

Oyster River Cooperative School District
REGULAR MEETING

September 7, 2022

Oyster River Middle School Recital Hall

7:00 PM

o. CALL TO ORDER 7:00 PM

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

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*

IV. APPROVAL OF MINUTES

- Motion to approve 8/17/22 Regular and Non-public Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

B. Board

VI. DISTRICT REPORTS

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

- Strategic Plan Board Review:
 - School Nutrition
 - Transportation

B Superintendent’s Report

- Opening Day Enrollment

C. Business Administrator

- DOE25/MS25 signature Authorization. *Motion for the Board to sign the DOE25 and MS25.*

D. Student Representative (Paige Burt)

E. Finance Committee Report

F. Other:

VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*

- Affirm the hiring of the high school Art Teacher. *Motion to affirm the hiring of the high school Art Teacher.*

VIII. DISCUSSION & ACTION ITEMS

- Monitoring Student Growth
 - STAR Assessment
 - SAT
- ORMS Youth Risk Behavior Survey
- Suicide Prevention Activities

IX. SCHOOL BOARD COMMITTEE UPDATES

X. PUBLIC COMMENTS *(Total allotted time for public comment is 30 minutes)*

XI. CLOSING ACTIONS

A. Future meeting dates: September 21, 2022 – Regular Meeting – MS Recital Hall 7:00 PM
 {Thursday} October 6, 22 - Regular Board Meeting – MS Recital Hall 7:00 PM
 October 19, 22 – Regular Meeting – Mast Way Cafeteria

XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}

NON-MEETING SESSION: RSA 91-A2 I {If Needed}

XIII. ADJOURNMENT:

The School Board reserves the right to take action on any item on the agenda.

Respectfully submitted,

Superintendent

**Oyster River Cooperative School District
SAU #5**

Welcome to the School Board meeting. If you wish to be heard by the Board, please note “Public Comment” at the beginning of the agenda (reverse side). During the comment section of the agenda each speaker may have up to three (3) minutes within the time frame allowed. Board Chair may limit time allotment as deemed necessary. Occasionally, the Board may “suspend its rules” to allow visitor participation at the time an issue of specific interest is being addressed. A speaker will not be recognized for a second time on a particular topic.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with additional meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

Oyster River Cooperative School District Members:

- | | |
|---------------------------|----------------------------|
| • Michael Williams, Chair | Term on Board: 2020 - 2023 |
| • Denise Day, Vice-Chair | Term on Board: 2020 - 2023 |
| • Brian Cisneros | Term on Board: 2021 –2024 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Yusi Turell | Term on Board: 2021 - 2024 |
| • Matthew Bacon | Term on Board: 2022 - 2025 |
| • Heather Smith | Term on Board: 2022 - 2025 |

Information Regarding Nonpublic Session

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

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

Oyster River Cooperative School Board

Regular Meeting Minutes

August 17, 2022

DRAFT

SCHOOL BOARD PRESENT: Michael Williams, Denise Day, Brian Cisneros, Dan Klein, Yusi Turell, Heather Smith

ABSENT: Matt Bacon

STUDENT REPRESENTATIVE: Paige Burt

ADMINISTRATORS PRESENT: Dr. Morse, Suzanne Filippone, Sue Caswell, Misty Lowe, David Goldsmith, Jay Richard, Rebecca Noe

STAFF PRESENT:

GUEST PRESENT:

CALLED TO ORDER at 7:00 PM by Michael Williams

II. APPROVAL OF AGENDA

Brian Cisneros moved to approve the agendas written, 2nd by Denise Day. Motion passed 6-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS

Deanna Pilkenton of Durham, a parent of four in the district, spoke on behalf of the Be SMART initiative. As a healthcare provider and professor at UNH, she stated that guns are now the leading cause of death of children in the United States. Deanna provided statistics, such as there is nearly one unintentional shooting per day in ages 18 and under; 1,200 children and teens die by gun suicide each year, most often using guns belonging to a family member; and 76% of school shooters used firearms acquired from the homes of parents or close relatives. The Be SMART initiative is a non-political, non-partisan information campaign supported by both gun owners and non-gun owners nation-wide. It stands for "Secure guns in your homes and vehicles", "Model responsible behavior", "Ask about unsecured guns in other homes", "Recognize the role of guns in suicide", and "Tell your peers to Be SMART." She urged the board to use the schools as an easy way to reach the community to raise awareness of gun safety.

Jennifer Lyon of Lee, a parent of five in the district, stressed the importance of discussing safe gun storage at home to the adults of the community. She shared with the board a sample letter along with handouts, websites, links, and agencies that can be provided to families. Jennifer said that school districts across the country have begun to proactively send materials home to parents and guardians informing them of applicable firearm storage laws and firearm secure storage best practices, including Maine and New Hampshire. Jennifer urged the board to take action as a district to pass or adopt a school board resolution in support of secure gun storage education.

Loren Selig of Durham, a parent of two in the district and a former teacher, spoke in support of Deanna and Jennifer stating that any steps the district can take to mitigate gun violence are good steps. She cited members of our own OR community, including a 5th grader, having lost their life to gun suicide. She stated a simple concrete action like the Be SMART program can be put into place by the school system to help make a difference. She let the Board know that if they need more information to decide whether to put it in policy that she and other concerned citizens can return with a PowerPoint presentation, and they can help share the information at school events by tabling and providing handouts. She said according to many religious traditions, if you save one life, you have saved the world, and by enacting the Be SMART program think of how many worlds we just might save.

Timothy Horrigan of Durham, an alumnus of the old ORMS and State Representative of Durham, shared the following initiatives he will work on if re-elected: 1) Providing free menstrual products in school bathrooms, 2) Providing free school meals to students (he said the state can afford it and a subcommittee in Concord is looking into it), and 3) Legislature around guns in schools.

IV. APPROVAL OF MINUTES

Brian Cisneros moved to approve the August 3rd, 2022 Regular & Non-Public Meeting Minutes, 2nd by Denise Day.

Denise Day made the following revision:

In the Non-Public Meeting Minutes Dr. Morse was present in-person not via telephone.

Motion passed with correction 6-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District –

David Goldsmith of Moharimet provided the following upcoming dates & events:

Aug. 22nd – New Family Night (grades 1-4) 6-7pm

Aug. 29th – Kindergarten Open House 6-7pm

David shared that at Moharimet new air handlers in the library and a new retaining wall and fence at the entrance of the playground are in their final stages of completion. Building walk throughs are taking place and all safety procedures are being reviewed with police and fire departments as well as first responders. David said classrooms are ready and teachers are excited for the opening of school.

Jay Richard of ORMS provided the following upcoming dates & events:

Aug. 23rd – ORMS Grand Reopening 11-1pm

Aug. 29th – 5th Grade Meet & Greet 4-5pm

Sept. 20th – Open House for grade 5 from 5:30-7pm & grade 8 from 6:15-7:45pm

Sept. 22nd – Open House for grade 6 from 5:30-7pm & grade 7 from 6:15-7:45pm

(Teachers will discuss methods of communication & grading at open houses)

Jay shared that the new playground is complete and the final step of adding wood chips will occur soon. He has met with the fire department to review emergency plans and to schedule drills. Supply lists are available at the ORCSD website or you can [click here](#) to access them by grade level & team. ORMS has welcomed over 20 new families during its new student orientation.

Rebecca Noe of ORHS reported that on Aug.19th new teachers took part in a district-wide meet and greet followed by a building tour to learn about the layout and culture of their assigned school.

Rebecca shared that both the new nurse's suite and the small conference room/front staff eating area in the old nurse's office are almost complete. The multi-purpose room will continue to serve as a stage and as a large conference room through the means of a huge foldout wall that is soundproof and contains a whiteboard. A portable projector will be housed there, and the space will be available to administration and staff, as well as teachers to hold class meetings. The remaining three AC units will be installed in three weeks and the tennis court construction is currently on hold until materials arrive. Rebecca stated that safety procedures have been reviewed with local police and fire departments, and the front entrance to the office will now contain an added security feature for access through the second set of doors.

Misty Lowe of Mast Way stated that four new teachers toured the building, and she had an enjoyable time orienting them to the school.

Misty shared that the only new construction at Mast Way was the addition of doors from the library to the computer lab which is complete. She has reviewed safety procedures with Chief Dronsfield, and they will continue to hold their quarterly safety meetings throughout the year. She stated how wonderful it is that Lee police officers and responders stop in often to provide a positive presence while eating and visiting with the

students. Misty said new locks have been added to exit doors around the building and new camera software has been installed. She said they will continually look at ways to improve overall safety.

Catherine Plourde shared that the summer program went very well and thanked Jay Richard and Bill Sullivan for hosting K-12 at ORMS. Students receiving services or participating in credit recovery were able to work in a conducive learning environment with air conditioning, plenty of space, and access to technology. Next year the summer program will continue to be held at ORMS and the field and playground will also be accessible. Regarding employment, Catherine shared that they are actively hiring for 10-12 para openings across the district. Hourly rates range from \$15-18 with the possibility of \$.50-2.00 extra per hour for having a degree or related field experience. She stressed that experience is not required, training is offered, and those with direct experience will be compensated. Hours range from 6.5-7 per day and there is some flexibility for part-time positions. Health benefits and courses through Granite State College are also advantages to the contract. Anyone interested in a para position should call the SAU office at 603-868-5100. Also, there has been a change in staffing to the special services department due to the resignation of the assistant director at Mast Way. Assistant Directors will include Brian Ryan at Moharimet, Brittany Prendergast at ORMS, Melissa Jean at ORHS and Catherine Plourde at Mast Way for the duration of the school year.

