

Oyster River Cooperative School District
REGULAR MEETING

November 2, 2022

ORMS – 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 10/19/22 Regular Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

B. Board

VI. DISTRICT REPORTS

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

B Superintendent’s Report

- Introduce Genevieve (Gen) Brown ~ Communication Specialist

C. Business Administrator

- FY’23 Budget Update

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}*

- Mast Way School and Transportation Office Plowing bid. [Motion to approve the Mast Way School and Transportation office plowing bid.](#)
- List of Policies for Second Read/Adoption: JLDBB – Suicide Prevention and Response, EBBB – Indoor Air and Water Quality. [Motion to approve the List of Policies for second read/adoption.](#)

VIII. DISCUSSION & ACTION ITEMS

- Special Education Overview
- FY’24 Budget Discussion

IX. SCHOOL BOARD COMMITTEE UPDATES

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

XI. CLOSING ACTIONS

A. Future meeting dates: November 7, 2022 – Joint Meeting w/Barrington @ Barrington SAU @ 6:00 PM
November 16, 2022 – Regular Meeting – ORMS Recital Hall @ 7:00 PM
November 17, 2022 – Board Budget Workshop – ORMS Recital Hall @ 7:00 PM

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

NON-MEETING SESSION: RSA 91-A2 I (b)

- Consultation with legal counsel

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

October 19, 2022

DRAFT

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

STUDENT REPRESENTATIVE: Paige Burt

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

STAFF PRESENT: Sean Peschel, Heidi Sant, Michelle Pennelli

GUEST PRESENT: Sabrina Golden (student)

ABSENT:

CALLED TO ORDER at 7:00 PM by Michael Williams at Mast Way Elementary School

II. APPROVAL OF AGENDA

Brian Cisneros moved to approve the agenda as written, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS – None provided

IV. APPROVAL OF MINUTES

Denise Day moved to approve the October 6th, 2022, Regular Meeting Minutes, 2nd by Brian Cisneros.

Denise Day submitted the following revisions:

On page 3 the heading should read “Monkey Pox” not “Money Pox.”

On page 4 under the Student Representative Report, the event on 10/21 at 7:00 pm should read “Homecoming” not “Open House.”

Heather Smith submitted the following revisions:

On page 2 under Jay Richard’s report, it should read “Parent/Teacher Conferences are on Nov. 8th” not “Open House.”

On page 6 under the School Board Committee Report, it should say “Sustainability Committee” not “Sustainability Club.”

Yusi Turell submitted the following revision:

On page 5, the budget motion should read, “Brian Cisneros made a motion to adopt 3.00%, 3.65%, and 4.32% as the three FY24 budget increases for discussion,” not “a range of 3.00%-4.32%.”

Motion passed with correction 7-0 with the student representative voting in the affirmative.

Denise Day moved to approve the October 6th, 2022, Non-Public Meeting Minutes as written, 2nd by Brian Cisneros. Motion passed 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

Rebecca Noe of ORHS reminded the listening audience that Open House is on Oct. 20th at 6:30 pm and you will start in your student’s Advisory. On Oct. 27th the ASVAB test, which provides students with career exploration choices, will be available to students in grades 10-12. Sign-ups for this free test are in the counseling office until Oct. 24th, and scores will not be released to armed services. The Barrington Information Night will be held on

Nov. 9th from 6:30-7:00 pm. It will include administrators answering questions, building tours and student speakers. There is no school on Nov. 8th for a Teacher Workshop Day and Nov. 11th for Veteran's Day.

B. Board

Brian Cisneros announced that the first sporting event to be held on the brand-new middle school turf field will be Girl's Field Hockey this Friday at 4:30 pm.

VI. DISTRICT REPORTS

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

Suzanne Filippone introduced ELO Coordinator Sean Peschel and ORHS student Sabrina Golden.

