

Raymond District Community Leadership Team Meeting



School Board Presentation: October 19 2022

MTSS-B Overview: District/ School Based Teams

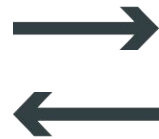


All teams integrated and representative:

- ✓ District/school leadership
 - ✓ School behavioral health
 - ✓ CMHC admin/clinicians
 - ✓ Wellness Staff (e.g. nurse)
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 - ✓ Wellness Staff (e.g. nurse)

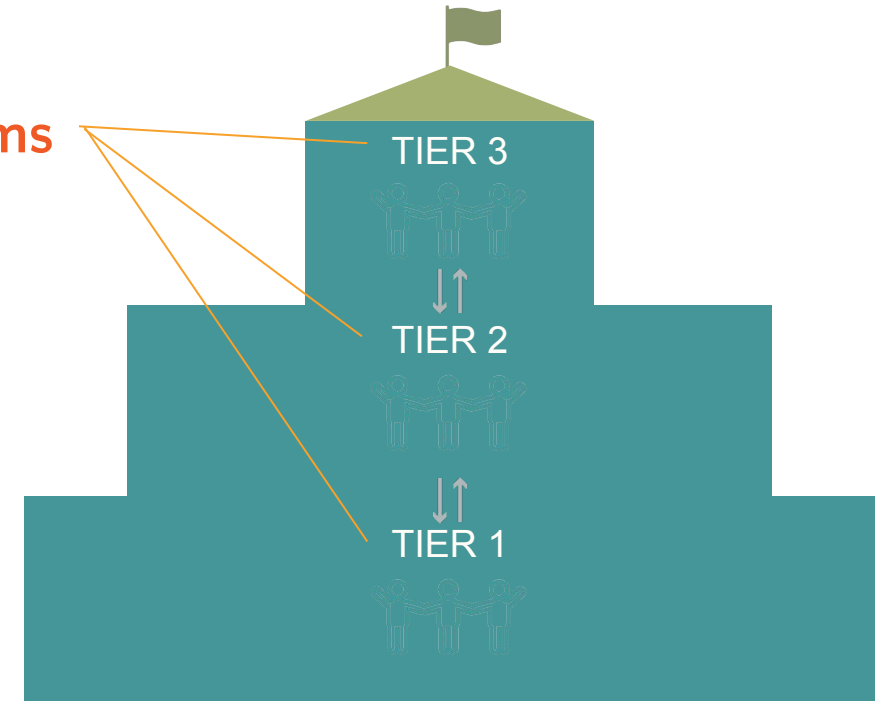
District-Community Leadership Team (DCLT)

- Sets district/community-wide goals & priorities
- Secures resources



School-Based Teams

- Implement practices
- Monitor progress



District Community Leadership Team

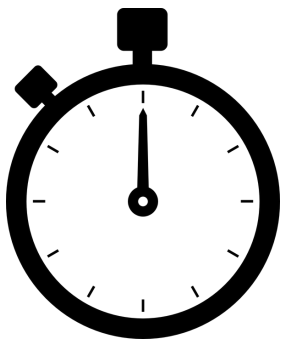
The Raymond School District and Community are committed to the social and emotional wellness of students. Key stakeholders and decision makers provide collaborative guidance to support the wellness of our school communities by identifying resources and implementing the multi-tiered system of support framework.

Community Members: 5
District Members: 22

- 1. Truancy**
- 2. Tier I Teams**
- 3. Response to crisis**
- 4. Data**

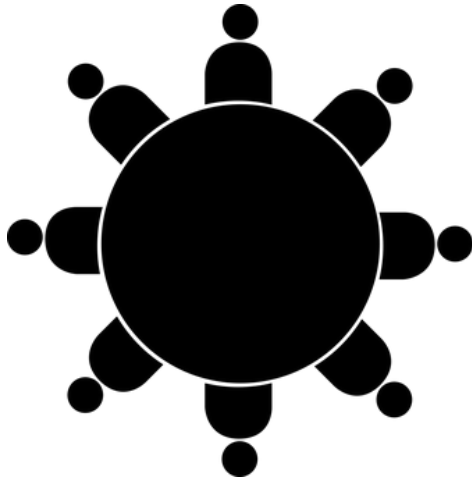
The DCLT meets on a monthly basis for 90 minutes. There are four workgroups completing the action planning for each of the identified priorities.

DCLT Roles



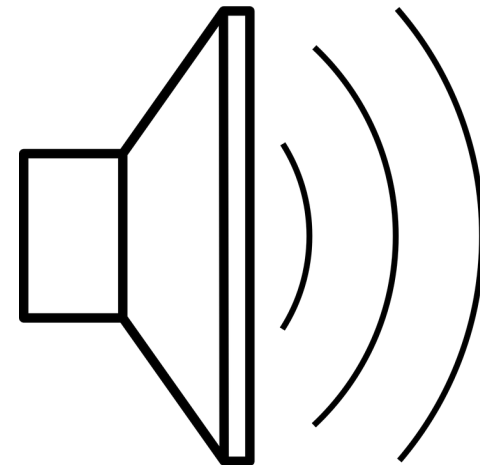
Time Keeper: Abigael Massey- Student Assistance Program Counselor/ IHGMS

Note Taker: Abigail Aldous- School Social Worker/ LRES



Co-Facilitator: Todd Ledoux- Director of Facilities and Safety/ SAU

EVERY MEMBER OF DCLT



Current Priorities & Sub Committees



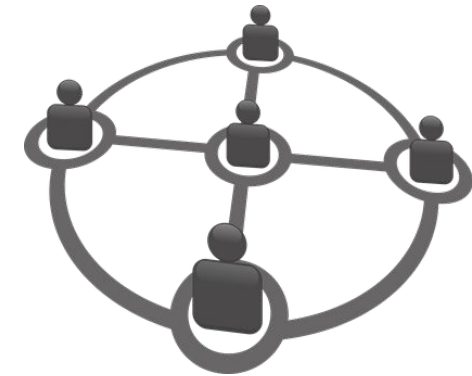
Truancy



**Data Collection and
Analyzation**



**Immediate Response
to Student Crisis**



Tier I Teams

DCLT Data Review

*High level overview of data reviewed by DCLT
Community, District & Fidelity Data*

DCLT Individual and Small Group Discussion

EXAMINE COMMUNITY DATA: What are the main takeaways from the Community Health Data you saw? What is most **meaningful** and **actionable**?

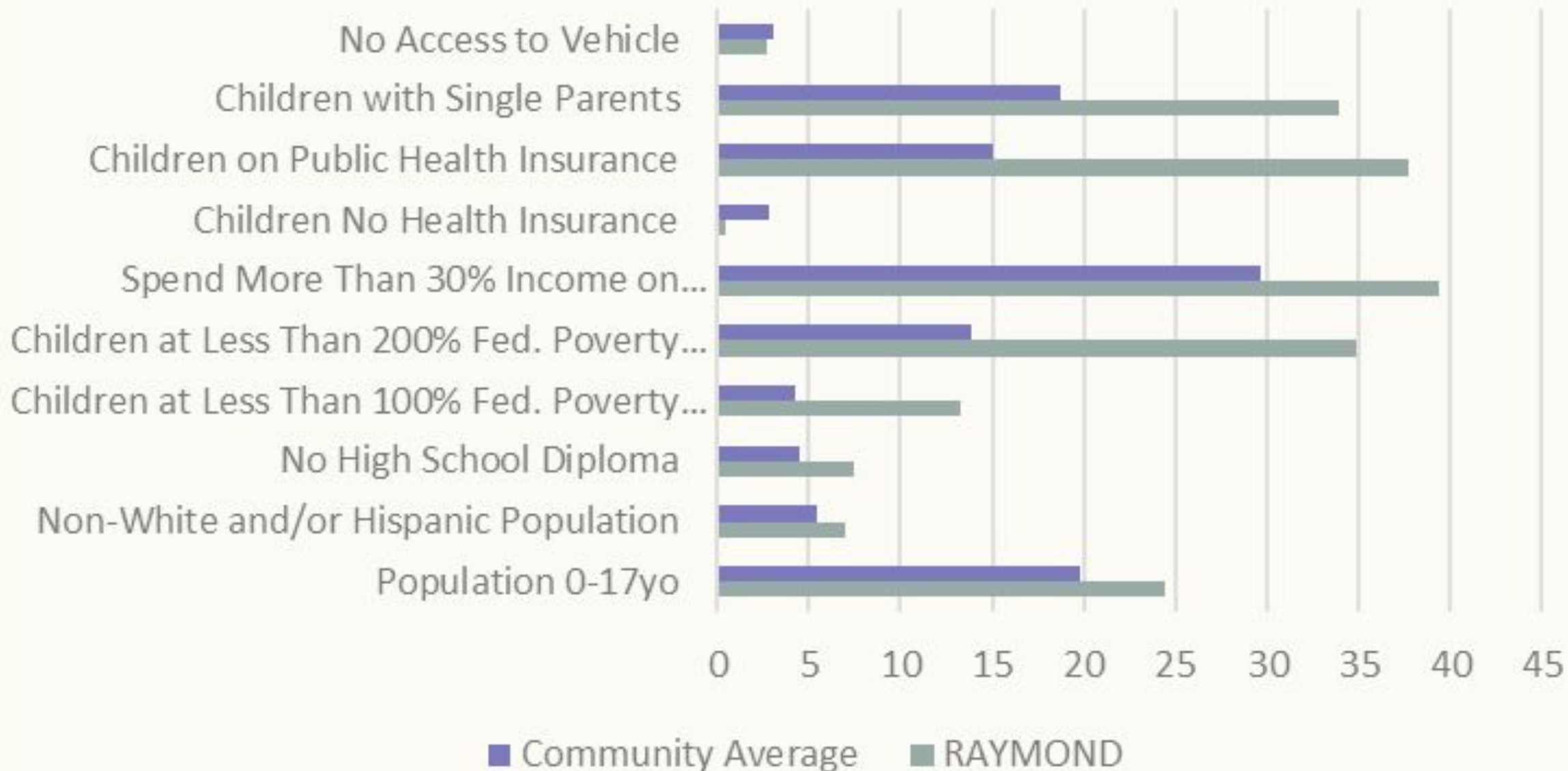
EXAMINE DISTRICT DATA: What sticks out as most **meaningful** from all of the District Data you saw (including academics, attendance, truancy, discipline/safety, equity, mental health, and nurse visit data)? From what is most meaningful, what is most **actionable**?