B. Board – None provided

VI. DISTRICT REPORTS

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

Suzanne Filippone shared that the Summer Reach program held at Mast Way was a huge success. Approximately 100 students participated each week. They were able to expand the activity offerings and provide free breakfast and lunch. She thanked Parks and Rec director Rachel Gasowski, principal Misty Lowe, as well as staff from food and nutrition and transportation for all their efforts. Suzanne said they will aim to expand the activity offerings next year too.

On August 19th sixteen new faculty met with administration, technology coordinators, and building principals to receive general policy and procedure information as well as school-issued laptops. On August 24th new staff will receive curriculum and instruction and assessment training specific to their building and on the 25th tech integrators will provide training in Schoology, PowerSchool and other tech platforms. There will also be additional training on the 25th for SAU staff, IT, School Nutrition, and Transportation around such topics as Title 9, suicide prevention, sexual harassment, and bullying.

Summary of Revisions for School Handbooks for each school

David Goldsmith highlighted a few changes at Moharimet, such as the drop-off/pick-up routine which will be similar to the pre-COVID procedure used. Drop-off will begin at 8:50am using the Madbury Church parking lot. Drivers will stay in cars and students will get out and walk the path to Moharimet while being supervised by staff. Student pick up will begin at 3:25pm using the vestibule by the front office, which is weather protected, and the doors will remain safe and secure. Students will be checked out by adults and brought outside to meet their parents under the pyramid atrium. Parking is available in three lots: the Town Hall lot, the Madbury Library lot, and the Recreation Lot. Parking will not be allowed in the Moharimet Parking Lot during the AM and PM times when buses are present. Another change is the addition of restorative practice language for bus conduct and student conduct/discipline to focus on problem-solving, making amends, and apologizing.

Some other handbook revisions include school start/end times, food costs, visitors and volunteers, and the addition of a School Motto.

Misty Lowe said the K-4 changes listed by David will be similar at Mast Way, however, their drop-off/pick-up will remain the same since they have established a formal agreement with the church, and it works well for their school.

Jay Richard said the front doors of ORMS will open at 7:50am and no earlier to keep the building safe and secure. The biggest change to the student handbook is language describing the code of conduct and discipline procedures, which now reflect the district vision of restorative practices. Jay said this changed mindset should foster communication and problem solving that will help students learn, grow, and move forward. This will also be similar to ORHS to insure consistency for students throughout their middle school and high school years.

Yusi Turell asked about updates to the website and Jay said the information is in process and the staff/team directory and counseling pages will be fully updated for start of school. Heather Smith suggested including suicide information in the handbook.

Rebecca Noe highlighted the changes to the ORHS handbook, some of which include a new daily schedule, excessive absences protocol, a new dress code renamed "School Attire", and school nutrition updates. She spent time discussing the new discipline procedures based on restorative practices and provided an example for the board. If a student is caught vaping in school, they report to the office and go home for that day, rather than receive a 5-10-day suspension. The next morning, admin. holds a reentry meeting with the student and parents to discuss how to move forward. All parties sign a contract that includes participation in an educational component, such as attending Breath NH presentation; community service; and meeting with the Licensed Drug and Alcohol Counselor a minimum of 2-3 times. Lastly, a reflection is completed in which Rebecca asks the student what they thought of the process and if they think it could help them stop vaping. She said she focuses on real dialogue that will encourage the student to be honest with not just her but themselves. Rebecca also stated that in all discipline matters students have due process and their side is listened to when there are conflicting matters between students and/or faculty.

Denise Day asked about the block change which had previously been A, B, C, D and Rebecca said the blocks will be Blue or White 1, 2, 3, 4 and this numerical change helped with the back-end work in PowerSchool to make class selection and schedule changes easier.

B. Superintendent's Report

August 23, 2022 Middle School Grand Opening Update

Dr. Morse reminded the listening audience that the ORMS Grand Opening Ceremony will take place on Tuesday, August 23rd from 11-1:00pm. A ribbon cutting, speeches, refreshments, music, and tours will be part of the celebration.

Opening of School for 2022-23:

Preparation for Opening School

Dr. Morse had each principal provide an update of building preparations during their district report.

Dr. Morse discussed safety as a priority to the opening of school as a direct result of the Texas school shooting and the associated report of failings. The state added six new criteria for school safety, and he is in the process of working with chiefs and deputies from Durham, Lee and Madbury; the school resource officer; and the technology director to meet all requirements. He plans to also meet with the chief at UNH for a comprehensive community approach to keeping the schools safe. Dr. Morse said he appreciated the gun safety efforts driven by parents at tonight's meeting and within the community. He agreed that it complements the district focus, and he will continue the conversation.

Regarding staffing, Dr. Morse said the district is in good shape, even with a few late resignations and openings as a result. He has already received applications and is in the process of interviews. The district currently has 25 bus drivers with an additional two receiving training for an October start date. Dr. Morse said he also plans to hire two spare drivers to avoid ever having a bus driver shortage.

Dr. Morse recently approved a list of coaches at the request of Athletic Director Andy Lathrop.

Enrollment

Dr. Morse said enrollment numbers continue to remain as expected with no surprises. Any new families with a kindergartner or a 4th grader may be placed at the school other than where they live due to high numbers in those grades. He credited Misty and David for balancing the needs and making decisions that benefit both the families and schools.

COVID Update

Catherine Plourde explained the new state changes according to CDC recommendations, which NHDHHS supports. If you are sick with a fever, you will stay home until you are fever-free. If you test positive for COVID, you will isolate for days 1-5 and you are not required to test after day 5. On days 6-10 you can return wearing a mask as long as you are fever free. Another change is that you no longer must quarantine with a positive exposure, whether you are vaccinated or unvaccinated. Catherine confirmed that there will no longer be SASS testing or COVID testing at school, and nurses will be urging families to go through their healthcare providers for testing. If you have difficulties seeking a test, reach out to a school nurse for assistance. The district has plenty of masks that will be available to all students and staff who choose to wear one or may need one upon returning from a positive case. If you have healthcare coverage, tests are available at no cost, and free test kits are still available by [clicking here](#).

Other changes include snacks being allowed in classrooms and cafeterias being back to normal with no social distancing. In fact, all social distancing measures will be gone at school, however, enhanced cleaning protocols in buildings and busses will continue. Air handling and ventilation is in place and good hand washing techniques will continue to be taught and practiced.

Review of ORMS/ORHS Master Schedules

Jay Richard and Rebecca Noe collaborated to create a master schedule that mostly aligns between the two buildings. They said the faculty feel good about it and it will be easier for students and staff going back and forth between the buildings. Both schools will follow the same Blue and White schedule, which includes Flex and Advisory time, to create commonality between middle and high school. Rebecca said that students who attend CTE classes in the morning will have Advisory & Flex available to them in the afternoon. The middle school will start the year with three lunches (a transitional 5th grade only lunch) and the high school will have three lunches all held in the cafeteria.

C. Business Administrator – None provided

D. Student Representative Report

New student representative Paige Burt reported that the Counseling 101 event had good attendance and the next two events on August 20th include 101 Application in the morning and afternoon, and Introduction to High School in the evening. On Thursday, August 25th the Freshmen Orientation will take place from 8:30-12:00pm and will include pizza provided by the Durham Police Department. The first day of school will have a different schedule with advisory first. Paige said fall sports have begun and the campus is busy. She is looking forward to an improved Senior Core with more space and new tables and chairs. Also, the cafeteria's three lunches will have new tables and chairs set up in the traditional spacing prior to COVID.

E. Finance Committee Report – None provided (Meeting next week)

F. Other: None provided

VII. UNANIMOUS CONSENT AGENDA

Chair Michael Williams asked if any items needed to be discussed separately and there were no objections from the board.

- Affirm the hiring of the high school Science Teacher.

- Affirm the hiring of Flex school Nursing Position.
- ORMS Maternity Leave of Absence.

Michael Williams made a motion to approve the 2022-2023 Hiring of the High School Science Teacher, Hiring of Flex School Nursing Position, and ORMS Maternity Leave of Absence, 2nd by Brian Cisneros. Motion passed 6-0 with the student representative in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

Barrington Tuition Agreement

Chair Michael Williams proposed to the board that they reach out to Barrington to start a conversation since they are at their 10- year term agreement and are entering the 4-year window for termination. He explained that the contract extends by one year automatically and indefinitely unless a school terminates. Denise Day and Brian Cisneros were in favor of starting a conversation to see if each school is satisfied and/or requests any changes.

Denise Day made a motion for Chair Michael Williams to reach out to Barrington to open conversation regarding our contract, 2nd by Brian Cisneros. Motion passed 6-0 with the student representative in the affirmative.

Community Request – Gun Safety

Dr. Morse was very supportive of the gun safety initiative and commended parents for coming forward with this aspect of gun safety.

Denise Day had concerns about the parent acknowledgement letter that asks for a signature to be returned to the school. She does support the letters in whatever capacity they are sent out and the information being available in the handbook. Brian Cisneros echoed the same feelings. Michael Williams felt there are different directions that the district can go to provide the material. Dan Klein appreciated the parents initiating the topic and felt it was important to get the information out, however, he did not see the value of the signature. Yusi Turell was in support of using the school as a conduit to reach parents and wondered if the material would be age appropriate for kids or just adults. When asked when the information should be delivered, Dr. Morse felt fall was a good time since it would be hunting season, but also felt it was important to deliver the message year-round given the number of school shootings that have occurred in the nation. Yusi suggested the initiative “Hold My Guns” as another form of information to provide to families. It allows anyone facing mental health or suicidal ideation to turn their guns over to a free holding place.

Michael Williams wondered if decisions regarding gun safety information should require board action. Board members felt that the administrative authority should be granted gun safety matters with no action required from the board.

MOU for School Camera Access by Law Enforcement during a crisis

Michael Williams stated that the board had met in several non-public sessions regarding school camera access by law enforcement during a crisis. He was pleased with the very narrow focus that came of the outcome and thanked Dr. Morse for his diligence.