Student Presentation: Girls State and Political Activism – Sabrina Golden

Sean Peschel announced that to go along with the theme, "Discover the Possibilities," Oyster River students will be spotlighted throughout the year. Tonight, he presented Sabrina Golden to share her summer experience at Girl's State and as a New Hampshire Senator at Girl's Nation. During her week at Girl's State, she participated in a mock government for both a city and a town and enjoyed campaigning and serving as the elected president. Sabrina was then selected for Girl's Nation in Washington D.C., and there she participated in senate sessions, bill writing, and debates. For the first time in Girl's Nation history her bill was passed unanimously. Maggie Hassan showed interest and is working to get the bill passed in Congress. Sabrina's experience even turned into a new job being hired as a social media coordinator for Girl's State! Sabrina said it was an unbelievable summer, and while she always knew she wanted to be a lawyer, she's now considering running for state senate or representative one day.

Denise Day thanked Sabrina for opening the meeting in such a positive way and for sharing her experience.

Strategic Plan

Competency Based Education by Level:

Misty Lowe and David Goldsmith spoke about competency-based learning at the elementary schools. Since MTSS was the priority during the pandemic they are eager to shift to a competency focus. This past summer the science department worked on the curriculum cycle, including vertical alignment review, and this summer social studies will work on scope and sequence and identifying any K-12 gaps.

Jay Richard stated that the middle school has been working on a competency-based approach for several years. Data meetings are occurring during bobcat time and specialists/administrators are discussing the movement of students based on achievement. A current focus is refining how they assess students, such as what "meets" means in science versus language arts and making it clearer for parents. For example, "beginning" could indicate a student is on track for a newly taught competency or it could be an indication of an achievement gap. Jay will continue meeting with Suzanne to improve communication on student learning.

Rebecca Noe shared that competencies are looked at annually and this year's focus is on a "Vision of a Graduate." Conversations are constant and faculty engage in common planning bi-weekly. Another focus is researching schools that have dual grading systems since the high school will continue to report student learning by numerical and letter grades, as well as by competencies.

B. Superintendent's Report –

Dr. Morse announced that the Middle School Building meetings are now once a month since they have reached the closing stages of the project with the completion of the turf field. He is very proud of the work and the amazing facility.

C. Business Administrator –

FY'22 Fund Balance

Sue Caswell proposed to the board the option to retain or not retain unassigned funds.

Brian Cisneros made a motion to withhold \$200,000 of the unassigned Fund Balance of the 2022 Fiscal Year, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

D. Student Representative Report

Paige Burt reported that on Friday, Oct. 21st the Club Fair will be held during Advisory and that evening the Homecoming Dance will take place from 7:00-10:30 pm. Next week class meetings will be held on Oct. 25th for grades 11 & 12 and Oct. 27th for grades 9 & 10. College reps continue to visit the school offering information to interested students.

E. Finance Committee Report

Brian Cisneros stated the Finance Committee will meet Friday to work on budgeting. An update will be provided at the next board meeting.

F. Other – None provided

VII. UNANIMOUS CONSENT AGENDA – None Provided

VIII. DISCUSSION & ACTION ITEMS

Discussion pertaining to High School Graduation Date

Rebecca Noe let the board know that her son's high school graduation has been set for June 9th at 6 pm, which is typically when ORHS would hold graduation. She offered for another faculty member to lead the ceremony, or to hold the ORHS graduation on a different date, such as Sat. June 10th at 6 pm. A rain date would still need to be determined. She let the board know that parents ask for tentative dates early in the year. Student rep. Paige Burt said she will talk to the senior class. She felt they would appreciate Mrs. Noe wanting to give them their graduation and they would understand that she's a mom who wants to see her son graduate.

No decision was made tonight; setting the high school graduation date will be a future agenda item.

Discussion of Elementary World Language

Foreign language teachers Michelle Pennelli of ORMS and Heidi Sant of ORHS gave a K-4 World Language presentation on behalf of the World Language Committee. Other committee members include the superintendent and assistant superintendent, elementary school principals, faculty, a parent, and a school board member. It is part of the district's strategic plan to consider and discuss implementation of a K-4 World Language program. Michelle and Heidi provided reasoning to support language in the lower grades, including brain & language acquisition during early childhood, building a growth mindset and confidence, increasing cultural tolerance, and making an informed language choice upon entering grade 5. They explained the following three models of instruction and their main differences, which largely have to do with frequency and proficiency:

- The FLEX model focuses on exposure with once-a-week participation and no proficiency goal.
- The FLES model meets 2-3 times a week to build language proficiency.
- The Immersion model expects students to use the language at least 50% or more of the time with a very strong proficiency goal.