EXAMINE FIDELITY DATA: What are the main takeaways from the District-wide MTSS-B Fidelity scores/dashboard? What are your relative **strengths** and **challenges**? What has changed over time?

CONSIDER CONTEXT: What other grant requirements, current initiatives, or information do you need to take into account in your District-wide MTSS-B strategic planning? (*Project AWARE goals are stated below for your reference*)

PRIORITIZE: Taking everything together, what do you see as potential District-wide MTSS-B priorities this year?

Community Data (2019)



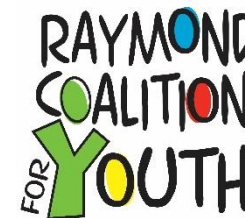
COMMUNITY	Population 0-17yo	Non-White and/or Hispanic Population	No High School Diploma	Children at Less Than 100% Fed. Poverty Level	Children at Less Than 200% Fed. Poverty Level	Spend More Than 30% Income on Rent/Mortgage	Children No Health Insurance	Children on Public Health Insurance	Children with Single Parents	No Access to Vehicle
BRENTWOOD	24	3.9	6.4	0	2	33	0.6	2.8	9.7	4.4
EPPING	20.5	4.5	8.8	5.9	12.6	34.6	0	19.6	21.1	1.8
FREMONT	19.6	3.7	4.2	0	7.6	25.3	1.1	13.4	9.9	1.7
NOTTINGHAM	21.3	1	3.4	0.6	3.9	22.1	6.9	6.8	12.8	1.2
RAYMOND	24.4	7	7.4	13.3	34.9	39.4	0.5	37.7	33.9	2.7
Community Average	19.8	5.5	4.4	4.2	13.8	29.7	2.8	15.0	18.8	3.0



Promoting *Positive Healthy Choices* for Youth!

Since 2002

The Raymond Coalition For Youth empowers the community to promote positive youth development and reduce youth substance use, and suicide risk.



*These results will be shared with Raymond Coalition for Youth. The DCLT received a full presentation within the last year and a brief overview in October of our **2019** Survey outcomes. DCLT members will be sent the most recent YRBS results following this meeting (**2021**).*

District Data Profile *Raymond School District*

Raymond School District || **New Hampshire**

Ethnicity & Race

American Indian or Alaskan	N	
Asian or Pacific Islander	N	.2%
Black or African American	<10%	2.2%
Hispanic or Latino	<10%	7.3%
White	89.9%	83.6%
Multiple Races	<10%	3.2%

N = Data suppressed due to student population being <11; N/A = Data not applicable



1,182 || **167,910**
student enrollment



\$19,251 || **\$18,434**
cost per pupil



23.5% || **18.6%**
students with disabilities



13% || **21%**
eligible for Free & Reduced Lunch



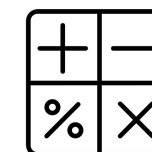
11 || **23 (avg.)**
students experiencing homelessness



1.14% || **1.35%**
annual dropout rate



45% || **52%**
proficiency in English Language Arts (ELA)

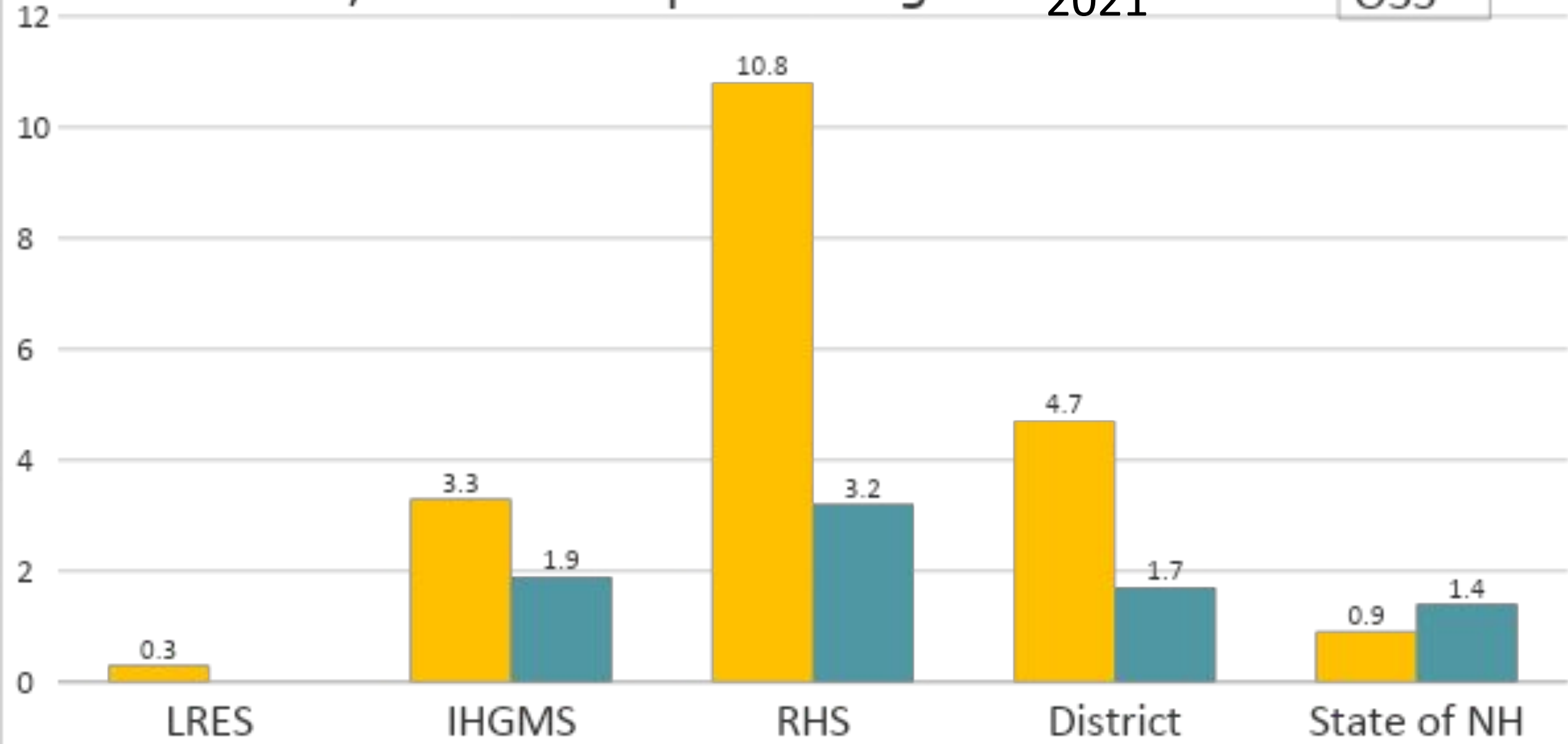


27% || **38%**
proficiency in mathematics

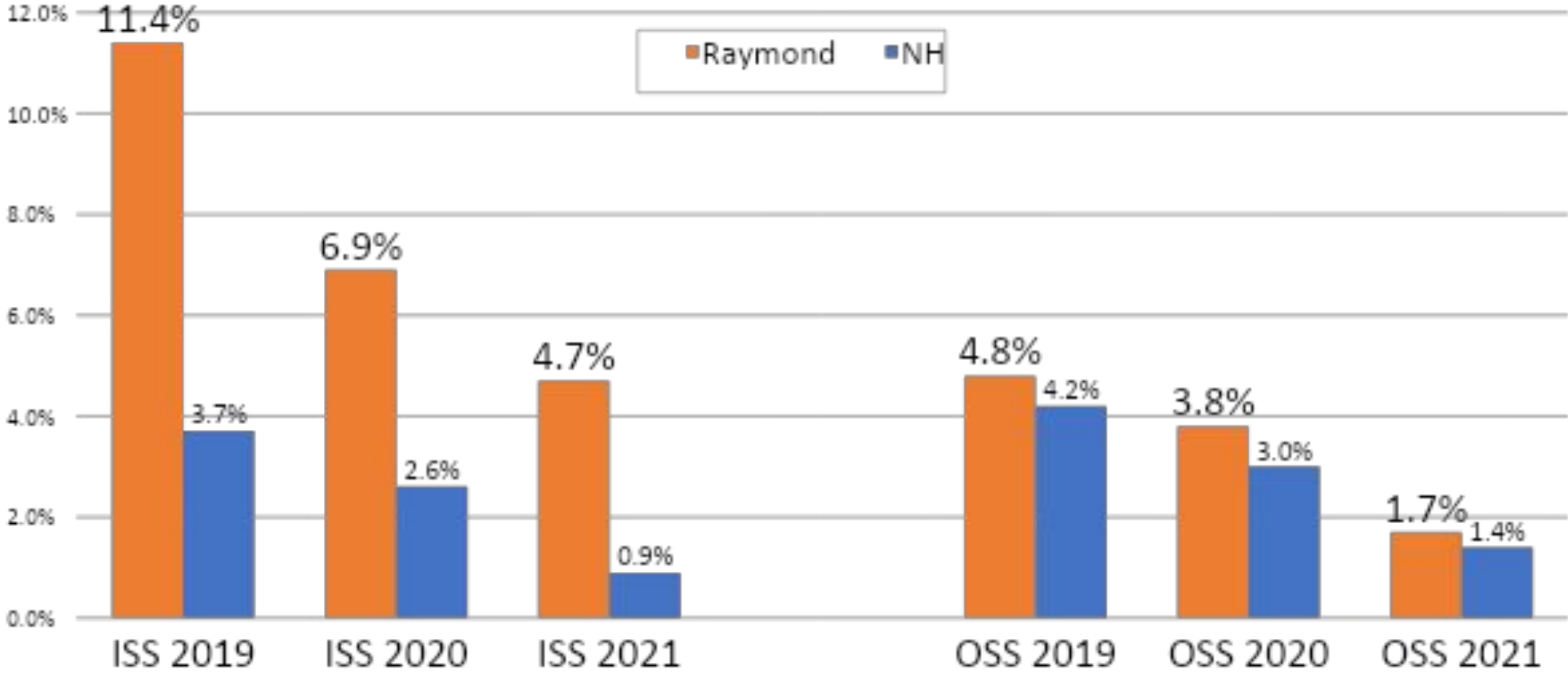
Restraints, bullying, truancy & safety data by school and district, with state averages 2021