Brian Cisneros made a motion to authorize the Superintendent to enter into an agreement with the Local Law Enforcement Agencies for the District for camera access by Law Enforcement during an emergency situation, 2nd by Heather Smith. Motion passed 6-0 with the student representative in the affirmative.

IX. SCHOOL BOARD COMMITTEE UPDATES

Manifest Committee reviewed the following Manifests.

Payroll Manifest #3 \$247,709.48

Vendor Manifest #4 \$176,045.33

X. PUBLIC COMMENTS

Jennifer Lyon of Lee appreciated the board listening to the gun safety presentation and holding a conversation about how to deliver the information to the community. She trusts Dr. Morse to put the information out but urged the board to make it a policy of permanent practice so that regardless of the superintendent the material is given out by the district.

XI. CLOSING ACTIONS

A. Future Meeting Dates: August 31, 2022 – Manifest Meeting – SAU Conference Room 3:30 PM
September 7, 2022 – Regular Meeting – MS Recital Hall 7:00 PM
September 21, 2022 – Regular Meeting – MS Recital Hall 7:00 PM

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

- Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.

Michael Williams made a motion to move to Non-Public Session at 8:45pm, 2nd by Brian Cisneros. Motion passed 6-0 by roll call vote.

NON-MEETING SESSION: RSA 91-A:2I {If Needed}

XIII. ADJOURNMENT:

The School Board reserves the right to take action on any item on the agenda.

Heather Smith made a motion to adjourn the meeting at 10:44pm, 2nd by Brian Cisneros. Motion passed 6-0.

Respectfully Submitted,
Karyn Laird, Records Keeper

Oyster River Cooperative School Board
Non-Public Meeting Minutes: August 17, 2022

Michael Williams moved to enter nonpublic session at 8:47 p.m. in accordance with RSA 91-A:3 II (c) – Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting, 2nd by Brian Cisneros. Upon roll call vote, the motion passed 6-0.

School Board Attendees:

Michael Williams
Brian Cisneros
Denise Day
Heather Smith
Dan Klein
Yusi Turell

Administrators Present:

Absent: Matthew Bacon

8:47 p.m. - nonpublic session began

The Board had a discussion pertaining to a personnel matter.

There were no motions during nonpublic session.

The Board returned to public session at 10:43 PM.

Strategic Plan Summary with Annotations

School Nutrition

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Ongoing	Ongoing	Ongoing	Ongoing		
Staff Training	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p> <hr/> <p>Feeding children with allergies was held. - Completed</p>	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p> <hr/> <p>Several 1-hour sessions were provided during Covid feeding to fulfill training needs. - Completed</p>	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p>	<p>Staff are offered Serv-Safe training every year. Those who have a certificate renew as they expire.</p> <p>Kitchen Manager at HS is training to teach and proctor the exam for staff.</p>	<p>Training on cooking techniques and recipes.</p> <p>Collaborate with area districts for a common time to bring in Back to Basics course through Institute of Child Nutrition.</p> <p>Bring in local restaurant chefs to work with staff on creating recipes.</p> <p><u>Budget Implications</u> Cost of Materials Cost of trainers</p>	<p>Staff will be trained in several area of nutrition, culinary and kitchen operations.</p>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Completed	Completed	Ongoing		
Kitchen Equipment {HS & MOH}	<p>Some MS equipment was moved to the HS giving them 2 more ovens and a steamer.</p>	<p>The electrical was upgraded to utilize the steamer at the HS</p>	<p>New reach in refrigerator was purchased for MOH.</p> <p>New reach in refrigerator was purchased for the HS.</p>	<p>Serving line deli cooler will be replaced by the end of 2022.</p> <p>Plumbing to finish installation of middle school steamer will be done this fall.</p>	<p>Update and create list of items still needing to be replaced.</p> <p><u>Budget Implications</u> Cost of new equipment, installation costs.</p>	<p>Kitchen Equipment will be upgraded</p>

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status				In progress		
Kitchen Design {MW kitchen improvement (this put on hold)				<p>Moharimet cafeteria will be updated to a student-friendly graphic “store-front”</p> <p>Meeting is scheduled for Moharimet graphic designs, a work group is being created.</p> <p>Walkthrough is being scheduled for Mast Way renovations.</p> <p>Designer is creating options for the cafeteria and serving area.</p>	<p>Work for cafeteria expansion is scheduled for summer 2024.</p> <p><u>Budget Implications</u> Cost of architectural design and work to complete the Mast Way project. (general fund)</p> <p>Cost of Moharimet serving area graphics (child nutrition funds)</p> <p>Cost of Moharimet cafeteria graphics if needed (Moharimet/district funds)</p>	<p>Safer, more productive kitchen area at MW</p> <p>Pleasant environment for students at Moharimet.</p>

Strategic Plan Summary with Annotations

Transportation

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Ongoing	Ongoing	Ongoing	Ongoing		
Bus Fleet	<p>Researched opportunities for funding of hybrid/electric buses.</p> <p>Discussions of charging station location and of working with electric company to include in pilot program.</p> <p>Investigated electric/hybrid van replacement.</p> <p>Replaced 4 mini vans with 4 transit vans.</p>	<p>Continued annual vehicle review and replacement.</p> <p>Replaced 2 - 77 passenger diesel buses with like buses.</p>	<p>Worked with vendors on possible pilot program for 77 passenger school bus.</p> <p>Vendor discussions on pilot program.</p> <p>Continued annual vehicle review and replacement.</p> <p>Replaced 2 - 77 passenger diesel buses with like buses.</p>	<p>Continue working on pilot program details for 77 passenger electric bus.</p> <p>Continue research on electric/hybrid van replacement.</p> <p>Continue to update fleet.</p>	<p>Propose start date of electric bus pilot program and/or have electric bus in fleet.</p> <p>Have an electric van in the fleet.</p>	<p>By June 2024 have hybrid or electric vehicles in fleet.</p>
Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Ongoing	Ongoing	Ongoing	Ongoing		
Student School Bus Safety Program	<p>Developed a school bus safety program (Covid put hold on plan)</p>	<p>Continue to develop age-appropriate school bus safety education program for grades 5-12.</p> <p>Introduce program to Administration.</p>	<p>Proposed to MW with discussions of establishing school bus safety education within the classroom.</p>	<p>Introduce school bus safety program into Elementary schools.</p>	<p>Introduce and establish school bus safety education with both the MS and HS.</p>	<p>Have established school bus safety programs in all school.</p>

Goal Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Status	Completed	Ongoing	Ongoing	Pending/Ongoing		
Recruitment and Pay	<p>Researched and developed competitive driver pay/benefits contract.</p> <p>Advertised.</p> <p>Trained and hired drivers.</p>	Trained and hired drivers.	<p>Trained and hired drivers.</p> <p>Implemented driver pay/benefits.</p>	<p>Two trainees; goal to be on the road by November 2022.</p> <p>Continue to research driver pay/benefit to remain competitive.</p> <p>Continue to advertise and hire two more drivers to become fully staffed.</p>	<p>Competitive contract with drivers.</p> <p>Fully staffed.</p>	Competitive contract and be fully staffed.

UNOFFICIAL OPENING DAY ENROLLMENT – August 31, 2022

TOTAL OPENING DAY ENROLLMENT – 2,117

Mast Way - 330

Kindergarten - 73

1st Grade - 66

2nd Grade - 60

3rd Grade - 64

4th Grade - 67

Moharimet - 295

Kindergarten- 55

1st Grade – 67

2nd Grade – 55

3rd Grade – 63

4th Grade - 55

Middle School – 642

5th Grade – 153

6th Grade – 164

7th Grade – 162

8th Grade – 163

High School 850

9th Grade – 209

10th Grade – 227

11th Grade – 209

12th Grade - 205

Oyster River Cooperative School District

Nomination Form

#of Resumes Received: 7

Name:	Heather Hernon
Date:	August 23, 2022
Position:	Art Teacher
School for Position	<input type="checkbox"/> MW <input type="checkbox"/> MOH <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS
Person Replacing:	John Willmse
Budgeted Amount:	BA+30/Step 2 \$46,617
Recommended Step/Salary:	BA/Step 1 \$44,303
Interviewed By:	Mark Milliken, Mike McCann, Maria Rosi, Rebecca Noe, Jim Morse
# Interviewed:	5
Education:	Bachelor of Fine Arts - Graphic Design Minor in Fashion Illustration
Certification:	Visual Art Education
Related Experience:	20 years of Fashion Design in NYC Tommy Hilfiger, Gap, Aeropostale, Carters Teaching: Portsmouth Music and Art Center Phillips Exeter Academy - Art Teacher
Comments:	Heather brings real world experience in the fashion and illustration industries to our students. She is confident, professional, and extremely creative. She loves to give students the freedom of expression while pushing them to become better artists. The quality of her student's work is exceptional
Date: <u>08/23/22</u>	Authorized Signature: <u>Rebecca Noe</u>