In our middle and high school programs the goal is for students to reach novice-high by the end of 8th grade and reach intermediate upon completion of the high school program.

The committee felt that Immersion was not possible and the FLES model would require adding time to the master schedule. However, they felt implementing the FLEX model during the Encore rotation would be practical and beneficial. Language would take the place of Library Skills at Mast Way and MOH Time at Moharimet. These skills would become integrated into the classroom to make room for the 45-minute language period. The plan includes hiring one teacher the first year to develop curriculum and split instruction between the two schools and hiring an additional teacher the second year to have one teacher at each building. It will be a multiple year process with a goal of hiring a bilingual teacher that would ideally teach Spanish and French.

Michelle and Heidi answered board members' questions, such as salary and supplies costs, which are not known without a curriculum, but instruction will focus on active learning games rather than using textbooks. Providing Mandarin, a current language option at middle school and high school, was discussed. Mandarin will continue to be offered in the after-school program and there is conversation about high school Mandarin students visiting classrooms to provide activities. Dr. Morse felt the reality of finding a teacher qualified to teach elementary Mandarin was not very likely, especially since it was very difficult to find Mandarin candidates for middle and high school.

Logistics, scheduling, and timing are details that still need to be worked out, and Dr. Morse said it will largely depend on who applies and who is chosen. The consensus of the World Language committee was that a FLEX model would be ideal for the district. No matter which language is taught, exposure to younger students would help develop a mind set and confidence that can speed up the process of proficiency in later years. Figuring out how to be language learners and how to survive in a non-English speaking environment is a challenge Michelle sees students face at the middle school. She felt that having confidence and a starting point at a younger age could be a real benefit.

Board members discussed whether to have one, two or three languages. Special Education Director Catherine Plourde cautioned against too many languages. She felt shifting students through three language sessions in a year could be a struggle for a lot of students, especially those receiving services. She felt the program that gets implemented should consider the needs of all learners. Michelle and Heidi said the goal of the FLEX model, which uses music and art to engage students in cultural activities, is very inclusive.

Dr. Morse and David Goldsmith felt that hiring someone that understands K-4 development of students is most important and the actual language is secondary. The district goal is to look at how we create global citizens in our language department, and Dr. Morse feels excited about the proposal of the FLEX program to help achieve that goal. He thanked all the educators, past and present, for their commitment to expand the language program K-12.

List of Policies for First Read: JLDBB – Suicide Prevention and Response, EBBB – Indoor Air and Water Quality

Denise Day updated the board with policy EBBB which includes a new water requirement per state law.

Denise Day made a motion to approve policies JLDBB – Suicide Prevention and Response and EBBB – Indoor Air and Water Quality for first read 2nd by Brian Cisneros. Motion passed 7-0 with the student representative voting in the affirmative.

Topics the Board would like to cover at Budget Workshop

The board was asked what specific items they would like to have covered at the Budget Workshop. Brian Cisneros asked for an update on the positions that were new this year and Michael Williams asked to know the specific line items that have increased by \$10K. Dr. Morse let the board know that budget packets would be available on Friday.

IX. SCHOOL BOARD COMMITTEE UPDATES

Manifest Committee reviewed the following Manifests.

Payroll Manifest #8- \$1,048,286.27

Vendor Manifest #9 - \$828,138.03

Denise Day announced that the Policy Committee is in the process of reviewing revisions to policies pertaining to chairperson and school board, and a draft will be ready in November.

Michael Williams announced the Superintendent Search Committee will meet next week to structure the search process.

Rebecca Noe shared high school Mandarin teacher Lisa Fan's Instagram page ORHS Mandarin.

Michael reminded everyone of Moharimet's Pumpkin Stroll this Thursday at 5:30 pm.