	Restraints and seclusions (per 100 students)	Reported incidents of bullying of any kind (per 100 students)	Students habitually truant (per 100 students)	Incidents of Violence (per 100 students)
LRES	2.82	0.8	20.1	0.3
IHGMS	0.00	2.1	56.7	1.4
RHS	0.00	1.4	27.4	3.7
District	0.87	1.5	36.4	1.7
New Hampshire	0.62	0.5	17.1	1.2

% of students receiving suspension by school and district, with state percentages 2021

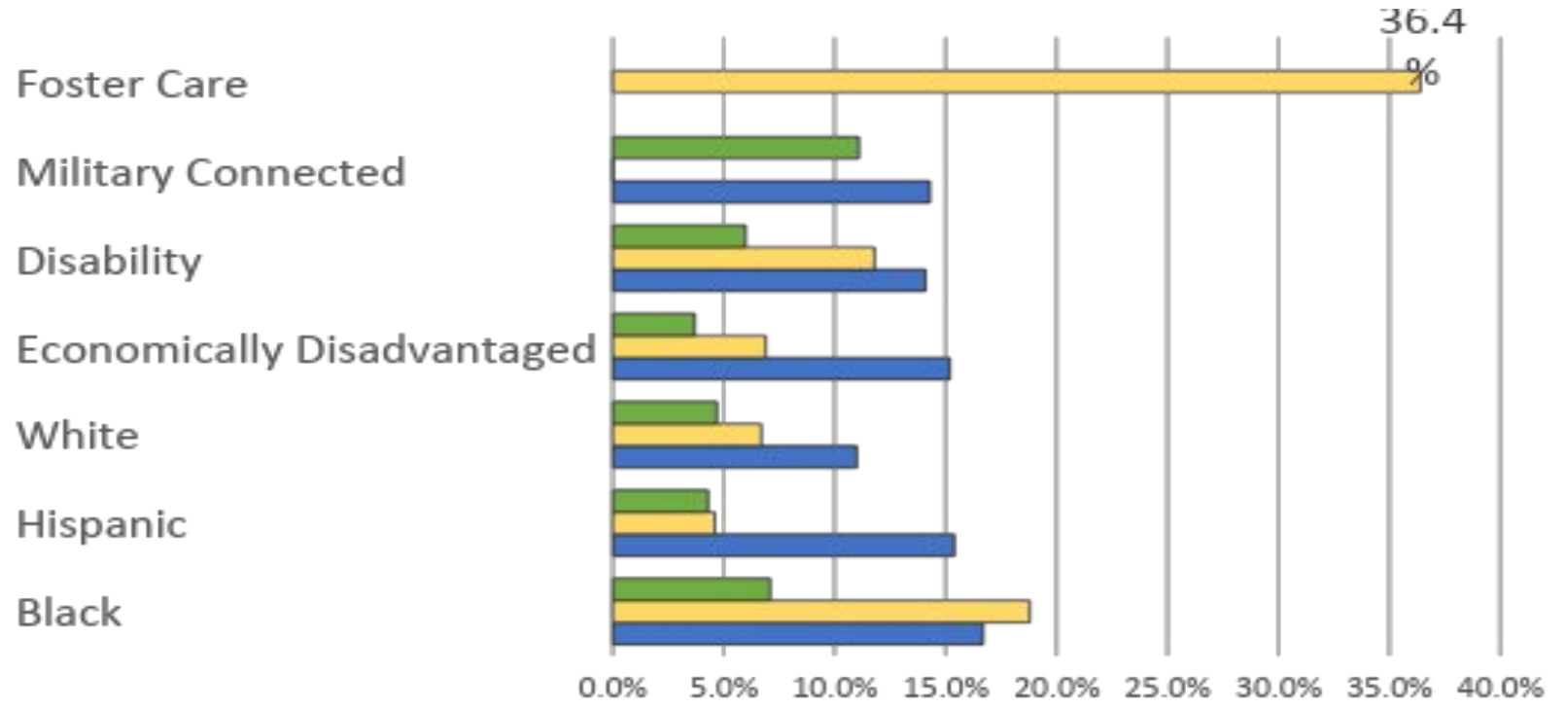


2019-2021 ISS & OSS Rates in Raymond, Compared to NH

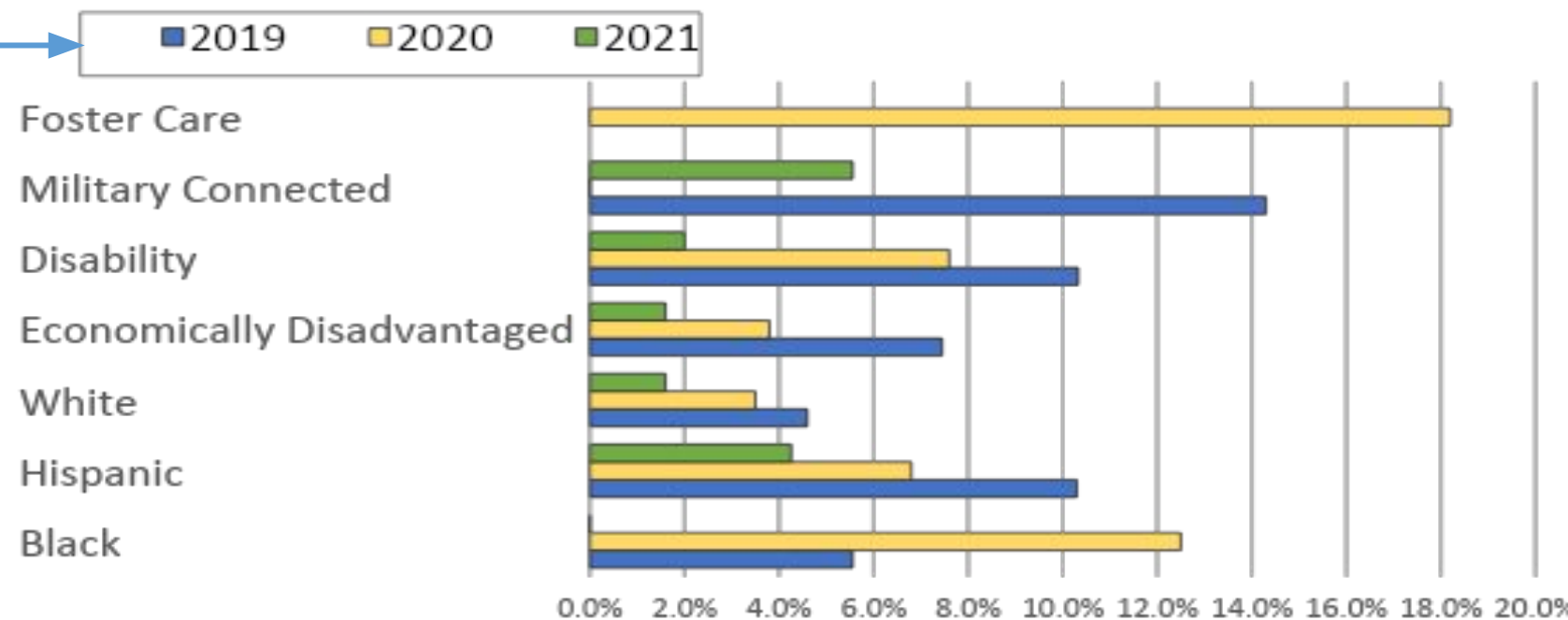


Demographic Breakdown of Discipline Data

ISS Rates (2019-2021)