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

Monitoring Student Growth

Student Data

School Board Meeting
Presentation

September 7, 2022

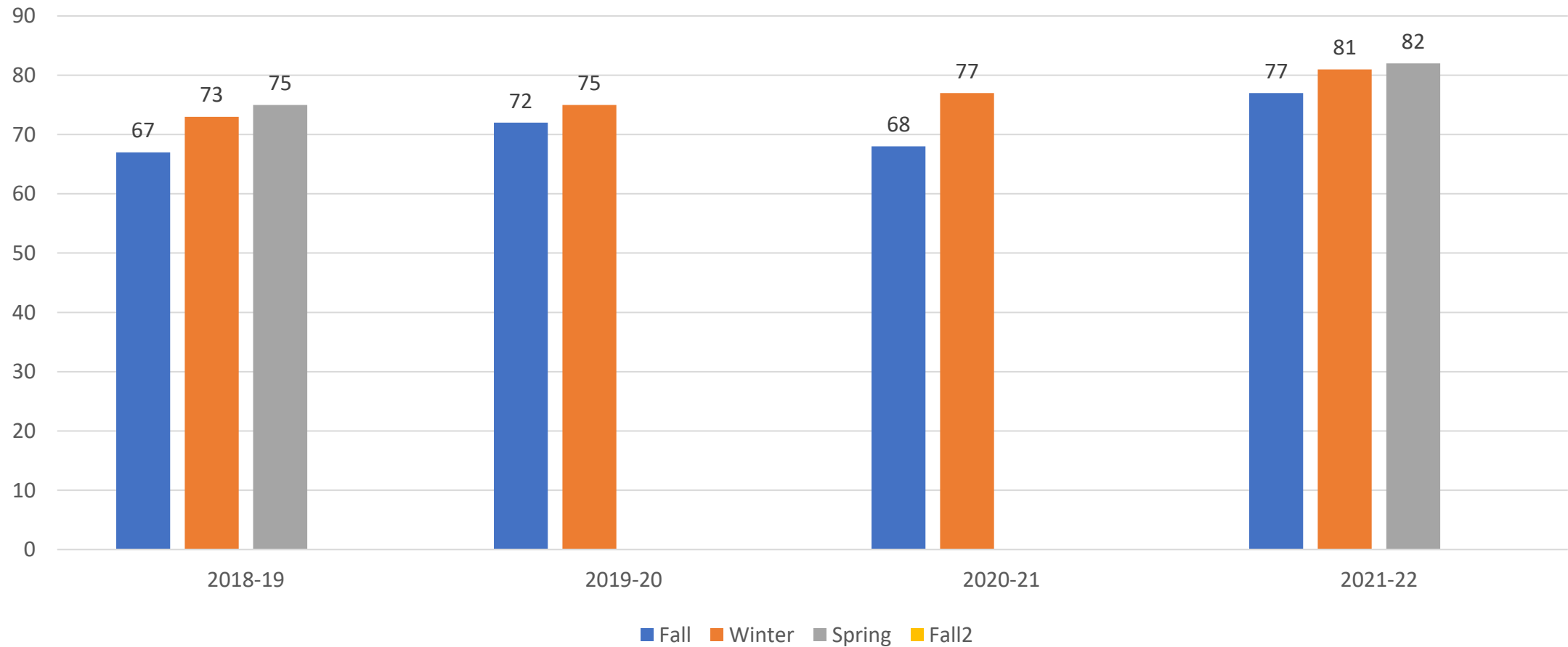


Why do we give students assessments?

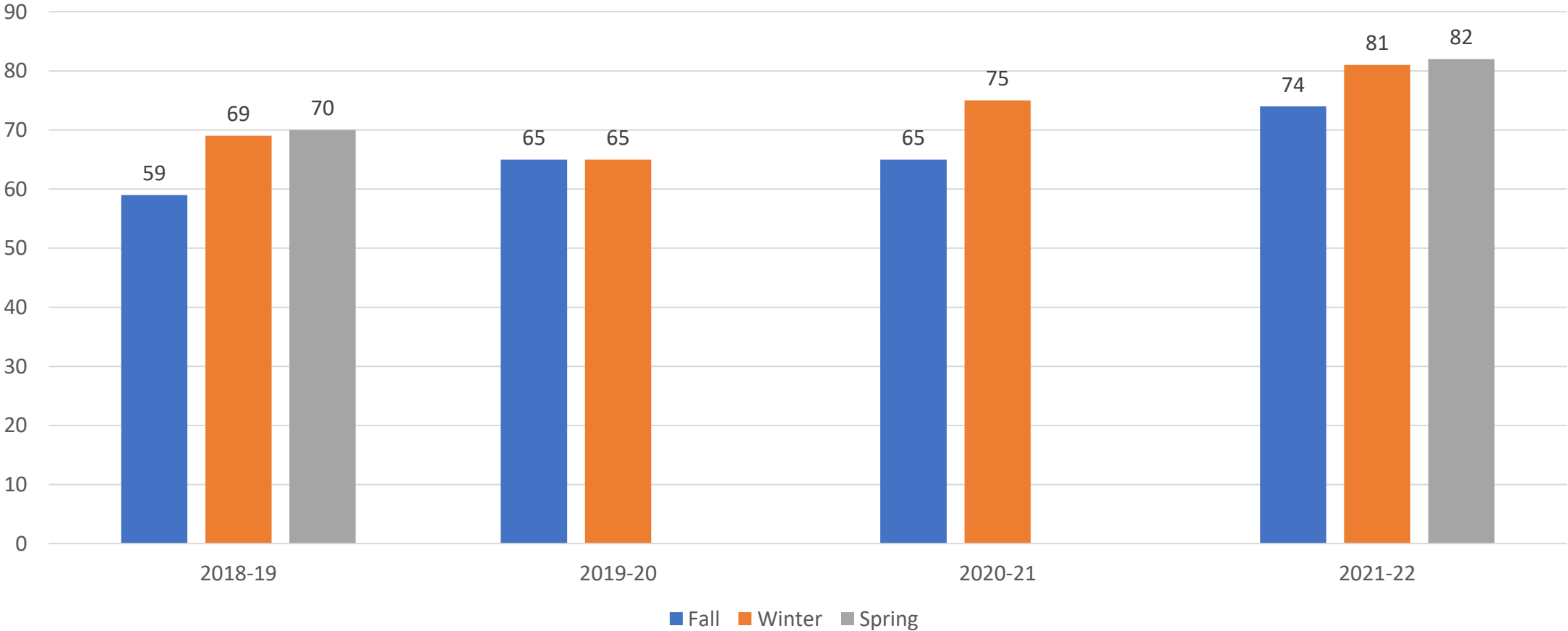
To assess what kids know and are able to do, to inform instruction, and determine interventions where appropriate.

- **Acadience, STAR, the NH SAS, and the PSAT/SAT** testing are the three districtwide assessments administered at the ORCSD.
 - Slides focus on STAR and SAT
 - SAS not included due to lack of longitudinal data (scores inform for MTSS)
- Individual student scores are one of several measures that are used to help teachers and families understand student progress.
- Scores inform MTSS Teams regarding individual student learning and supports where appropriate.

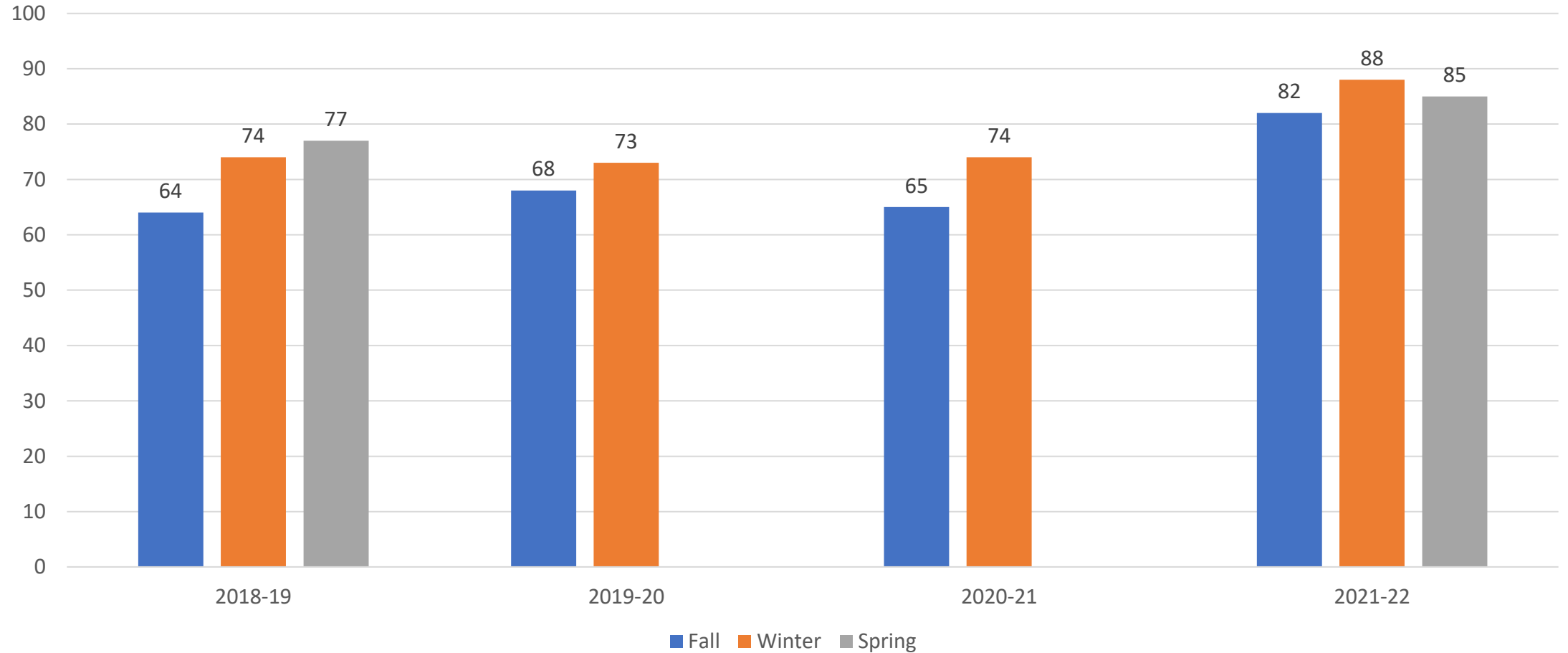
Mast Way Total School Star Math: Percent Proficient 2018-2022