X. PUBLIC COMMENTS - None provided

XI. CLOSING ACTIONS

A. Future Meeting Dates: October 27, 2022 – Budget Workshop – Durham Town Council 8:00-1:00 PM
November 2, 2022 – Regular Meeting – ORMS Recital Hall
November 7, 2022 – Joint Meeting w/Barrington @ Barrington SAU
November 16, 2022 – Regular Meeting – ORMS Recital Hall
November 17, 2022 – Board Budget Workshop – ORMS Recital Hall

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

NON-MEETING SESSION: RSA 91-A2I {If Needed}

XIII. ADJOURNMENT:

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

Brian Cisneros made a motion to adjourn the meeting at 8:51 pm, 2nd by Heather Smith. Motion passed 7-0 with the student representative voting in the affirmative.

Respectfully Submitted,
Karyn Laird, Records Keeper

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
FISCAL YEAR 2022-23
FINANCIAL STATUS AS OF:**

10/28/2022

	Budgeted	Expended	Encumbrances	Amount Remaining	Percentage Spent
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
SALARIES:					
Administrator	1,719,955	593,639	1,196,319	(70,003)	104%
Teacher	17,991,712	3,449,094	14,123,257	419,361	98%
Para	2,146,743	463,292	1,784,040	(100,589)	105%
Tutor	326,892	69,923	282,180	(25,211)	108%
Custodian	960,925	302,752	629,930	28,243	97%
Secretary	429,125	139,228	307,491	(17,594)	104%
District Hourly	859,194	281,847	567,844	9,503	99%
Maintenance	273,457	91,779	163,533	18,145	93%
Drivers	887,887	174,680	536,859	176,348	80%
Misc & Summer	152,100	31,428	56,010	64,662	57%
Subs - Professional	338,201	84,238	90,840	163,123	52%
Subs - Para	37,100	5,542	20,704	10,854	71%
Subs - Secretary	6,700	0	0	6,700	0%
O/T	24,500	6,299	0	18,201	26%
Med & Dent Payback	343,921	66,150	280,259	(2,488)	101%
TOTAL SALARIES	26,498,412	5,759,891	20,039,266	699,255	97.4%
BENEFITS:					
Health Ins	5,976,765	1,199,298	4,852,029	(74,562)	101%
Dental Ins	175,749	35,513	138,195	2,041	99%
Life Ins	66,194	14,435	57,016	(5,257)	108%
LTD Ins	55,639	11,729	47,256	(3,346)	106%
FICA	2,024,799	426,530	1,529,899	68,370	97%
Retirement - Non Professional	499,417	152,519	306,172	40,726	92%
Retirement - Professional	3,909,864	800,579	3,081,124	28,161	99%
Annuity	182,670	36,707	136,959	9,004	95%
Tuition Reimb	5,000	2,100	0	2,900	
Unemployment Comp	15,000	0	0	15,000	0%
Workers Com	138,648	198	0	138,450	0%
TOTAL BENEFITS	13,049,745	2,679,608	10,148,650	221,487	98.3%
ALL OTHER OPERATING EXPENSES:					
Mast Way	260,785	111,472	47,565	101,748	61%
Moharimet	173,116	76,325	8,010	88,781	49%
Middle School	377,931	142,917	39,238	195,776	48%
High School	858,146	188,257	44,654	625,235	27%
District	3,287,763	2,220,824	0	1,066,939	68%
Transportation	610,938	294,065	18,485	298,388	51%
Technology	725,291	634,124	41,619	49,548	93%
Facilities	3,013,011	2,064,544	143,148	805,319	73%
SPED	2,186,004	767,180	1,242,148	176,676	92%
TOTAL OPERATING	11,492,985	6,499,708	1,584,867	3,408,410	70.3%
GRAND TOTAL	51,041,142	14,939,207	31,772,783	4,329,152	91.5%

Comment Section: Additional funding for Communications and Title I offset by salary savings. Health cost increase due to existing staff upgrades to family plans.