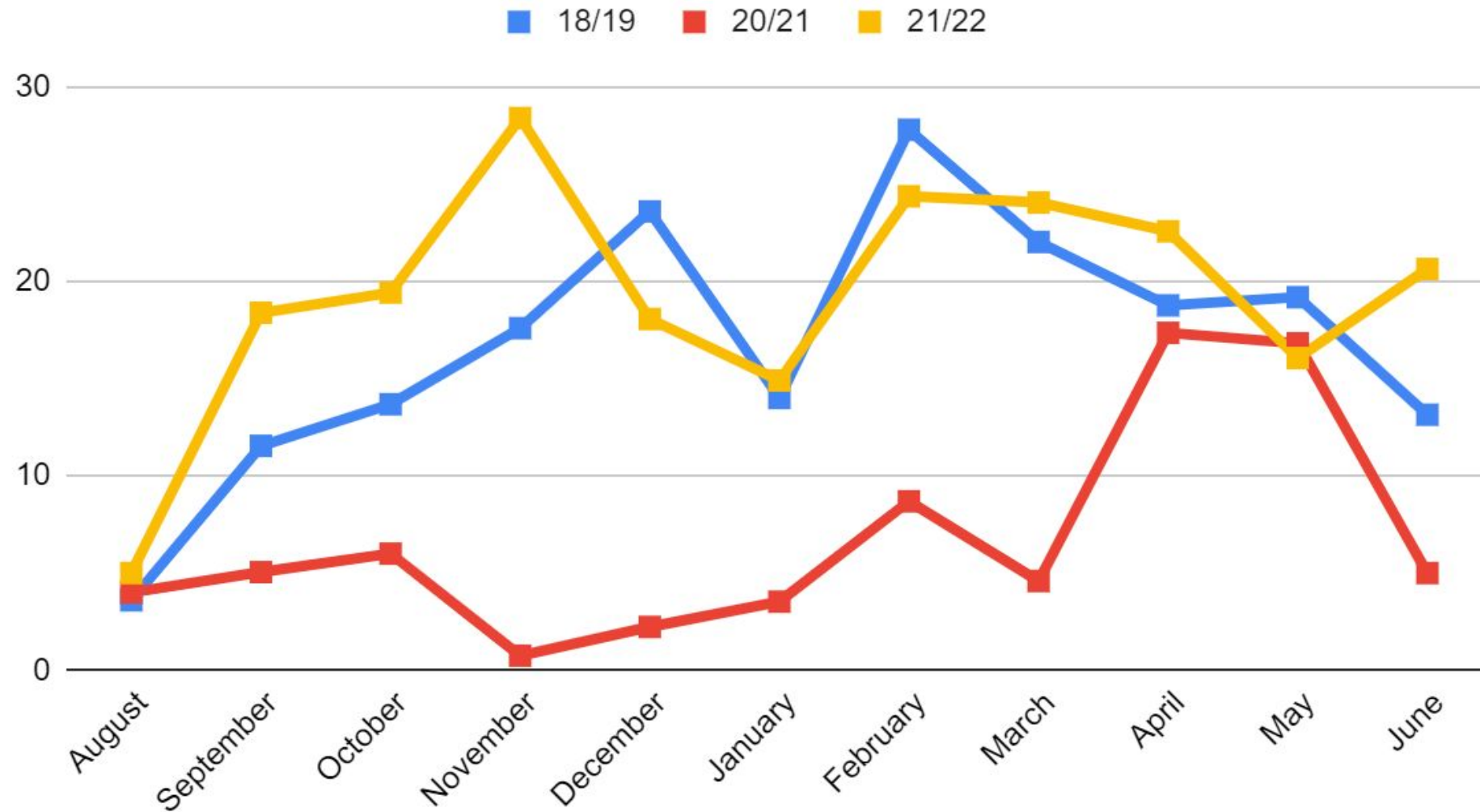


OSS Rates (2019-2021)



Office Discipline Referrals - District Wide

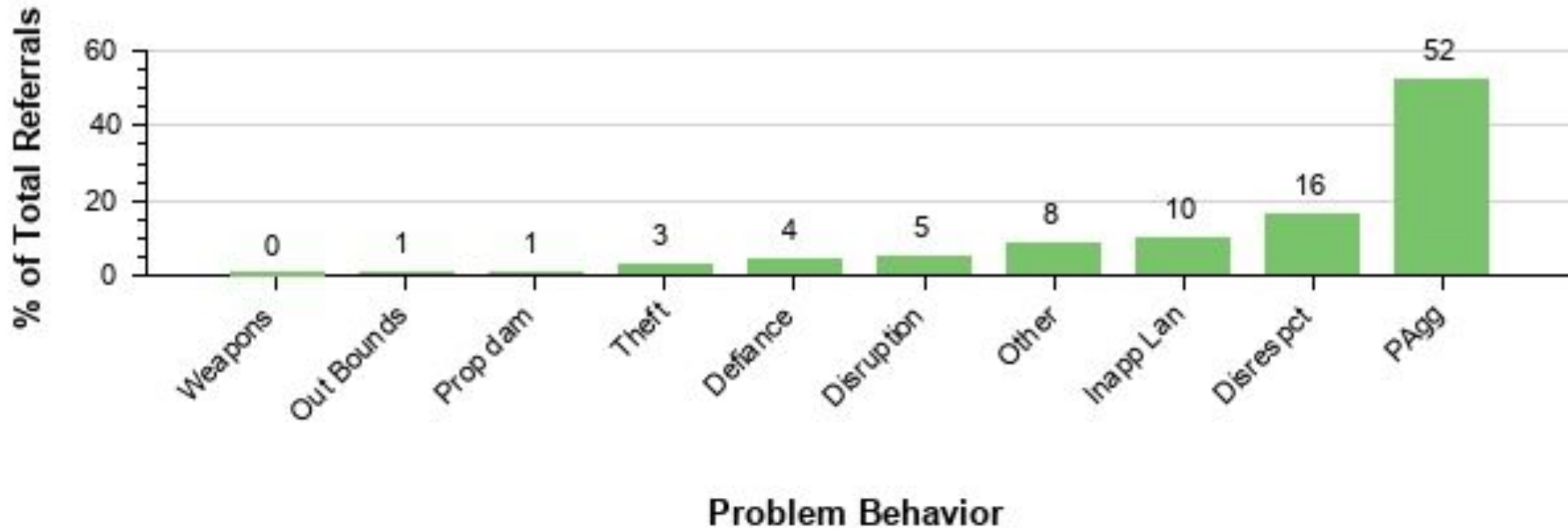
18/19, 19/20 and 20/21



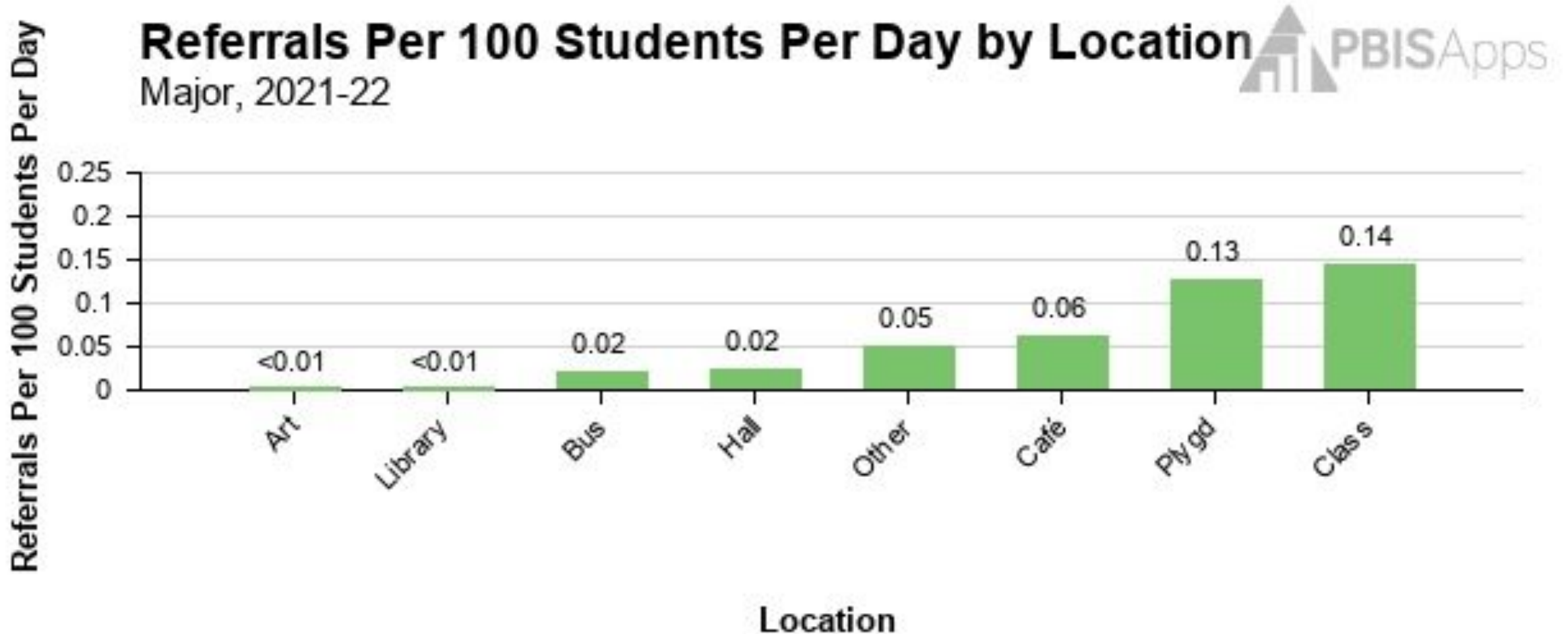
LRES Year End Info (21/22)

% of Total Referrals by Problem Behavior

Major, 2021-22



LRES Year End Info (21/22)

