>
<p>Erik Mason Durham</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Yusi Turell (she/her) Durham</p>	<p>In 2017, House Bill 478, providing statewide non-discrimination protections for transgender Granite Staters, was being deliberated. I invited a local community leader to share her family's experiences as a guest speaker in my 'Business, Government, and Society' class of UNH management majors. I also shared a statement from NH's Business and Industry Association (BIA) supporting non-discrimination protections for transgender employees, in part so NH employers could remain competitive with other states'.</p> <p>Then I watched the range of student reactions in the room – curiosity, empathy, confusion, intolerance, perhaps personal identification. I'd like</p>

	<p>to say I was able to lead a transformative discussion for everyone involved, but I know this is a longer process.</p> <p>Oyster River has shown its strong commitment to LGBTQ rights, including its ground-breaking 2015 policy to address the range of needs raised by transgender students and their parents. Our hiring and other policies support a range of sexual orientations and identifications. If constituents feel there are gaps or improvements that should be made to these policies or their implementation, I would like to know.</p>
<p>Brian Cisneros Lee</p>	<p>ORCSD was actually the first school district in NH to institute an LGTBQ policy in their district. We have always been a welcoming and accepting community when it comes to LGTBQ needs and concerns. This was a large part of the discussion when I was on the design committee phase of the middle school. What the design committee decided was to no longer have “gang” style bathrooms like we see today. We decided that having individual bathrooms for both students and teachers would be the best way to follow our policy and give students the privacy they need. This way all bathrooms are not gender specific.</p>
<p>Nicolas Alcocer Lee</p>	<p>I must confess that I am undereducated on the needs of the LGTBQ community. Just as I support personal courage and excellence, I also admit that I do not know the struggle of one who identifies as LGTBQ. Therefore, my first task is to try to understand their struggle and how we can be supportive in helping achieve their personal success. This begins with respectful, open discussion with advocate groups, individuals and those who wish to better serve. I will be an empathetic ally for opportunity, but I will not pretend to understand the unique struggle today.</p>
<p>Kevin Abbott Madbury</p>	<p><i>Candidate did not respond to the questionnaire.</i></p>
<p>Michelle Dunbar Madbury</p>	<p><i>Not answered by candidate.</i></p>
<p>Dan Klein Madbury</p>	<p>I’ve mentioned several times already how proud I am that our District was the first in New Hampshire to adopt a Transgender and Gender Nonconforming policy (Policy JBAB). It was one of the first policies I had an opportunity to approve during my first year on the Board and one I wholeheartedly support to this day. I also know that supporting marginalized groups means ongoing efforts to self-evaluate and find ways to improve are critically important.</p>
<p>Allan Howland</p>	<p>During my time on the board, ORCSD became one of the first districts in New Hampshire to adopt a transgender and non-gender conforming policy. These student have traditionally been at elevated risk of</p>

At-Large 1 Year	depression and suicide, and the district wanted to provide students and families with a support system. Another major initiative is active bystander education. This teaches students and staff safe intervention strategies when they witness discrimination. This is critical to fostering a school climate that welcomes and supports all students.
Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	Frankly, my knowledge on existing district policies in this area is limited so I cannot speak to specific policy recommendations. I believe it's critical that we embrace policies that support LGBTQ staff and students in the district. It's vital that we strive to make our community more inclusive for all.

18. How will you balance parental choice with broader policy needs, such as risk management and funding?

Jeff Fortin Durham	School choice is a financially dubious idea for underfunded districts in particular. We do not, at this time, fall under this category, but the state could potentially make this a bigger issue for our District. It is difficult to answer this question until we know how state law does or does not change.
Erik Mason Durham	<i>Candidate did not respond to the questionnaire.</i>
Yusi Turell (she/her) Durham	<p>I think this question is asking about COVID-19 decisions: parental choice of remote or in-person instruction, management of health risks, and budget implications of offering multiple models.</p> <p>Our country is founded on a productive tension between individual rights and social welfare. During this year's height of the pandemic, I believe (1) Families should have the choice of in-person or remote instruction for their children, while adhering to (2) Established risk mitigation measures such as masks and distancing. Additionally, (3) The Superintendent should decide school opening status based on the COVID-19 Dashboard that the Board approved.</p> <p>Re: funding, I have been vocal about the value of additional spending this year on PPE and additional staff (paraprofessionals, bus drivers, contact tracing support) in order to keep schools open. (Consistent with exploring</p>

