

Oyster River Cooperative School District
REGULAR MEETING

January 5, 2022

Oyster River High School Library

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 11/18/21 Budget Workshop and 12/15/21 Regular Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

- A. District**
- B. Board**

VI. DISTRICT REPORTS

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

***COVID Metric – Catherine Plourde**

- o SASS/Adult COVID Testing

B Superintendent’s Report

- Communication Report Update – UNH Survey Center

C. Business Administrator

D. Student Representative Report (Olivia Gass)

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}*

VIII. DISCUSSION & ACTION ITEMS

- 2022-23 School Calendar Approval. *Motion to Approve the 2022-23 School Calendar.*
- 2022 Warrant Article. *Motion to Approve the 2022 Warrant Article.*
- Assign Presentation of Warrant Articles.
- Public Hearing Discussion
- Superintendent Self Evaluation.
- 2022-23 SAU Administrator Contracts for the Assistant Superintendent and Business Administrator. *Motion to Approve the 2022-23 SAU Administrator Contracts for the Assistant Superintendent, and Business Administrator.*

IX. SCHOOL BOARD COMMITTEE UPDATES

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

XI. CLOSING ACTIONS

- A. Future meeting dates:**
 - January 10, 2022 Superintendent Durham TC Budget Update 7:00 PM
 - January 11, 2022 Public Budget Hearing – ORHS Auditorium
 - January 14, 2022 Superintendent Madbury Selectman Budget Update 7 PM
 - January 19, 2022 Regular Board Meeting – ORHS Library 7:00 PM
 - January 24, 2022 Superintendent Lee Selectman Budget Update 6:30 PM
 - February 2, 2022 Regular Board Meeting – ORHS Auditorium

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

- Superintendent Evaluation
- SAU Administrator Contracts

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

- Strategies or negotiations with respect to collective bargaining.

III. ADJOURNMENT:

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

**Respectfully submitted,
Superintendent**

Public wishing to attend our regular meetings need to arrive between 6:30 and 7:00 as everyone will need to participate in a health screening to enter the Library. The doors will be locked at 7 p.m.

**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 |
| • Thomas Newkirk | Term on Board: 2019 - 2022 |
| • Allan Howland | Term on Board: 2021 - 2022 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Yusi Turell | Term on Board: 2021 - 2024 |

Information Regarding Nonpublic Session

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

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

Alternative Public Comment for School Board Meetings

October 1, 2021

The School Board adopted the requirement for all individuals at school board meetings to wear face coverings at the September 15 meeting. We will continue to invite public comment at board meetings. For those who would like to offer public comment and choose not to attend the school board meeting in person, public comment may be submitted by email and will be read at the school board meeting provided it meets these requirements:

- Must be submitted to and received by wdifruscio@orcsd.org by 3:00 pm on the day before the school board meeting. Comments received after this deadline will be held for the following meeting.
- Must include "Public Comment for School Board Meeting" or similar text in the subject line or first line of the body of the email. Other communications will be considered emails to the board and will be distributed to the school board but not read aloud in the meeting.
- Must be no longer than 300 words as counted by Microsoft Word, Outlook, or a similar tool.
- Must identify the sender's name and address. The sender's name and town of residence will be read with the comments. The SAU office may reply to request additional identifying information if the sender's identity and address are not clear.
- Senders must be residents of Oyster River towns or Barrington, NH only.

Those submitting public comment should not expect an immediate or direct reply. The public comment portion of the school board meeting is not a time of discussion with or amongst the school board.

If more than 10 comments are received for one meeting, only the first 10 comments will be read aloud at the meeting. If your comment is not read, it is shared with all School Board members, and placed in a communications notebook as part of the public record.

These provisions apply only to regular school board meetings (not workshop meetings, public hearings, the Annual Meetings of the District, or committee meetings) and will end when mask requirements for board meetings end.

Oyster River Cooperative School District
November 18, 2021 WORKSHOP MEETING

School Board Present: Al Howland, Tom Newkirk, Yusi Turell, Michael Williams, Dan Klein, Denise Day, Brian Cisneros.

Administrators Present: Dr. James Morse, Suzanne Filippone, Sue Caswell, Catherine Plourde, Misty Lowe, David Goldsmith

Staff Present: Vivian Jablonski

Guest Present:

Called to Order at 7:00 PM by Michael Williams

Michael Williams began by thanking the Board and the administrators that were present for this Board Workshop to discuss the FY23 Budget and referred to the posted agenda and the backup information that was provided in the packet and in the Board folders. Michael turned the meeting over to Dr. Morse to speak about the first agenda item.

DEIJ Discussion

Dr. Morse began by referring to the backup information, namely the graphic that he created to assist in outlining what DEIJ is.

He explained that the graphic is broken out into quadrants and reviewed them with the Board. Diversity – engaging people of different backgrounds such as race, ethnicity, sexuality, religion, poverty. Equity – feeling of belonging and multiple perspectives represented. Inclusion – equal access, equal opportunities, and meeting people where they are. Justice – just behavior – living up to our laws and ideals and critical thinking skills. He went on to state that there are four major areas of responsibility: staff, students, administration, and community. He then introduced Vivian Jablonski a high school math teacher for the district who is an integral part of the current DEIJ Committee who will speak in favor of the Board supporting this position.