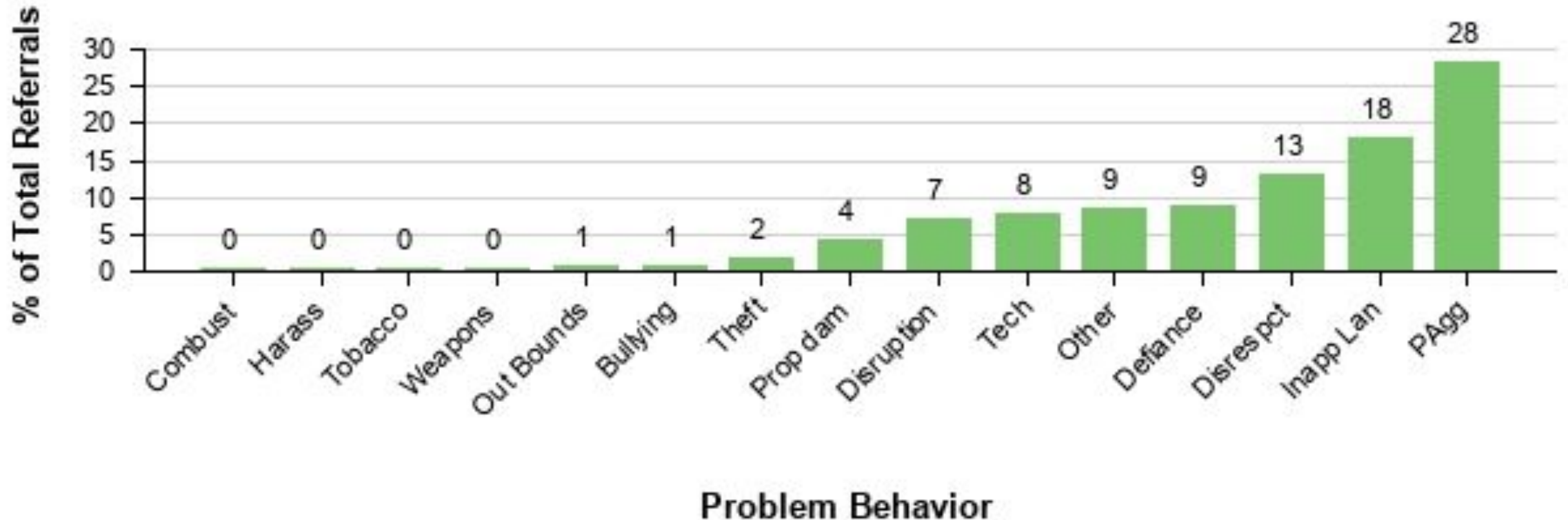


IHGMS Year End Info (21/22)

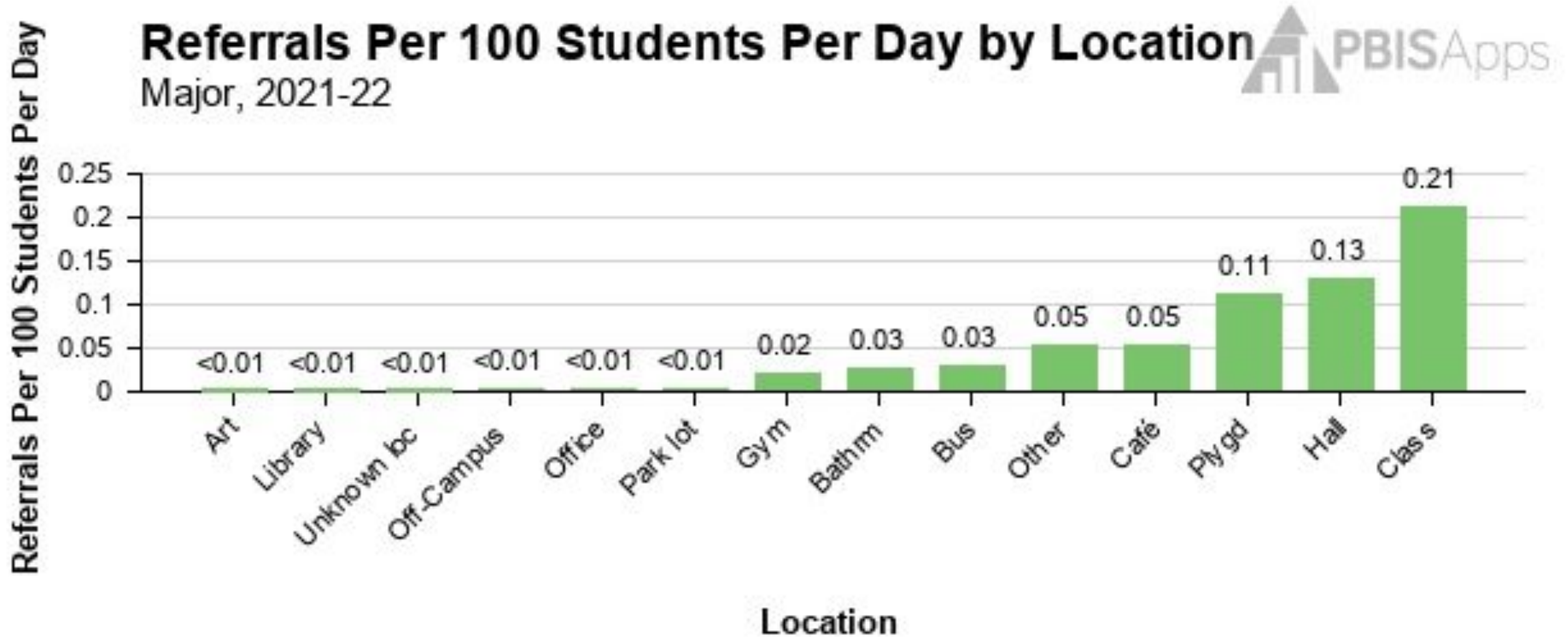


% of Total Referrals by Problem Behavior

Major, 2021-22



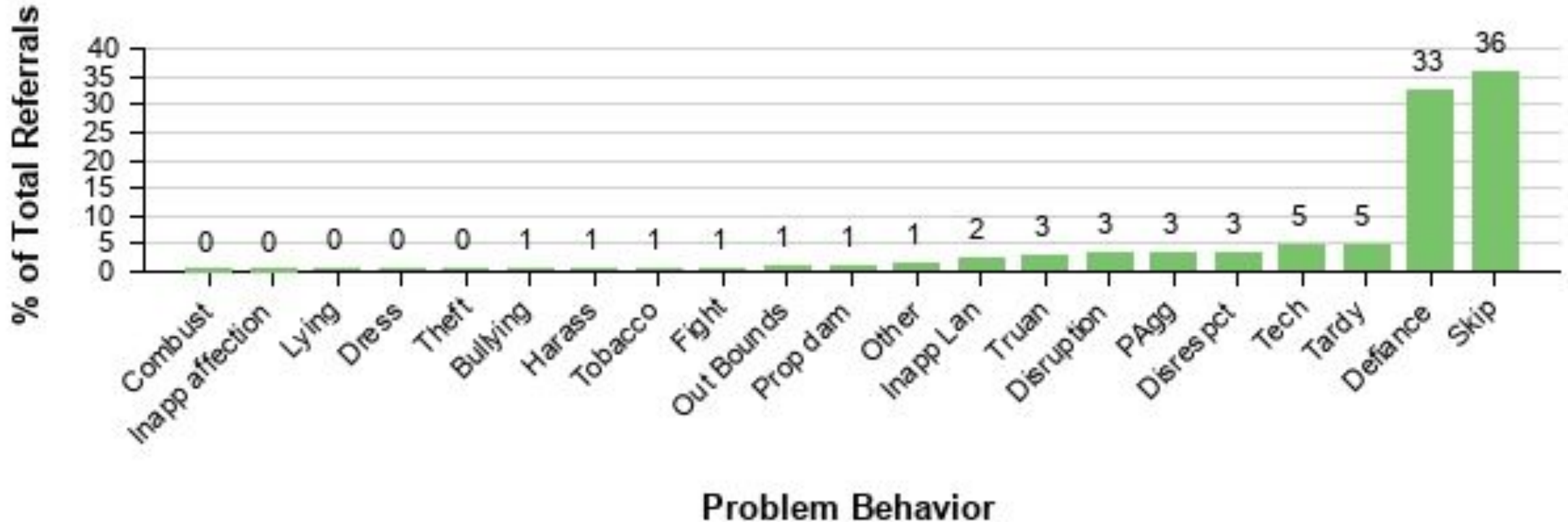
IHGMS Year End Info (21/22)



Raymond High School Year End Info (21/22)

% of Total Referrals by Problem Behavior

Major, 2021-22



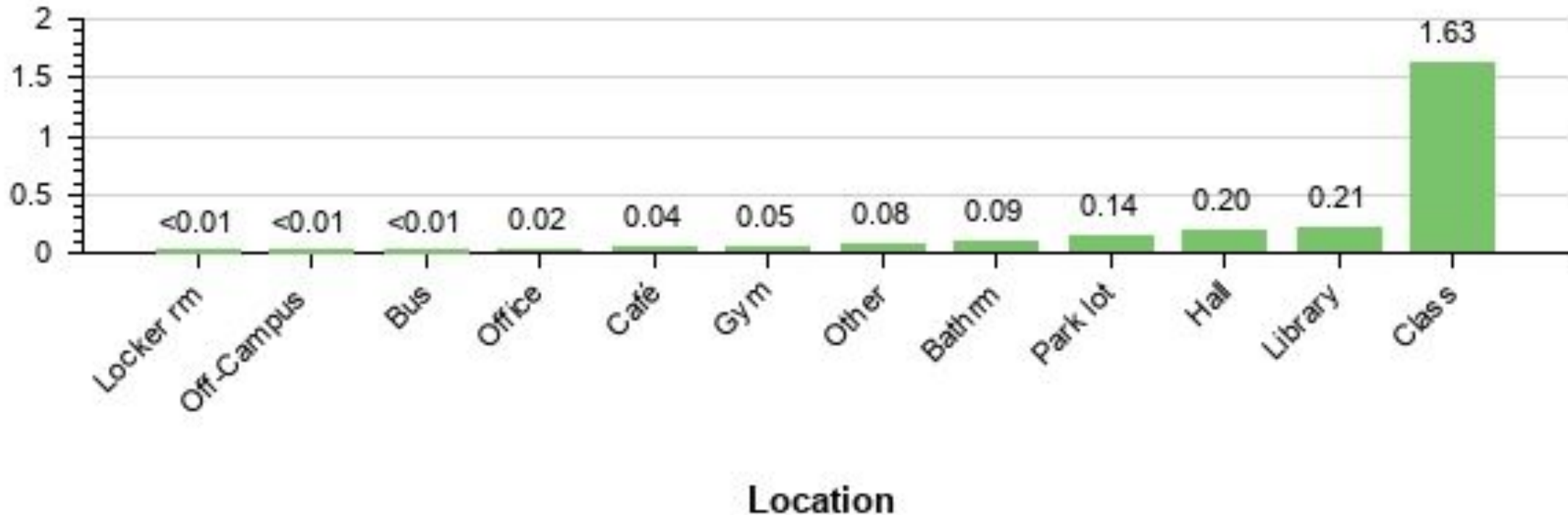
Raymond High School Year End Info (21/22)