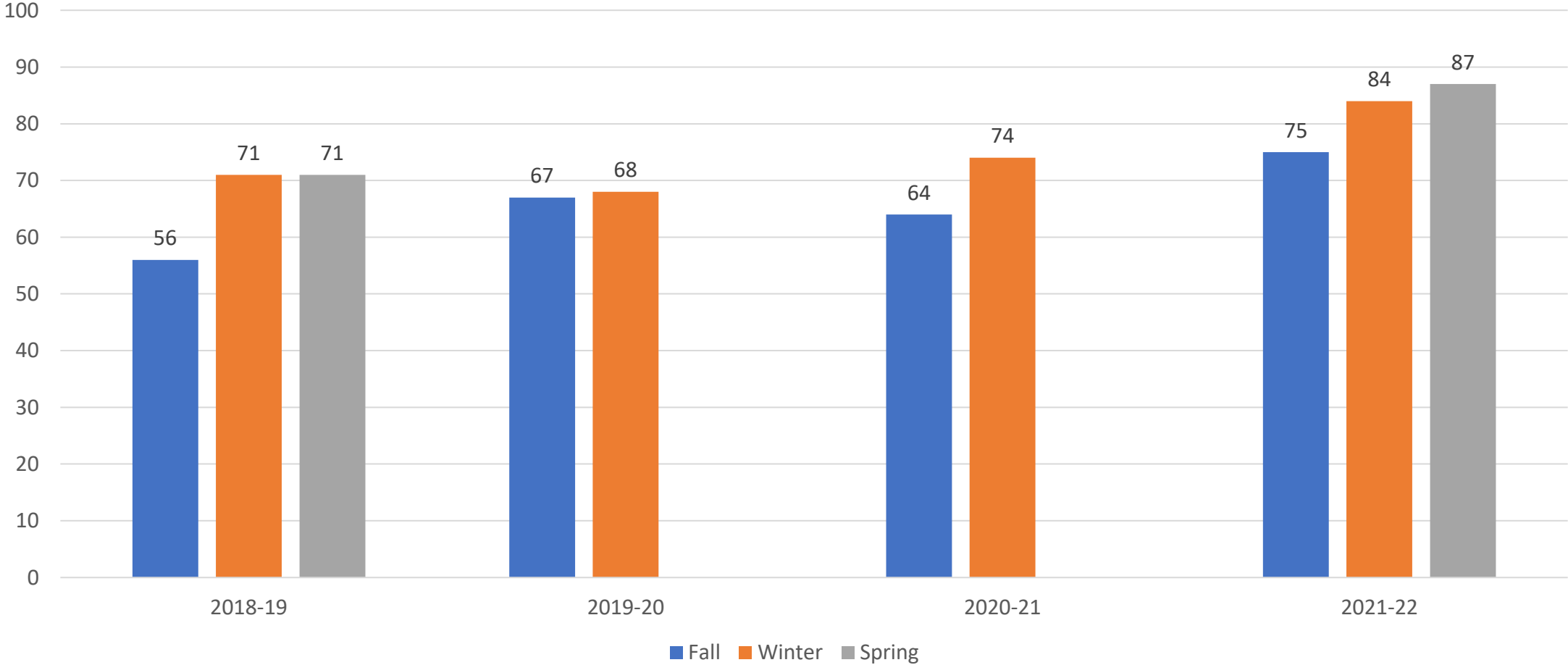
Mast Way Total School Star Reading: Percent Proficient 2018-2022



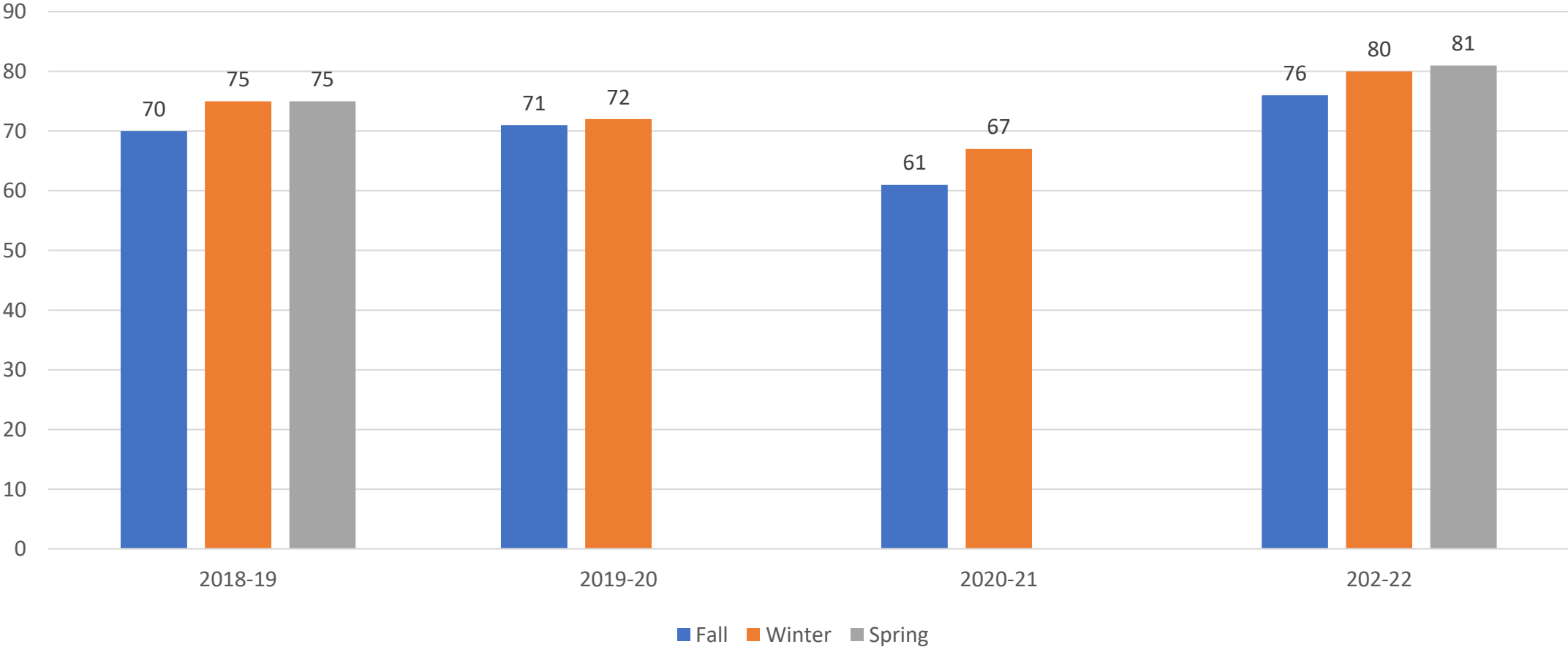
Moharimet Total School Star Math: Percent Proficient 2018-2022



Moharimet Total School Star Reading: Percent Proficient 2018-2022



Middle School Total School Star Math: Percent Proficient 2018-2022



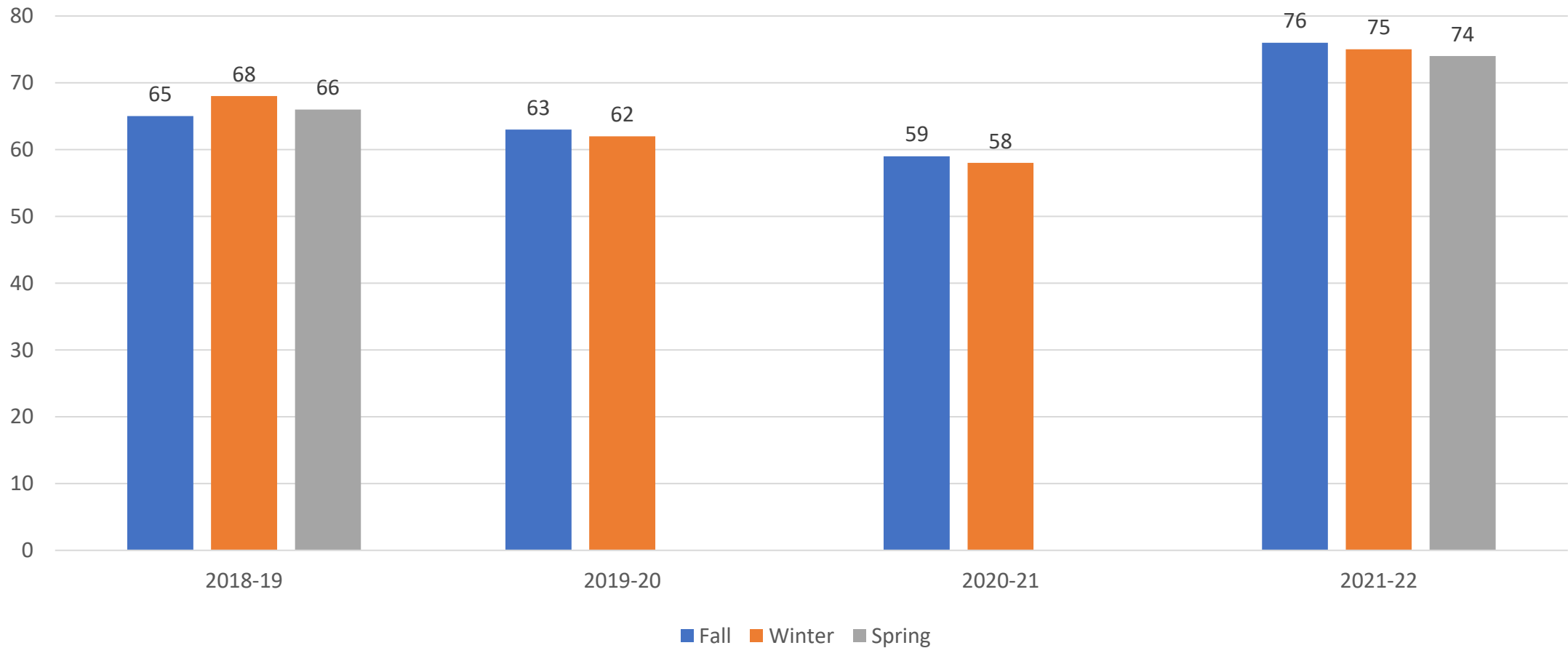
2021-2022

Second Grade Screening Data

Includes both MOH and MW

	At or Above Proficiency (Between 41st-100%ile)			Below Oyster River Benchmark (Between 40th-26th %ile)			Below Oyster River Benchmark 25th %ile and below)		
	Fall 2021	Winter 2022	Spring 2022	Fall 2021	Winter 2022	Spring 2022	Fall 2021	Winter 2022	Spring 2022
Reading	62%	74%	76%	8%	6%	13%	30%	20%	11%
Math	72%	77%	77%	8%	13%	20%	20%	10%	3%