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
November 2, 2022 – Second Read/Adoption- Unanimous Consent

Title	Code
Policies for First Read	
Policies for Second Read/Adoption – Unanimous Consent	
Suicide Prevention and Response	JLDBB
Indoor Air & Water Quality	EBBD
Policies for Deletion/Replacement	
Policies in Process	
Policy Development System/Policy Adoption/Policy Review and Evaluation	BGA/BGB/BGC
Discipline Policies to be reviewed	JICK, JIDD
Review of “B” Policies	BBAA/BBAB/BDB/BF.1

OYSTER RIVER COOPERTIVE SCHOOL BOARD	Policy Code: JLDBB
Review Policy Committee September 9, 2022 & 10/13/22 School Board First Read: October 19, 2022 <u>School Board Second Read/Adoption: November 2, 2022</u>	Page 1 of 3 Category: Priority

SUICIDE PREVENTION AND RESPONSE

The Oyster River School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

- A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.
1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, ~~in addition to the~~ *{see adoption note (d) above, and B.1 & B.2, below}* ~~_____ District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons,~~ to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) ~~Such~~ Include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
 2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons ~~from the elementary, middle and high school levels along~~ with input and evidence from community health or suicide prevention organizations, and District health and ~~guidance~~ **mental health** personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

OYSTER RIVER COOPERTIVE SCHOOL BOARD	Policy Code: JLDBB
Review Policy Committee September 9, 2022 & 10/13/22 School Board First Read: October 19, 2022 School Board Second Read/Adoption: November 2, 2022	Page 1 of 3 Category: Priority

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. ~~[[The Superintendent shall appoint a] OR [the _____ is designated as the]]~~ a District Suicide Prevention Coordinator, **from one of the building suicide prevention liaisons** who, under the direction of the Superintendent shall be responsible for:

- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
- b) annual updating of (i) State and community crisis or intervention referral **intervention** information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District’s website;
- c) developing - or assisting individual teachers with the development – of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- d) developing or assisting in the development of the annual staff training required under section C of this policy;
- e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. Building Suicide Prevention Liaison. The Building Suicide Prevention Liaisons ~~from the elementary, middle and high school levels [name position _____],~~ **or, in his/her their absence, the building principal, shall be designated as the Building Suicide Prevention Liaison,** and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. **In the absences of the building suicide prevention liaison, the principal shall act in that role.** Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan ~~with the and inform~~ District Suicide Prevention Coordinator ~~or designee.~~

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District’s website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral **intervention** resources. The District Suicide Prevention Plan will be made available on the District’s, and each school’s respective websites.

OYSTER RIVER COOPERTIVE SCHOOL BOARD	Policy Code: JLDDB
Review Policy Committee September 9, 2022 & 10/13/22 School Board First Read: October 19, 2022 School Board Second Read/Adoption: November 2, 2022	Page 1 of 3 Category: Priority

Other Resources:

- The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org
- American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>
- Suicide Prevention Resource Center - <http://www.sprc.org>
- The National Suicide Prevention Lifeline - <https://www.suicidepreventionlifeline.org>
- The Trevor Project - <https://www.thetrevorproject.org>
- NAMI
- 988 Suicide Prevention Hotline
- **Crisis Response Plan - TBD if included as other resources.**

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: EBBD
DRAFT to Policy Committee: May 9, 2010 Date to School Board for First Read: May 25, 2011 School Board Second Read/Adoption: June 15, 2011 Review/First Read School Board: December 19, 2012 Second Read/Adoption School Board: January 2, 2013 Policy Committee Review: January 9, 2020 ~ No Change Policy Committee Review: October 13, 2022 School Board First Read: October 19, 2022 School Board Second Read/Adoption: November 2, 2022	Page 1 of 1 Category: Required

INDOOR AIR [AND WATER](#) QUALITY

Air [and water](#) quality in all Oyster River Cooperative Schools will meet all Federal and State Guidelines.

Concerns relating to air [and water](#) quality will be addressed by the Facilities Director and appropriate action will be taken.

Legal References:

- RSA 200:11-a, Investigation of Air Quality
- RSA 200:48, Air Quality in Schools
- [NH Code of Administrative Rules, Section Ed.306.04\(a\)\(24\), Air Quality in School Buildings](#)
- [NH Code of Administrative Rules, Section 306.07\(a\)\(4\), School Facilities](#)
- [RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities](#)



Special Education

SCHOOL BOARD PRESENTATION

11.2.2022

Referral to Special Education

- IEP team meeting scheduled 15 business days after receiving referral
- Dispose of referral (team determines to accept referral and evaluate or to not accept referral because needs can be met through regular education)
- For Preschool, referral is part of the early supports and services transition unless a parent opts out of this notification (process needs to start early because if eligible, an IEP must be in place by the child's 3rd birthday)