Referrals Per 100 Students Per Day

Referrals Per 100 Students Per Day by Location



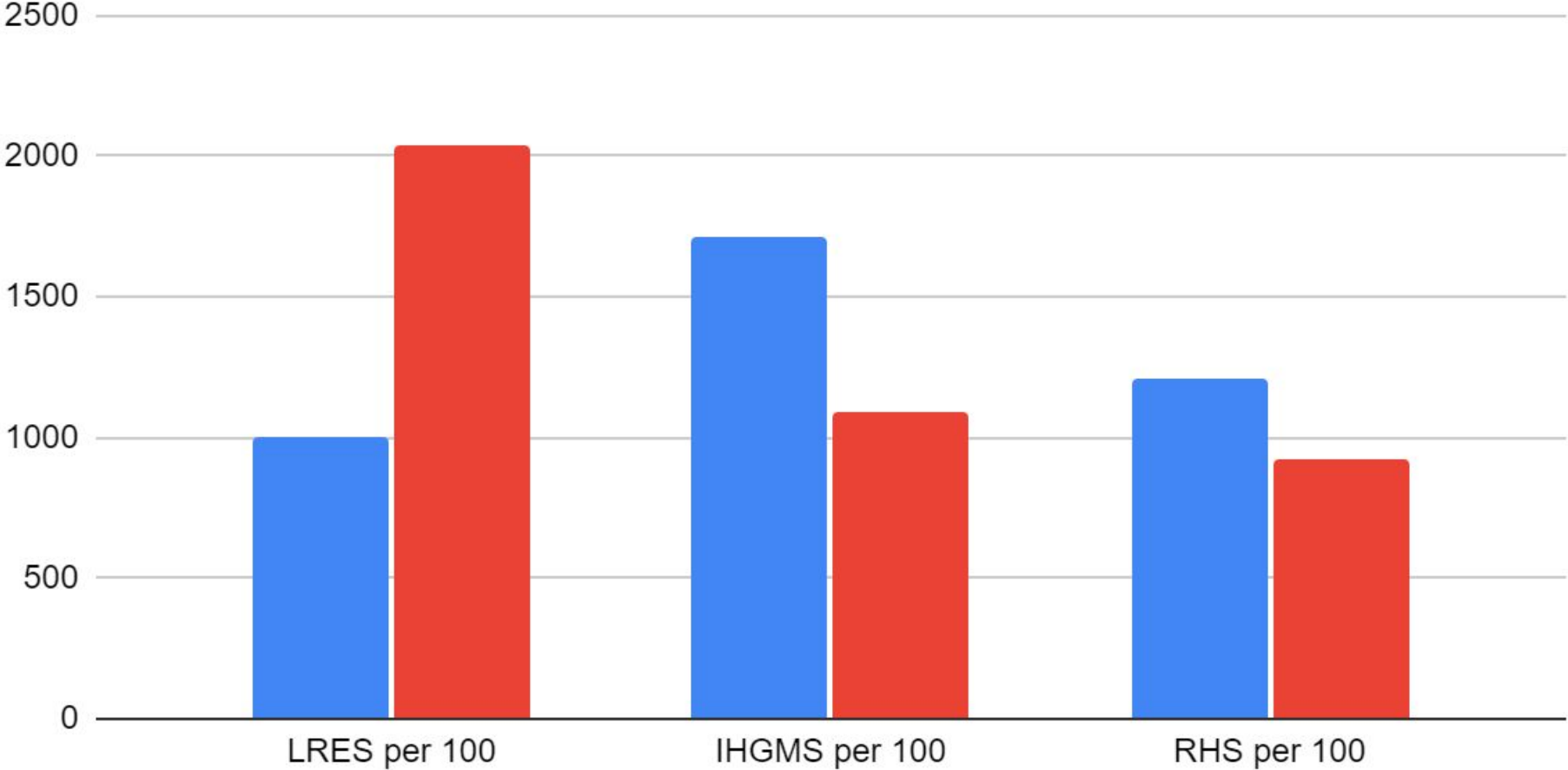
Major, 2021-22



Nurse Visits

LRES per 100, IHGMS per 100 and RHS per 100

18/19 21/22



Comparison between the two most recent FULL in person school years

Nurse Visits- further defined...

In 21/22 SY-

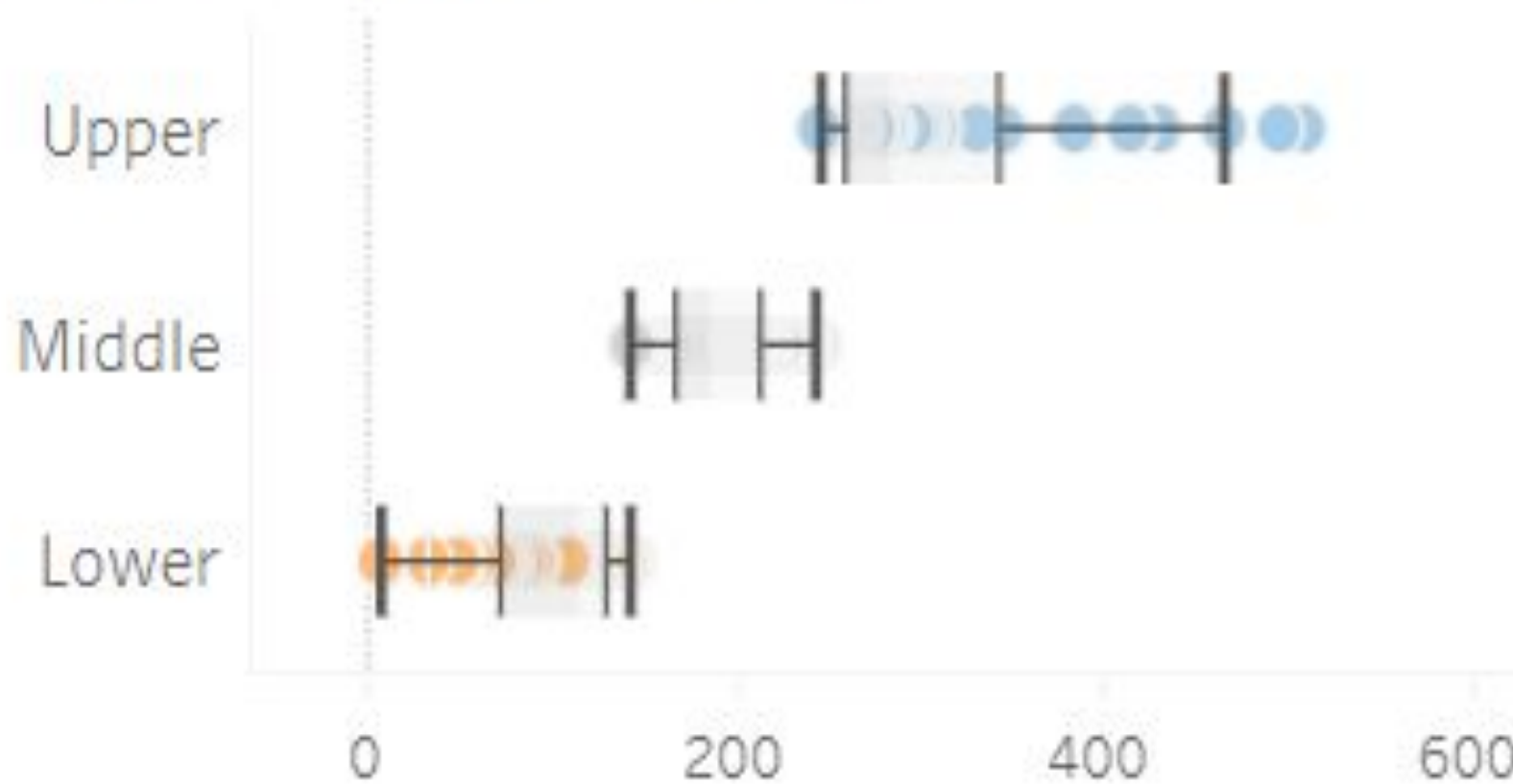
LRES students visited the nurse approximately 20 times per student

IHGMS students visited approximately 10 times per student

RHS students visited less than 10 times per student

Student/ Counselor Ratio 2021

Distribution by Entity and Quartile



Building	Ratio
LRES	177
IHGMS	219.5
RHS	175
DISTRICT WIDE	197

Raymond School District falls within the “middle” range of school districts

Immediate Response to Student Crisis- Type: First 24 Days of School



■ Danger to self

■ Fighting

■ Elopement

■ Danger to others

■ Extreme Emotional Regulation

■ Other

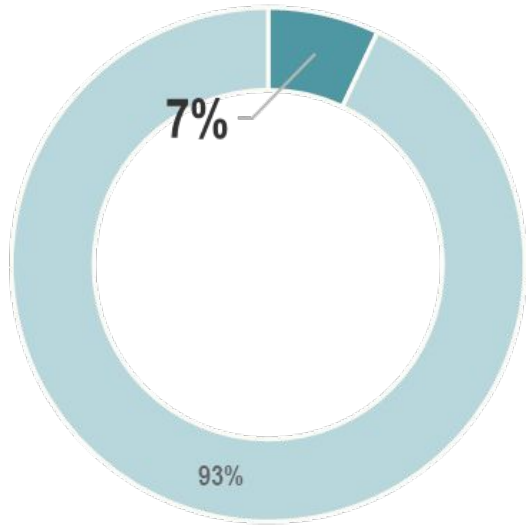
In 24 22/23 School days, there have been a total of 42 Student Crises.