Middle School Star Reading: Percent Proficient 2018-2022



SAT Score Comparison 2017 - 2022

Year	Reading and Writing			Math		
	ORHS	NH	National	ORHS	NH	National
2022	557	512	490	561	494	472
2021	577	531	528	566	514	523
2020	577	528	523	567	512	508
2019	580	508	479	564	516	489
2018	573	535	536	578	528	531
2017	582	524	538	588	511	533

High School Assessments

- Star not included due to missing data for years during COVID. Data used as one point for student interventions
 - 2019 Fall Data
 - 2020 Spring Data
 - 2021-2022 Fall, Winter and Spring
- SAT pattern District, State and Nationally
- Post covid our scores remain consistent with NH, Nationally we see greater decline in results

Implications for MTSS

- MTSS
 - Continue current work at elementary level
 - Contracted service supports for enhancing MS and HS MTSS
 - Literacy interventions
 - Expand Foundations curriculum into Grade 3 for interventions (Tier 1, 2 and 3)
 - Expand progress monitoring with Acadience in grade 5
 - Expand Tier 1 literacy professional development with faculty
 - Literacy Interventionists at Elementary and MS; HS Writing Lab
 - Math interventions
 - School based interventionists at building level; HS Math Lab
 - Continue faculty/staff exposure to Ongoing Assessment Project (OGAP) for math interventions

Action Items

- Continue Multi Tiered System of Supports
- Continue to implement individualized interventions when appropriate
- Work with students on sustaining focus
- Help students with re-acclimation to school environment
- Continue to focus on executive functioning Skills
- Proactive use of “FLEX”ible time at middle and high school

2021 Youth Risk Behavior Survey

Oyster River Middle School

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Methodology

Introduction

The Youth Risk Behavior Survey (YRBS) was developed by the United States Centers for Disease Control and Prevention (CDC) to monitor health behaviors among middle school and high school students. The questionnaire used by Oyster River Middle School is based on the official CDC middle school questionnaire, and includes several modifications introduced by the New Hampshire Department of Education. All the questions in the 2021 survey are identical to those used in 2019, which supports the ability to assess how behaviors and attitudes change over time.

Oyster River Middle School administered the YRBS in the winter of the 2021-2022 school year. The survey covered several topics associated with youth health behavior, including substance use, bullying, and suicidal ideation. Demographic information, such as grade level and gender, was also collected.

Administration Procedures

Families were provided advanced information about the survey and given the opportunity to specify that their children would not be participating.

The survey was administered in the classroom. Each teacher received an appropriate number of survey questionnaires and scannable answer sheets. With a total of 50 questions, the questionnaire was short enough to allow the survey to be easily completed in one class period.

Students were asked to complete the survey but were also told that participation is voluntary. Furthermore, students were told that they could skip any question that they were not comfortable answering. No names or other identifying information were collected with the surveys, so no survey data can be linked to individual students.

Sample Analysis

A number of variables—such as the readability of the survey questionnaire, the effectiveness of the administration process, and the amount of time students have to complete the survey—can affect the quality of survey data. In addition to factors like these, which

influence the ability of students to provide good information, the way students are selected to participate in the survey can affect the results.

In order for the survey report to truly reflect the attitudes and behaviors of the surveyed population, the sample of students drawn to participate in the study should accurately represent the surveyed population. Three of the most important factors in this selection process are: (1) the grades chosen to participate in the survey effort, (2) the grade distribution of the sample relative to the grade distribution of school enrollment, and (3) the size of the sample within each grade.

Data Presentation

Prevalence rates are used to illustrate the percentage of students who reported using a drug at least once in a specified time period. These results are presented for both lifetime and past-30-day prevalence-of-use periods. Lifetime prevalence of use (whether the student has ever used the drug) is a good measure of student experimentation or history of substance use. Past-30-day prevalence of use (whether the student has used the drug within the last month) is a good measure of current use.

Data tables present results for the full sample of Oyster River Middle School students, by grade level, and by gender group. In addition to survey results for Oyster River Middle School, most of the tables in this report include comparison data for Strafford County. Five middle schools across Strafford County—Dover, Henry Wilson Memorial School, Oyster River, Rochester, and Somersworth—participated in the overall survey effort.

Demographics

After data cleaning, a total of 225 students in grades 7 and 8 were included in the survey dataset. With a school enrollment of 345 students at the beginning of the academic year, results for the overall sample are representative. Results for grade level and gender group subsamples are less precise.

The survey includes a variety of demographic measures. In the table below, the first two data columns describe the demographic profile of the survey sample for Strafford County, which included Oyster River Middle School. The second two data columns describe the demographic profile for survey participants from just Oyster River Middle School.

The YRBS sample for Oyster River Middle School consists of 49.8% 7th graders and 50.2% 8th graders. For gender, rates are 52.0% for female students and 48.0% for male students. White students (87.6%) constitute the largest race group, followed by Asian students (10.2%), American Indian students (4.4%), Black students (2.2%), and Native Hawaiian students (0.4%). Please note that students can

select more than one race category. Hispanic/Latino identity, which is a separate measure, was marked by 3.7% of Oyster River Middle School students.

It is useful to compare the sample demographic profiles of Strafford County and Oyster River Middle School before matching school-level results against county-level results. In particular, differences in age and gender composition can impact the comparability of student health behavior rates.

	Strafford County			Oyster River Middle School	
	<i>N</i>	%		<i>N</i>	%
Q2. What is your sex?					
Female	667	48.8		116	52.0
Male	699	51.2		107	48.0
Q4. Are you Hispanic or Latino?					
Yes	74	5.6		8	3.7
No	1,249	94.4		207	96.3
Q5. What is your race? (Select one or more responses.)					
American Indian or Alaska Native	89	6.5		10	4.4
Asian	126	9.2		23	10.2
Black or African American	82	6.0		5	2.2
Native Hawaiian/Pacific Islander	14	1.0		1	0.4
White	1,160	84.3		197	87.6
Q3. In what grade are you?					
7th	711	51.7		112	49.8
8th	665	48.3		113	50.2
Total	1,376	100.0		225	100.0

Note: Some categories do not sum to 100% of the total due to missing values (e.g., not all survey questions were answered). In addition, rounding can produce totals that do not equal 100%. “N” represents the number of valid cases.

Bullying

Starting the early 2000s, bullying prevention emerged as a key topic for school health behavior data collection projects. With the rise of social media use among children, and numerous cases of harassment taking place online, cyber bullying measures have been added to most questionnaires. In many communities, female students report higher rates of bullying than male students.

On the YRBS questionnaire, bullying is defined as “when one or more students tease, threaten, spread rumors about, shove, or hurt another student over and over again.” The question on electronic bullying, or cyber bullying, mentions “e-mail, chat rooms, instant messaging, websites, social media sites, or texting.”

	Strafford County	Oyster River Middle School					
		Total %	Sample N	Total %	7 th %	8 th %	Female %
Q7. Percentage of students who have been bullied on school property	39.9	85	37.9	39.6	36.3	44.0	31.1
Q8. Percentage of students who have been electronically bullied	30.5	66	29.3	31.2	27.4	35.3	21.5

Tobacco Use

Throughout the 1990s, tobacco (including cigarettes and smokeless tobacco) was the second most commonly used drug among adolescents. National smoking rates, however, have declined substantially in the past two and a half decades. According to data from the Monitoring the Future study, between 1991 and 2021 past-30-day cigarette use declined from 14.3% to 1.1% among 8th graders.

In contrast to the decline in cigarettes use, in recent youth health behavior surveys students are reporting rates of use for electronic vapor products that are substantially higher than other forms of tobacco use. Monitoring the Future, a national drug use survey administered annually by the University of Michigan, reported that “increases in adolescent vaping from 2017 to 2018 were the largest ever recorded in the past 43 years for any adolescent substance use outcome in the U.S.” The prevalence of teenage vaping increased again in 2019, before declining slightly in 2020 and substantially in 2021.

Data from previous Oyster River Middle School YRBS projects allow for the tracking of tobacco use trends. In 2015, fewer than five students reported using cigarettes in the past 30 days, compared to 0.3% in 2017, 0.0% in 2019, and five or fewer students in 2021. Lifetime vaping nicotine decreased from 11.4% in 2019 to 9.4% in 2021. Past-30-day vaping nicotine increased from 2.8% in 2019 to 5.8% in 2021.