Evaluation Review and Eligibility Determination

- For initial referral, IEP team meeting to review assessments conducted and eligibility determination must be completed within 60 days; for reevaluation may request an extension of an additional 30 days

IEP and Placement

- IEP team meeting within 30 days of eligibility determination
- Once IEP is signed, Placement determined (must be in the child's least restrictive environment)

Monitoring

- IEP team must meet annually to update/revise IEP; Evaluations at least once every 3 years unless agree it is not needed or agree to conduct earlier

Special Education Process

Big Picture – Caseload History

School	Caseloads 2015-2016	Caseloads 2016-2017	Caseloads 2017-2018	Caseloads 2018-2019	Caseloads 2019-2020	Caseloads 2020-2021	Caseloads 2021-2022	Caseloads 2022-2023
Preschool	11	17	17	24	23	17	21	22
Mast Way	29	32	34	35	38	30	30	34
Moharimet	52	56	52	60	45	41	35	35
ORMS	121	103	105	98	107	109	109	126
ORHS	113 ORCSD + 12 Barrington	121 ORCSD + 11 Barrington	102 ORCSD + 18 Barrington	85 ORCSD + 13 Barrington	90 ORCSD + 15 Barrington	89 ORCSD + 15 Barrington	106 ORCSD + 19 Barrington	114 ORCSD + 19 Barrington
Placed OOD	4	8	5	4	4	6	8	8
Totals	330 ORCSD + 12 Barrington	337 ORCSD + 11 Barrington	315 ORCSD + 18 Barrington	306 ORCSD + 13 Barrington	307 ORCSD + 15 Barrington	292 ORCSD + 15 Barrington	309 ORCSD + 19 Barrington	339 ORCSD + 19 Barrington

Percentage of Students with Disabilities

2022	16.67%
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2021	15.3%
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2020	14.4%
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2019	14.5%
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2018	14.5%
------	-------

2017	15%
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2016	16.2%
------	-------

2015	17.5%
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Staffing

School	22-23 Current Professional Teachers	23-24 Projected Professional Teachers
Mast Way	3	3
Moharimet	4	4
ORMS	10	10
ORHS	11	11
Total	28	28

School	22-23 Current Budgeted Paraeducators	23-24 Projected Paraeducators
Mast Way	14 + 1 tutor	14 + 1 tutor
Moharimet	6	6
ORMS	22	23
ORHS	28 (includes 2 Barrington) + 1 Admin Asst	27 (includes 1 Barrington) + 1 Admin Asst