	<p>creative solutions to vexing problems, I suggested “ “ for paraprofessionals and bus drivers – though understood the reason it might not be prudent.)</p> <p>Looking to the fall, we should plan for two extreme scenarios – recognizing reality will probably fall in the middle.</p> <p>(1) In the first scenario, the health risks remain high (due to new variants, vaccination challenges, etc.). In this case, we should continue to offer full choice of in-person or remote instruction.</p> <p>(2) In the second scenario, the health risks have significantly diminished across all groups. In this case, we could expect most students to return to school in person, and so confront the conundrum of how to support the few students who have extenuating personal or family health conditions. It might be too expensive for ORCSD alone to provide each grade of remote students a full suite of core and elective courses.</p> <p>At the Feb. 17 meeting, I proposed that the Board forms a multi-stakeholder committee (or join an existing administrative group) to look ahead to summer and fall planning. This committee should be formed directly after the March 9 election, so that we learn from our 2020 experiences and get out ahead in this decision-making.</p>
<p>Brian Cisneros Lee</p>	<p>First, I would make it clear that board members work on behalf of the taxpayers. Although, I don’t believe that I serve as the parent of the students of the district. What I mean is that I am a parent for my children, but I’m not the parent for the children of the other parents in the district. I believe that parents can decide on their own what is best for their kids. We as a board should not decide on issues where it really is a parent’s choice. I will do what is best for the kids of the district in all of my choices. Risk management and policy are part of the decision-making process, but not the defining or primary part of a decision. Any decision I make is based upon how it will affect the educational, social, and emotional needs of students of this district. Anything that negatively affects those issues will not be supported by me.</p>
<p>Nicolas Alcocer Lee</p>	<p>When it comes to balancing parental choice, I assume you mean my personal choice as I know that all parents in the community want what is best for the children we serve. As a parent, I know my four children. I think I know what they need, sometimes what they want, but ultimately my goal is to teach them to be contributing citizens long after I am gone. Ultimately, I will be charged with advocating for community needs and serving the best interests of all the children so as to reach the greatest good for our shared society. For a school board member to place their own interests ahead of the overall balance of risk and resource is selfish and contradictory to our shared values. Ensuring the growth of our</p>

	citizenship requires ownership of responsibility and accountability to the community.
Kevin Abbott Madbury	<i>Candidate did not respond to the questionnaire.</i>
Michelle Dunbar Madbury	<i>Not answered by candidate.</i>
Dan Klein Madbury	<p>This is an important question that goes to several of the points I made earlier. Meeting the needs of every learner means offering choice and flexibility to students and families. The trick is balancing the resources needed to offer choice with responsible resource allocation and adoption of evidence based safety protocols. Ironically, our decision to prioritize both remote and in-person learning models last summer made the task of developing and launching additional in-person options more challenging than we anticipated as the school year progressed. We have used the phrase “threading the needle” on numerous occasions when discussing this challenge at the Board level. An example would be that we could only offer our preferred model for the elementary students if the right ratio of families chose in-person vs. remote.</p> <p>Although I certainly do not regret making a priority of evidence based protocols like the CDC’s recommendation for minimum 6-foot distancing, I was at times envious of the relative ease with which other districts could offer in-person models by virtue of forgoing this protocol. As I said when we met with our friends from the Barrington Board, I say this not as a judgement but as a statement of fact. Every district in our state was essentially left to fend for ourselves when it came to the question of how to safely manage a global pandemic at a local level. Although we chose a different path than many other districts, I know we all had the best interest of our students at heart.</p> <p>My hope is that improvement in trends we rely on to guide us through the pandemic will continue and matters like these will become less consequential to our ability to deliver the kind of educational models we know work best for our students and families.</p>
Allan Howland At-Large 1 Year	<p>The district works to implement policies and procedures that help minimize health risks and provide an environment that is conducive to learning. During the pandemic, the district has used medical data to guide the development of our hybrid and remote options. While it was extremely challenging to staff, and to fund these choices, the school board felt that parents would ultimately decide their risk tolerance. The current vaccination initiative will eventually change in-person risks and the ORCSD COVID team will give guidance for returning to full, in-person instruction.</p>

Jill Piparo At-Large 1 Year	<i>Candidate did not respond to the questionnaire.</i>
Matt Durkee At-Large 1 Year	<i>Not answered by candidate.</i>