	Strafford County	Oyster River Middle School					
		Sample N	Total %	7 th %	8 th %	Female %	Male %
Q14. Percentage of students who have tried smoking cigarettes (even one or two puffs)	7.4	6	2.7	0.9	4.4	2.6	2.8
Q15. Percentage of students who were less than 11 years old when they smoked a whole cigarette for the first time	1.2	--	--	--	--	--	--
Q16. Percentage of students who smoked cigarettes in the past 30 days	1.5	--	--	--	--	--	--

	Strafford County	Oyster River Middle School					
	<i>Total %</i>	<i>Sample N</i>	<i>Total %</i>	<i>7th %</i>	<i>8th %</i>	<i>Female %</i>	<i>Male %</i>
Q18. Percentage of students who were given cigarettes (gave someone money to buy them/borrowed/someone over 18 years gave them/took from store/family member)	1.0	0	0.0	0.0	0.0	0.0	0.0
Q18. Percentage of students who bought cigarettes (internet/store)	1.0	--	--	--	--	--	--
Q16. Percentage of students who smoked daily (one cigarette every day for 30 days)	0.3	0	0.0	0.0	0.0	0.0	0.0
Q17. Percentage of students who smoked more than 10 cigarettes a day	0.2	0	0.0	0.0	0.0	0.0	0.0
Q19. Percentage of students who have used an electronic vapor product	15.9	21	9.4	9.8	8.9	7.8	11.2
Q20. Percentage of students who have used an electronic vapor product in the past 30 days	8.4	13	5.8	1.8	9.7	8.7	2.8
Q38. Percentage of students who think people are at moderate or great risk of harming themselves (physically or in other ways), if they have one or more packs of cigarettes per day	88.0	201	90.1	91.0	89.3	89.6	90.6
Q43. Percentage of students who think their friends feel it is wrong or very wrong if they smoke tobacco	75.8	198	88.8	83.6	93.8	92.1	86.0
Q47. Percentage of students who think their parents feel it is wrong or very wrong if they smoke tobacco	96.1	220	98.2	98.2	98.2	98.3	98.1

Note: To protect respondent anonymity, data are not reported for response categories with five or fewer students.

Alcohol Use

Alcohol is the substance used most often by adolescents today. Findings from Monitoring the Future highlight the pervasiveness of alcohol use among middle and high school students today. In 2021, the percentages of 8th, 10th, and 12th graders from this national sample who reported using alcohol in the past 30 days were 7.3%, 13.1%, and 25.8%, respectively. These numbers represent substantial reductions from the higher national rates reported in the 1990s. They also include a substantial decline between 2020 and 2021 that is due, at least in part, to the pandemic.

Data from previous Oyster River Middle School YRBS projects allow for the tracking of alcohol use trends. The prevalence rate for past-30-day alcohol use was 3.2% in 2015, before decreasing to 1.6% in 2017 and 1.9% 2019, and then increased to 3.1% in 2021.

	Strafford County	Oyster River Middle School					
	Total %	Sample N	Total %	7 th %	8 th %	Female %	Male %
Q21. Percentage of students who have had at least one drink of alcohol (other than a few sips)	12.7	15	6.7	6.3	7.1	7.0	6.5
Q22. Percentage of students who had at least one drink of alcohol (other than a few sips) on one or more days during the past 30 days	4.4	7	3.1	1.8	4.5	5.2	0.9
Q23. Percentage of students who had their first drink of alcohol (other than a few sips) before age 11	7.9	10	4.5	4.5	4.4	4.3	4.7
Q24. Percentage of students who had five or more drinks of alcohol in a row, that is, within a couple of hours	4.0	9	4.1	2.7	5.4	6.1	1.9
Q25. Percentage of students who were given alcohol (gave someone money to buy them/borrowed/someone over 18 years gave them/took from store/family member)	6.2	7	3.1	2.7	3.6	3.5	2.8
Q25. Percentage of students who bought alcohol (restaurant/bar/store/public event)	3.9	8	3.6	4.5	2.7	3.5	3.8

	Strafford County	Oyster River Middle School					
	<i>Total %</i>	<i>Sample N</i>	<i>Total %</i>	<i>7th %</i>	<i>8th %</i>	<i>Female %</i>	<i>Male %</i>
Q39. Percentage of students who think people are at moderate or great risk of harming themselves (physically or in other ways), if they have one or two drinks of alcohol nearly every day	68.6	166	74.4	73.9	75.0	78.3	70.8
Q40. Percentage of students who think people are at moderate or great risk of harming themselves (physically or in other ways), if they have five or more drinks of alcohol once or twice a week	81.8	190	85.2	84.7	85.7	84.3	86.8
Q44. Percentage of students who think their friends feel it is wrong or very wrong if they drink alcohol nearly every day	76.1	189	84.4	82.0	86.7	88.7	80.4
Q48. Percentage of students who suggest that their parents think it is wrong or very wrong if they drink alcohol nearly every day	93.7	213	95.1	91.9	98.2	95.7	94.4

Marijuana Use

During the 1990s, there were major changes in trends of marijuana use throughout the United States. Results from the Monitoring the Future study show increases in both lifetime and past-30-day prevalence rates through the early and mid-1990s. For 8th and 10th graders the past-30-day rates more than doubled during this period. Since 1996 and 1997, when marijuana use peaked, rates declined slightly through the mid to late 2000s. Starting in 2008 and 2009, this trend reversed, with rates once again reaching the levels reported in the mid-1990s. Rates dropped dramatically in 2021 due to the pandemic. In 2021, national survey results show past-30-day rates of 4.1% among 8th graders, 10.1% among 10th graders, and 19.5% among 12th graders.

Data from previous Oyster River Middle School YRBS projects allow for the tracking of marijuana use trends. The prevalence rate for past-30-day marijuana use was 2.1%, 1.3%, and 0.9% in 2015, 2017, and 2019. Five or fewer students reported past-30-day marijuana use in 2021.

	Strafford County	Oyster River Middle School					
	Total %	Sample N	Total %	7 th %	8 th %	Female %	Male %
Q26. Percentage of students who have ever used marijuana	6.7	--	--	--	--	--	--
Q27. Percentage of students who used marijuana one or more times during the past 30 days	4.7	--	--	--	--	--	--
Q28. Percentage of students who tried marijuana for the first time before age 11	5.7	--	--	--	--	--	--
Q41. Percentage of students who think people are at moderate or great risk of harming themselves (physically or in other ways), if they use marijuana once or twice a week	65.2	166	75.1	80.7	69.6	71.1	79.0
Q45. Percentage of students who think their friends feel it is wrong or very wrong if they smoke marijuana	78.0	197	87.9	89.2	86.7	87.8	88.8
Q49. Percentage of students who suggest that their parents think it is wrong or very wrong if they smoke marijuana	93.9	216	96.4	95.5	97.3	97.4	95.3

Note: To protect respondent anonymity, data are not reported for response categories with five or fewer students.

Prescription Drug Use

In the early 2000s, the nonmedical use of prescription drugs emerged as a major youth health behavior issue, with national data collection projects, including the National Survey on Drug Use and Health and Monitoring the Future, reporting elevated rates of use. Concerns over this category of substance use were amplified by the adverse health consequences related to prescription drug abuse, which include addiction and physical dependence, and the possibility of overdose. In recent years, concerns surrounding prescription drug misuse have focused on opioid addiction and opioid overdoses. While overdoses appear to be concentrated in the adult population, prevention agencies have continued to focus on preventing nonmedical use of prescription drugs among youth as trends show that age of first use of any substance, including prescription drugs, is correlated with substance use disorder later in life.

Data from previous Oyster River Middle School YRBS projects allow for the tracking of nonmedical prescription drug use trends. For lifetime use, rates were 2.1%, 3.6%, 2.5%, and 4.0% across the four survey cycles. For past-30-day use, rates were 0.6% in 2017 and 0.9% in 2019. Five or fewer students reported past-30-day nonmedical use of prescription drugs in 2015 and 2021.

	Strafford County	Oyster River Middle School					
		Sample N	Total %	7 th %	8 th %	Female %	Male %
Q33. Percentage of students who have ever used prescription drugs (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctor's prescription	3.2	9	4.0	1.8	6.2	5.2	2.8
Q34. Percentage of students who in the past 30 days used prescription drugs (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctor's prescription	2.6	--	--	--	--	--	--
Q42. Percentage of students who think people are at moderate or great risk of harming themselves (physically or in other ways), if they take a prescription drug without a prescription	83.7	185	83.3	80.9	85.7	85.1	81.1
Q46. Percentage of students who think their friends feel it is wrong or very wrong to take an Rx drug without a doctor's prescription	80.4	199	88.8	82.9	94.7	93.0	85.0
Q50. Percentage of students who suggest that their parents think it is wrong or very wrong to take an Rx drug without a doctor's prescription	93.4	216	96.9	94.6	99.1	98.3	95.3

Note: To protect respondent anonymity, data are not reported for response categories with five or fewer students.

Other Drug Use

Use of drugs other than alcohol, tobacco, and marijuana is rare among middle schoolers and high schoolers. Inhalants can be an exception to this pattern. In some communities, inhalant use is more prevalent with younger students, perhaps because it is often the easiest drug for them to obtain. The negative consequences of inhalant use can be substantial; one of them being that it is associated with the use of other illicit drugs later in life. According to national results from the Monitoring the Future study, the prevalence rate of past-30-day inhalant use in 2021 was 1.8% among 8th graders, 0.9% among 10th graders, and 0.7% among 12th graders. The nonmedical use of over-the-counter drugs, such as cough medicine, may also be elevated in some communities due to accessibility and other risk factors.

Data from previous Oyster River Middle School YRBS projects allow for the tracking of other drug use trends. The rate for lifetime inhalant use was 2.8%, 2.9%, 2.5%, and 2.7% across the four survey cycles between 2015 and 2021. For lifetime nonmedical use of over-the-counter drugs, rates were 2.8%, 1.3%, and 1.9% in 2015, 2017, and 2019, before increasing to 7.1% in 2021.