These 42 incidents took a total of 48.5 hours to manage. This equates to 2 hours per day.

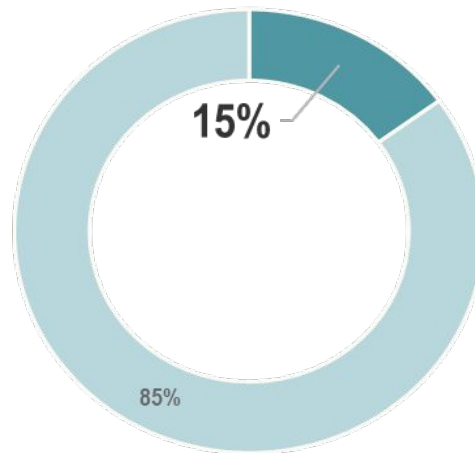
Incidents were managed by behavioral health staff as well as administration dependent on the nature of the crisis

Percent of Students Receiving Mental Health Services

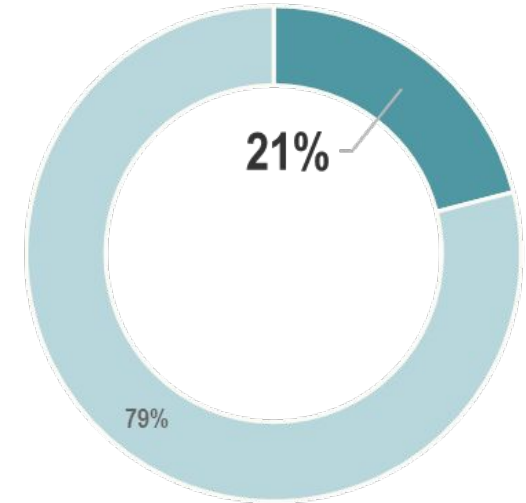
LRES



IHGMS



RHS



** Please note that some data is not included in these totals*

MFI Purpose

- MTSS–B Review
- Gauge fidelity to the NH MTSS–B framework
- Identify relative strengths and growth areas of MTSS–B implementation
- Monitor progress toward MTSS–B implementation
- Facilitate action/strategic planning

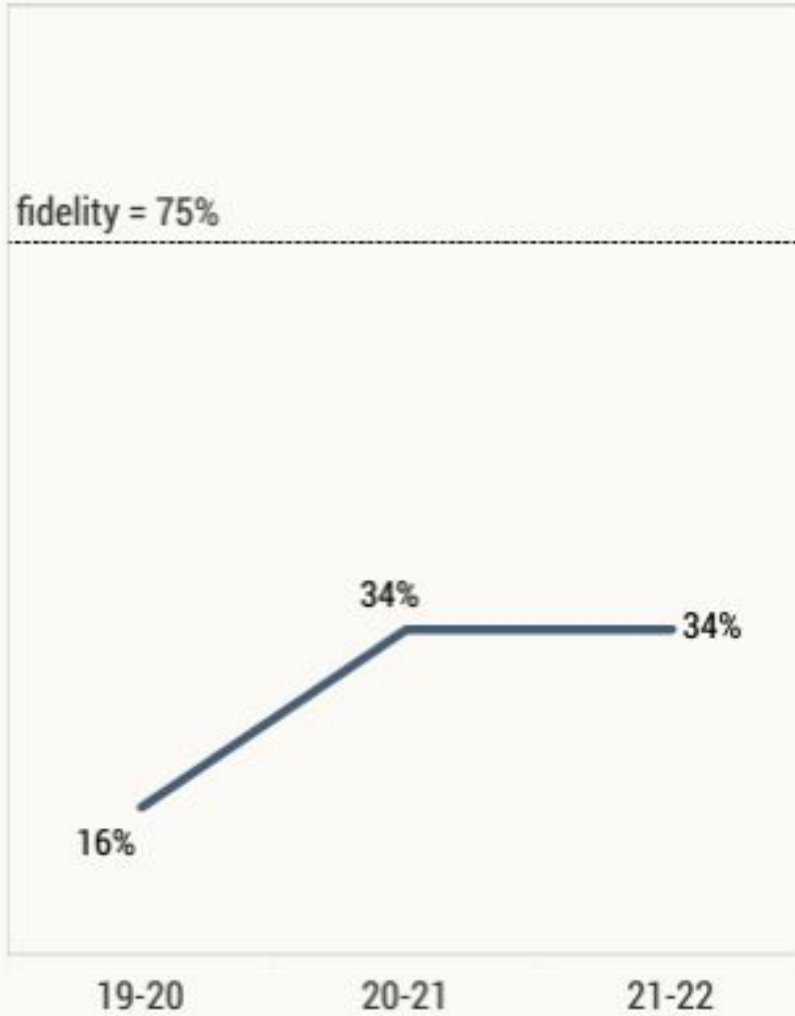
Four Modules:

- District
- Behavioral Health Integration
- Schoolwide Tier 1
- Schoolwide Tier 2/3