Grade Level Caseloads 2022

MAST WAY

Kindergarten: 7 students

Grade 1: 10 students

Grade 2: 6 students

Grade 3: 6 students

Grade 4: 5 students

Total: 34 students

MOHARIMET

Kindergarten: 5 students

Grade 1: 6 students

Grade 2: 7 students

Grade 3: 11 students

Grade 4: 6 students

Total: 35 students

**PEP 22 students

Grade Level Caseloads 2022

ORMS

Grade 5: 19 students

Grade 6: 34 students

Grade 7: 35 students

Grade 8: 38 students

Total: 126 students

ORHS

Grade 9: 35 students

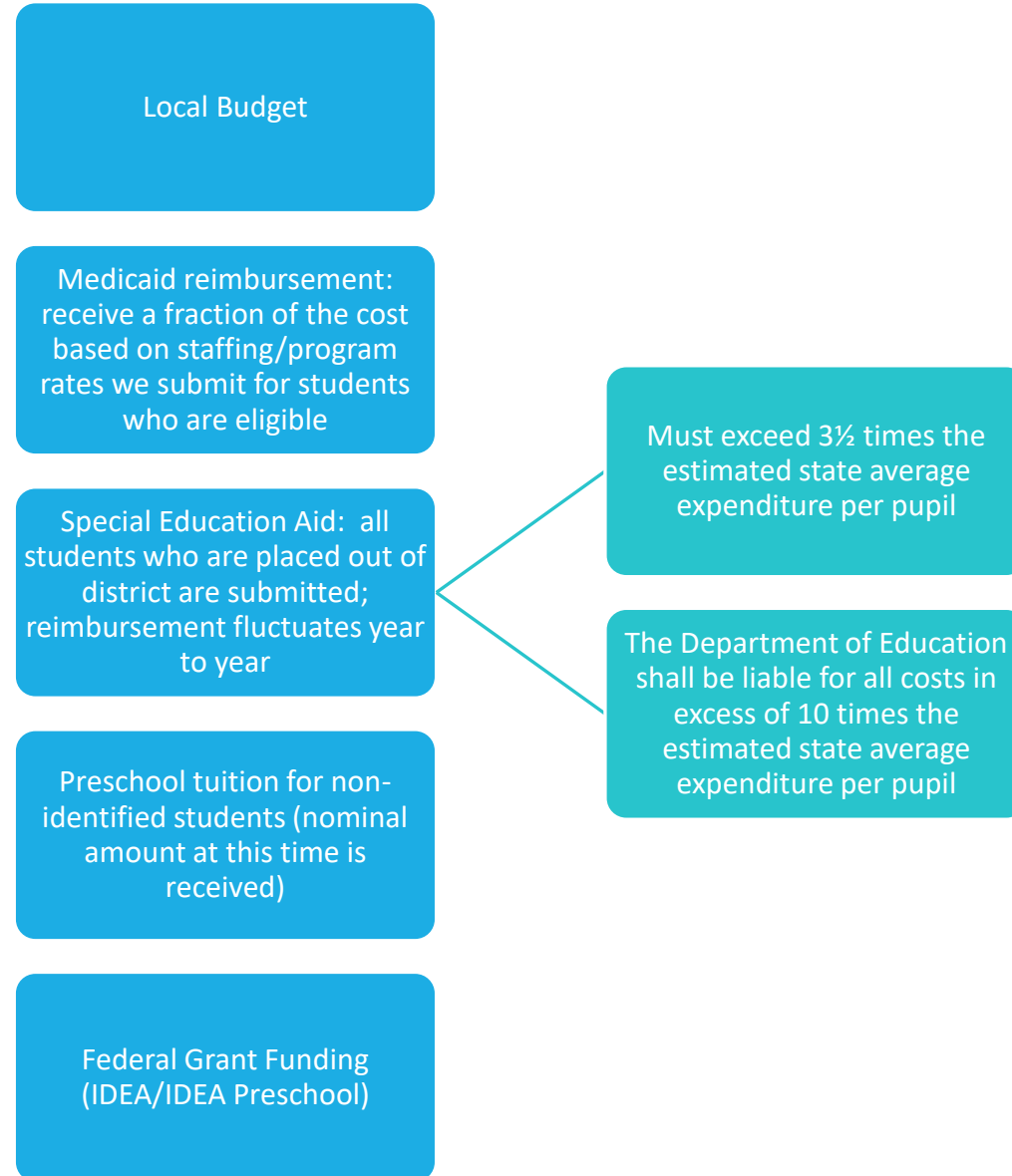
Grade 10: 30 students

Grade 11: 21 students

Grade 12 (includes 12+): 47 students

Total: 133 (114 ORCSD + 19 Barrington students)

Funding Sources for Special Education



Contracted Services

WHY

- Some services fluctuate
- Contracting for what you need is attractive and contracts can change from year to year; easier to adjust needs without a reduction in force
- Can be cost effective
- It is difficult to find staff for low incidence populations (Teacher of the Deaf, Teacher of the Visually Impaired)
- Agencies hire and train
- Other perspectives and skill set from an agency who has a team of professionals

WHO









- All of our PEP (Preschool Education Program) staff: teachers, paraeducators, speech and pathologist, occupational therapist, childfind coordinator
- Occupational Therapy districtwide
- Physical Therapy districtwide
- Speech and Language Pathologist (Mast Way)
- Teacher of the Deaf
- Social Work Services (NorthStar Services)
- Easter Seals program staff for youth transition services
- Northeast Passage (NEP) program staff for recreational therapy
- BCBA's and CIs (Board Certified Behavior Analysts and Clinical Instructors)
- Educational Audiologist

2021-2022 Special Education Determination Data

	ORCSD	State of NH
Graduation	100%	78.45%
Dropout	0%	9.54%
80% or more of day in Regular Education	82.84%	73.75%
In separate schools, and other OOD	1.49%	2.46%
Enrolled in a regular preschool program	100%	41.51%