	Strafford County	Oyster River Middle School					
		Total %	Sample N	Total %	7 th %	8 th %	Female %
Q29. Percentage of students who have ever used synthetic marijuana (also called K2 or Spice)	1.3	0	0.0	0.0	0.0	0.0	0.0
Q30. Percentage of students who have ever used cocaine (including powder, crack, or freebase)	0.9	--	--	--	--	--	--
Q31. Percentage of students who have sniffed glue, breathed the content of spray cans, or inhaled any paints or sprays to get high	4.2	6	2.7	1.8	3.5	2.6	2.8
Q32. Percentage of students who have ever taken steroid pills or shots without a doctor's prescription	1.1	--	--	--	--	--	--
Q35. Percentage of students who have ever taken an over-the-counter drug (such as cough medicine, allergy medicine, or pain relievers) to get high	5.3	16	7.1	7.2	7.1	5.2	9.3

Note: To protect respondent anonymity, data are not reported for response categories with five or fewer students.

School Performance and Family Relations

The YRBS included questions about student academic performance, family expectations for behavior, and communication with parents/guardians about substance use.

Young people who are committed to school see the role of student as a positive one. Those who have lost this connection are at higher risk for a variety of problem behaviors, including substance use, delinquency, violence, and school dropout. Students' perceptions of their parents' opinions about antisocial behavior are also an important risk/protective factor. Parental attitudes and behavior regarding delinquency influence the attitudes and behavior of children. If parents approve of or excuse their children for breaking the law, then the children are more likely to develop risky behaviors.

	Strafford County	Oyster River Middle School					
	Total %	Sample N	Total %	7 th %	8 th %	Female %	Male %
Q6. Percentage of students who describe their grades in school as mostly A's or B's during the past 12 months	60.5	153	69.5	63.0	75.9	70.4	68.9
Q36. Percentage of students who agree or strongly agree their parents or other adults in their family have clear rules and standards for their behavior	76.2	186	83.0	81.1	85.0	74.8	91.6
Q37. Percentage of students who have talked with at least one of their parents or guardians about the dangers of tobacco, alcohol, or drug use during the past 12 months	40.0	113	51.6	43.5	59.5	54.4	48.5

Behavioral Health

Public health experts, journalists, and politicians have concluded that the COVID-19 pandemic has been especially difficult for children, and that the United States is in the midst of an adolescent behavioral health crisis. While National YRBS data support this conclusion, long-term trends shows that symptoms of depression and suicidal ideation among students have been increasing for some time. Among American high school students, the prevalence rate for persistent feelings of sadness and hopelessness increased from 26.1% in 2009 to 36.7% in 2019, considering suicide increased from 13.8% to 18.8%, and the rate for attempting suicide increased from 6.3% to 8.9%. Both high-school-level national data and middle-school-level Strafford County data show substantially higher rates of self-harm, symptoms of depression, and suicidal ideation among female students compared to male students.

Data from previous Oyster River Middle School YRBS projects allow for the tracking of behavioral health trends. The rate for self-harm reported in the 2021 survey, 28.4%, is higher than the rates from the previous three survey cycles (10.9%, 16.5%, and 13.6%). The percentage of students who feel sad or hopeless has also increased in 2021 (21.0%, 25.2%, 23.3%, and 33.5%, respectively), as did the percentage reporting seriously thinking about suicide (14.4%, 17.5%, 17.4%, and 25.4%, respectively).

	Strafford County	Oyster River Middle School					
		Sample N	Total %	7 th %	8 th %	Female %	Male %
Q9. Percentage of students who did something to purposefully hurt themselves without wanting to die (such as cutting, or burning)	27.2	64	28.4	22.3	34.5	42.2	12.1
Q10. Percentage of students who have felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities	36.6	75	33.5	25.0	42.0	44.8	19.8
Q11. Percentage of students who have seriously thought about killing themselves	24.3	57	25.4	23.4	27.4	34.5	14.2
Q12. Percentage of students who have ever made a plan about how they would kill themselves	17.6	40	17.9	16.2	19.5	23.3	12.1
Q13. Percentage of students who have ever tried to kill themselves	8.1	16	7.2	7.2	7.1	6.9	6.7

Bivariate Analysis

In previous sections of this report, data were presented for individual survey questions within health behavior categories. This section of the report presents bivariate data that show the relationship between two measures of behavior or attitude. Specifically, data in the table below shows how substance use—binge drinking, cigarette use, marijuana use, and prescription drug misuse within the past 30 days—is related to perceptions of risk, peer disapproval, parent disapproval, and academic performance. Results presented in the table below are for the full Strafford County dataset.

The importance of the relationship between these factors is well established in prevention science. Perception of risk is an important determinant in the decision-making process young people go through when deciding whether to use alcohol, tobacco, or other drugs. Evidence suggests that the perceptions of the risks associated with drug use sometimes serve as a leading indicator of future drug use patterns in a community.

In addition to students' own attitudes, social norms—the written and unwritten rules and expectations about what constitutes desirable behavior—shape drug use choices. Since drug-related attitudes and behaviors are often acquired through peer group interactions, expectations of how one's peer group might react have a strong impact on whether young people choose to use drugs. Students' perceptions of their parents' opinions about substance use are another important factor. In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of use by their children, children are more likely to experience substance misuse in adolescence.

Finally, students who use alcohol, tobacco, and other drugs are less likely to perform well in school. For some young people the drug use itself interferes with school. For others, the same factors that encourage substance use also interfere with participation in school.

The table below shows prevalence rates for perception of risk, getting A's and B's, peer disapproval, and parent disapproval, *within* substance use categories. For example, the top-left cell shows the percentage who assign a moderate or great risk of harm to binge drinking among students *who did not* binge drink in the past 30 days, while the cell to the right shows the percentage who assign a moderate or great risk to binge drinking among students *who did* binge drink in the past 30 days.

Strafford County	Binge Drinking		Cigarettes		Marijuana		Rx Drugs	
	<i>Did not use</i> %	<i>Used</i> %	<i>Did not use</i> %	<i>Used</i> %	<i>Did not use</i> %	<i>Used</i> %	<i>Did not use</i> %	<i>Used</i> %
Among students who do not use and students who do use substances, percentage reporting that there is a moderate or great risk of harm associated with substance use	82.4	68.5	88.5	68.4	66.9	38.0	84.7	47.1
Among students who do not use and students who do use substances, percentage reporting that their grades were mostly A's or mostly B's	61.0	51.9	60.9	30.0	61.4	46.5	61.3	35.3
Among students who do not use and students who do use substances, percentage reporting that their friends feel substance use is very wrong or wrong	77.3	53.7	76.3	33.3	79.4	58.3	81.3	51.5
Among students who do not use and students who do use substances, percentage reporting that their parents feel substance use is very wrong or wrong	94.3	84.9	96.6	72.2	95.1	76.4	94.0	69.7

OYSTER RIVER MIDDLE SCHOOL

Jay Richard ♦ Principal
Bill Sullivan ♦ Assistant Principal

Memo

To: ORCSD School Board
From: Kimberly Felch, ORMS Coordinator of SEL and Mental Health
CC: Dr. Morse, Ms. Filippone, Ms. Plourde
Date: August 31, 2022
Re: ORMS Suicide Prevention Plan

Suicide prevention experts recommend using a multifaceted approach using the following components implemented in a sequence:

1. **Protocols for helping students at risk of suicide:** ORCSD has Self-harm and Suicidal ideation protocols and procedures in place. All staff are trained yearly.
2. **Protocols for responding to suicide death:** ORCSD has a Critical Incident Response team, plan, and protocol based on best practice to ensure we address a loss by suicide in a trauma sensitive way. Focusing on reducing contagion and connecting at risk youth to trained adults, while supporting the grieving and healing process. In addition, we have mental health staff trained in postvention suicide best practices.
3. **Staff education training:** Each year ORCSD conducts a two-hour training through NAMI (National Alliance for Mental Illness). This training is given to all SAU employees. The training focuses on recognizing the warning signs of students at risk and connecting them with help by a trained mental health professional.
4. **Parent education:** Last year we held a suicide prevention program for community members. We will continue to work on educating our community on how to recognize a student at risk, and then how to get them connected with a trusted adult who can help. A large part of parent education is having opportunity for discussions about suicide and work on addressing the stigma attached to it.
5. **Student education:** We have used Signs of Suicide curriculum with all 8th graders for some time now. This curriculum is co-taught with the health teacher and a counselor. Through this program students are taught ACT: Acknowledge your worried for your friend, Care for them, and tell/take them to a trusted adult. For grades 5-7 we utilize counseling curriculum to talk about feelings, identifying trusted adults and the importance of reporting any safety concerns. In addition,

we have a counseling on call system that makes counselors accessible for any students that are worried about a friend or need help themselves.

6. **Screening:** Our Mental Health staff are trained and use The Columbia Suicide Severity Rating Scale (C-SSRS) to assess the severity. In addition to the scale, there is procedure in place for what steps the Mental Health staff need to do to ensure safety. In addition, the Mental Health staff utilize 988 as a screening for students.
7. **Preventing:** Prevention is the final step in the sequence, because with steps 1-6 in place, we will be utilizing best practice prevention. It is important to review and assess protocols and procedures often and to conduct trainings yearly.

As a district we will continue to work on improving our prevention strategies. September is Suicide prevention month. It is important to recognize that we all need to take part in the discussion and prevention of suicide.

Resource:

Suicide: A Toolkit for High Schools contains information about how these components can be implemented in your school. You can download this toolkit free of charge from <http://store.samhsa.gov/product/SMA12-4669>.

If you or someone you know is in a suicidal crisis, call 1-800-273-TALK (8255)—National Suicide Prevention Lifeline.

New Hampshire Access Point: <https://www.nh988.com/>

SAMHSA Substance abuse and Mental Health Services Administration: <https://www.samhsa.gov/>

NH Connect Safe and Effective Messaging for Suicide Prevention, Best practices and Recommendations for Reporting Suicide:

<https://theconnectprogram.org/resources/safe-messaging/>