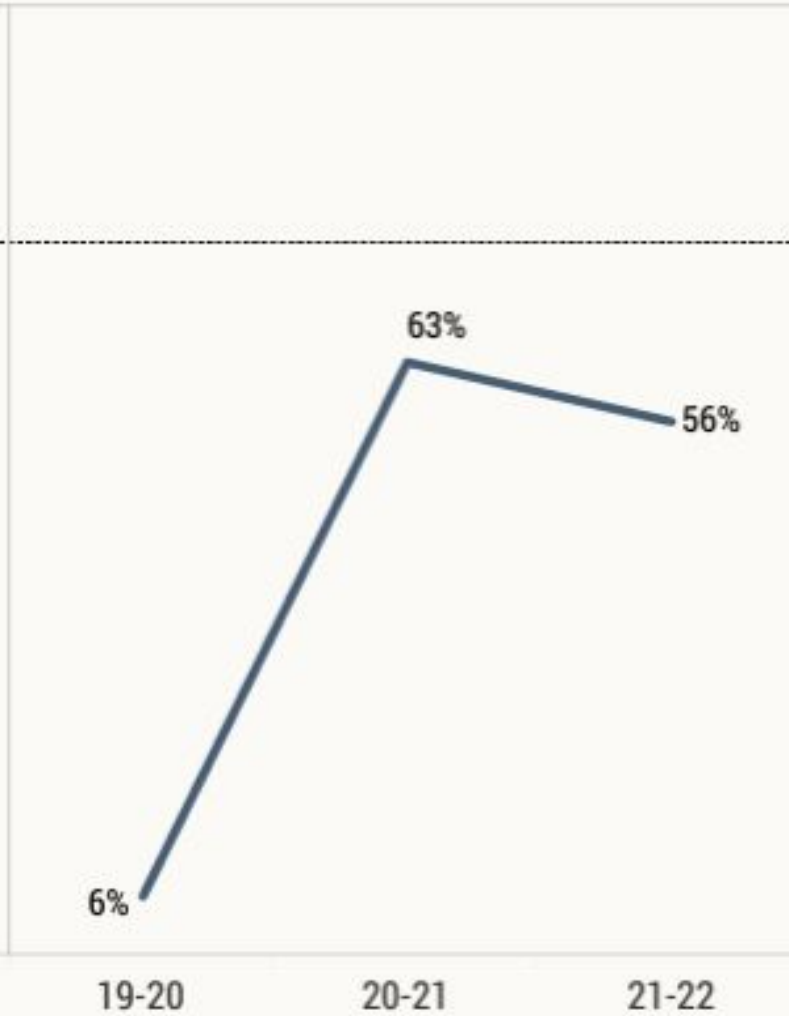
Raymond District Level Dashboard

District domain scores

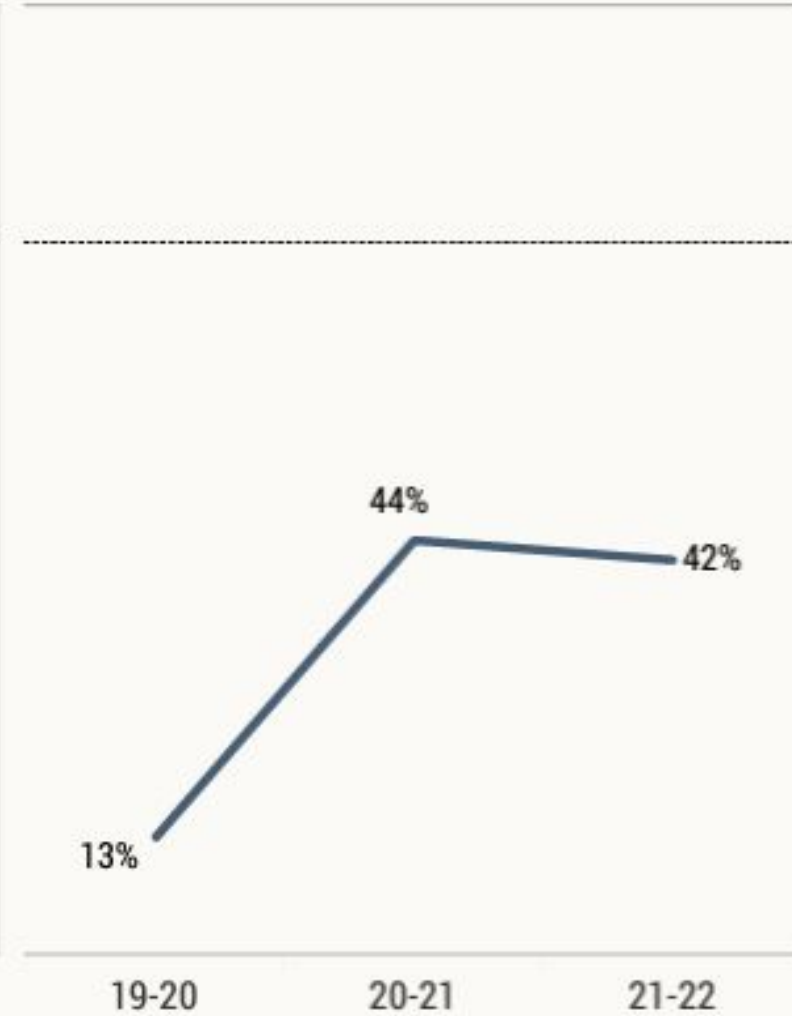
District Leadership and Support



District Community Leadership Team



Overall score



District item-level scores



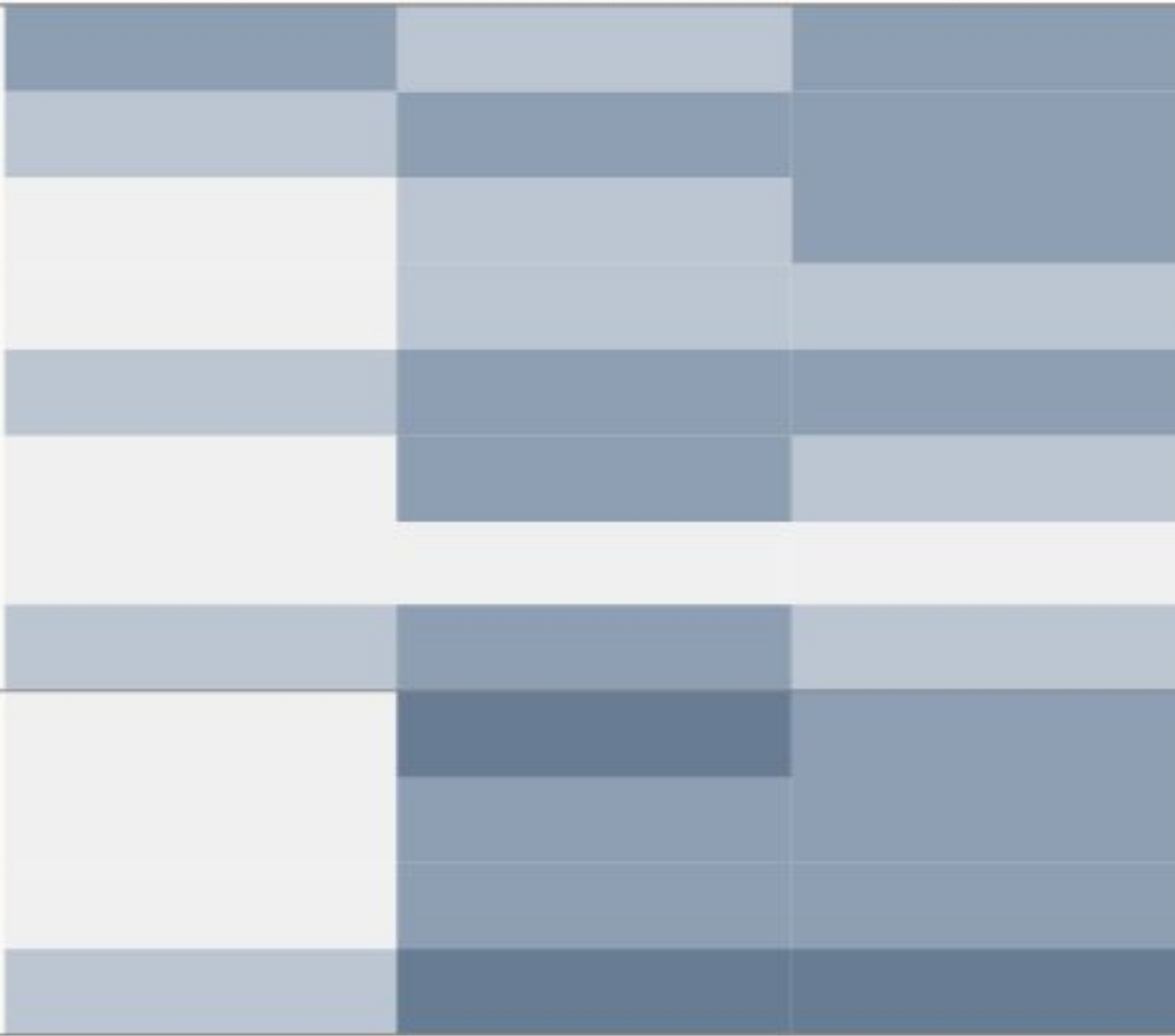
19-20 20-21 21-22

District Leadership and Support

- D1. District buy-in
- D2. District alignment and prioritization
- D3. District fiscal support
- D4. District human resource support
- D5. District technology and data
- D6. District professional development
- D7. District equity focus
- D8. District accountability and outreach

District Community Leadership Team

- D9. District team structure
- D10. District team composition
- D11. District team data-based decision making
- D12. District team facilitation/coaching



Four Modules:

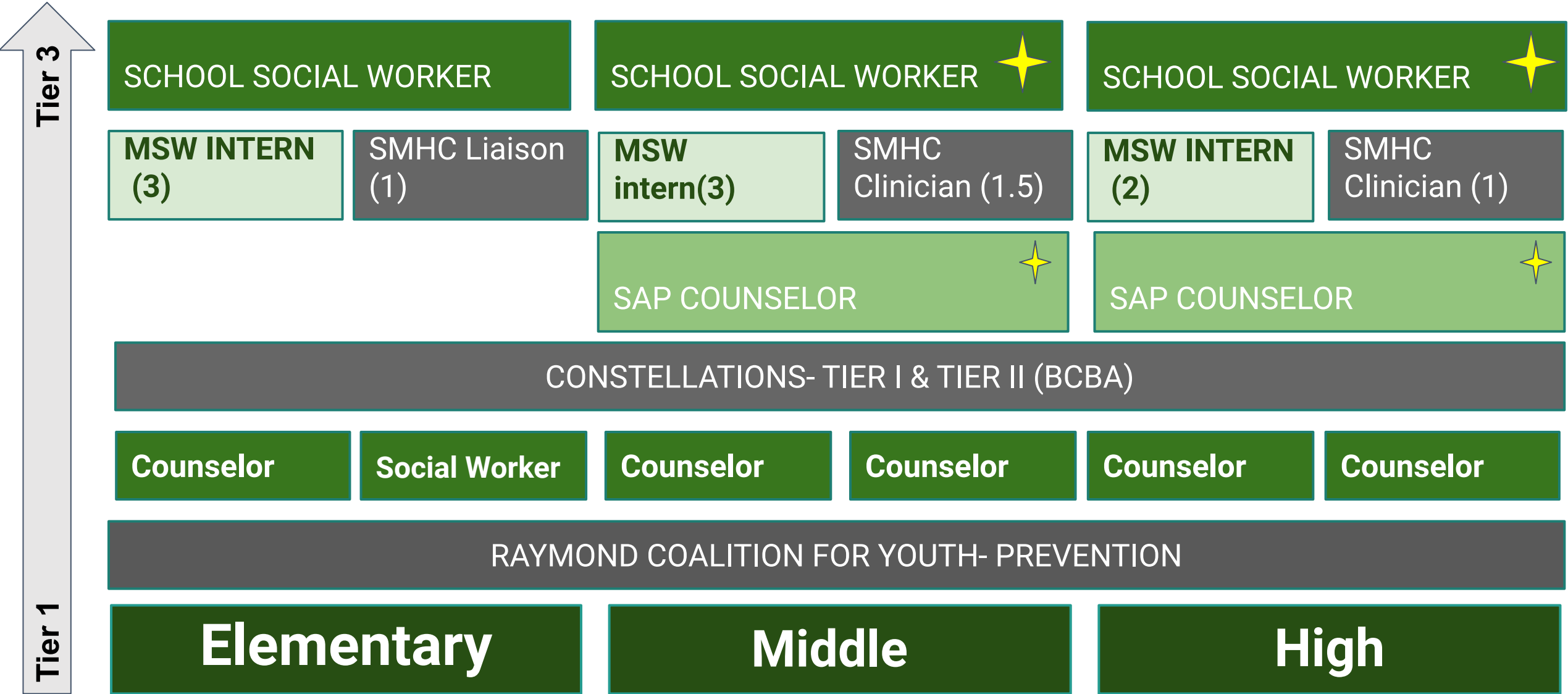
- District
- [Behavioral Health Integration](#)
- [Schoolwide Tier 1](#)
- [Schoolwide Tier 2/3](#)

DCLT Data Review Outcomes

- Current priorities will maintain as a focus for the District and schools (Tier I; Data; Truancy; Immediate Response to Student Crisis) with focus on equity & accountability.
- Sub-committees will meet next month to revise their goals to ensure an equity and accountability are also included in the focus
- 2022 YRBS data will be sent out in advance of those meeting to inform planning

- **Policy changes recommended by the DCLT that promote and sustain MTSS-B as it relates to noted priorities**
- **Incorporation of MTSS-B language in job descriptions**
- **Fiscal support for key roles**
- **Increase utilization of medicaid billing for MTSS-B, IEP and 504 services (which social workers and licensed mental health counselors can bill for)**

Raymond School District: Behavioral Health



ADJOURNMENT



Questions or Feedback?

Please email Jessica Caron, LICSW Director of Health & Wellness

j.caron@sau33.com