BASIC OVERVIEW OF THE NH SPECIAL EDUCATION PROCESS

For more in-depth information about the special education process, parent/educator partnerships, disability awareness and other related topics, please contact the Parent Information Center at www.picnh.org ~ (603) 224-7005 or (800) 947-7005, or email info@picnh.org

 Referral to Consider Special Education	 Decision-Making Meeting (Disposition of Referral)	 Evaluation	 Eligibility Determination
<p>Anyone, including a parent may refer a child to be evaluated for special education.</p> <p>A best practice is to make a referral in writing. If a parent makes a referral, they should write a letter, include the date & keep a copy for their records.</p> <p>If the referral is made by anyone other than the parent, the school must immediately notify the parent in writing.</p>	<p>The school must schedule an Individual Education Program (IEP) team meeting, which includes the parent, within 15 business days after receiving a referral. At this meeting, called the “disposition of referral” meeting, the IEP team will determine whether the child’s needs can be met through regular education services or if the child should be evaluated for special education, and what testing will be done. Written parental permission is needed before the school can evaluate.</p>	<p>After receiving written parental consent, the school district will evaluate the child to determine eligibility & identify the child’s educational needs. For initial evaluations, the evaluation process must be completed within 60 days (no extension). For reevaluations, parents and the school district may agree to an extension of not more than 30 days.</p> <p>This means the school district has 60 days to complete the evaluations, reevaluations and assessments, develop a written summary report, and hold an IEP Team meeting to review the results of the evaluations and assessments to determine eligibility. The school district must provide parents (by mail unless the parent and school district agree on another method) copies of each examiner’s evaluation & assessment report(s) at least 5 days prior to the IEP Team meeting at which the reports will be discussed.</p> <p>If a parent disagrees with the school’s evaluations, they may request an independent educational evaluation (IEE) at public expense or they may pay for their own IEE.</p>	<p>Based on the evaluation results, the IEP team decides if the child is eligible for special education and determines a disability classification. To be eligible for special education, the child’s disability must negatively impact his/her educational performance.</p>
 Development of the IEP (Individualized Education Program)	 Determination of Educational Placement	 Monitoring	 Some Additional Parent Rights
<p>Within 30 days after a child is determined eligible for special education, the IEP team meets to develop the IEP.</p> <p>The IEP is reviewed & revised, as necessary, at least once each year, and must be in place at the start of each school year.</p> <p>The parent has 14 calendar days to sign the IEP, or any other document for which their consent is requested. The parent may give consent, refuse consent, or give partial consent.</p>	<p>After the IEP has been signed by the parent & the school district, the IEP team determines the child’s educational placement to implement the IEP.</p> <p>Placement options include a variety of settings but must be in the child’s Least Restrictive Environment (LRE). LRE means the child is to be educated in the same setting as nondisabled peers, unless his/her needs cannot be met in that setting.</p>	<p>The IEP includes a statement of how the child’s progress towards the annual goals will be measured and when and how it will be reported. Parents may request an IEP team meeting if they have concerns about their child’s progress.</p> <p>The IEP team must meet to review and revise the IEP at least once each year.</p> <p>A child is formally reevaluated at least once every 3 years, unless the parent and school district agree it is not needed or a parent or teacher requests a reevaluation be done sooner.</p>	<ul style="list-style-type: none"> ▪ Participate in all team meetings as a member of the IEP team ▪ Request an IEP meeting & have the meeting held within 21 days or be given written prior notice as to why the school will not meet ▪ Give, withhold or revoke written consent ▪ Access their child’s educational records within 14 days ▪ Be notified about important decisions regarding their child’s education (Written Prior Notice) ▪ Receive written notice of IEP meetings 10 days before the meeting (5 days notice for a manifestation determination meeting) ▪ Receive information in understandable language, and be given an interpreter or translator, if needed ▪ File a complaint, request a facilitated IEP team meeting, mediation, neutral conference or due process hearing

An Overview of the Early Childhood Transition Process in NH

For more in-depth information contact: The Parent Information Center at: (603) 224-7005 or (800) 947-7005 or by email at: info@picnh.org.