Vivian briefly gave a review of her position in the district and how she became interested in this endeavor, and that she fully supports adding this position in the district. She gave examples of different incidents that teachers, students and parents had come to her for guidance. Having a dedicated DEIJ Director would be able to address these concerns and also concerns surrounding curriculum.

The Board asked how she would feel if there was a complaint logged against her. Vivian relayed that as a Math teacher she is not too concerned about a complaint logged against her for what she is teaching, but knows that the concern is high for some of her coworkers, especially anyone teaching social studies and English.

The Board thanked Vivian for sharing her thoughts and experiences with them.

Dr. Morse continued discussion surrounding DEIJ by referencing and pointing out the different headings and subsequent details the memo provided. The following headings were reviewed and discussed: What could a DEJI Leader do to Support Curriculum & Instruction? How would the DEIJ person support Professional Development? What could a DEIJ do to facilitate District Communication? How could a DEIJ leader be a support for students? How could the DEIJ leader support the District?

Dr. Morse went on to state that he put in 4 options that could possibly be considered by the Board. He also spoke about the Proposed Job Description that was developed to support this request.

The Board mentioned that this position is broad in the sense that a wide range of skills are incorporated into this position. Creativity may be needed in advertising for this position. Recommendation suggested that they would like to see someone with classroom experience be considered. Additional thoughts for refining the job description be done and that this is not the year to hire for this position. Question raised as what means would be used and how we would measure this position. Research what other school districts are doing. Others felt that this is a very important position and that we should move forward with hiring and also spoke of recruiting candidates and weigh the urgency of the position if a candidate is not found right away.

Dr. Morse spoke with NH Listens and they think they can help us find a person to fill this position.

The Board discussed the list of monies that could possibly be used for funding and asked what the various undefined accounts were. If the interview process would be the same as when the Assistant Superintendent was hired. Additional discussion ensued with the Board thanking Dr. Morse for all of the work that went into this presentation.

World Language K-4

Dr. Morse introduced the next agenda item of World Language K-4 and asked David and Misty to come to the podium to begin their presentation.

Misty Lowe began the presentation by directing the Board's attention to the memo included in their back up and went on to explain the differences and similarities that would happen at both elementary schools. David went on to outline the 2 choices of putting one language into the curriculum with either a 5-day rotation or replace a current rotation subject with language. David stated that placing two or three languages in the rotation would cause large disruptions to the school day including the lack of space and learning equipment.

The Board asked clarifying questions, and some felt that this is not the right time to add world language to the elementary schools, there are too many variable, and too many decisions that need to be made. We have done well to keep the Mandarin Program which is now 5 -12. There was a mention of \$17K as a placeholder and also the proposal from One World Language to see what a one-day implication would look like. The Board had no additional questions for David and Misty.

Michael Williams asked the Board if they had any questions for the administrators pertaining to the budget. There were none and most of the administrators left the meeting at 8:19 PM.

Michael moved to the next agenda item and asked Sue Caswell to update the Board on the details of the revenue sources and adjustments.

Sue Caswell began by informing the Board that she updated the ORESPA figures in the budget and on the Warrant Article. She also stated that she added the ORAA figures to the budget as well.

Sue reviewed the change to the ADM to recalculate the apportionment which changed the percentage. She also clarified that this is the final apportionment and that the only change was to the revenue.

Michael Williams clarified that on the colored location sheet that was included in the back up, that the Green Box has not changed.

Tom Newkirk asked if we need to hold at 4.1% and possibly go up to 4.5% and put some of the new positions into the 2022-23 budget and not have to rely on trust funds.

Denise Day stated that she is nervous to use 900K from the trust funds, maybe we can find a compromise for using less trust funds.

Yusi Turell asked what the impact on taxes would be for the 3 towns on a 400K and 600K house. Sue provided the amounts for this request.

The Board asked Sue for different scenarios for reducing the Districts use of Trust Funds and what those numbers would look like.

Dan Klein stated that legitimate expenditures brought to us through out the year, think about ways to better track those expenditures.

Al Howland stated that we need to attack the spending.

Brian Cisneros concerned that we are not holding the line and that raising taxes will violate the trust that we have developed since the approval of the new middle school.

Al Howland felt that this was the most unusual and boldest budget we have ever done.

Michael Williams referred to the memo done by Al, for the \$165K cuts, moving the accounting software to this year, reduction is furniture.

Michael asked Catherine Plourde if she could identify which special education accounts the \$110K could be pulled from, and if so, could she have that by the 12/1 meeting. He went on to state that he hopes to get a sense of some options which might be presented to the Board, possibly 2 or 3 options.

Michael Williams closed the meeting and wished everyone a Happy Thanksgiving.

Workshop adjourned 9:17 pm.

Oyster River Cooperative School Board

Regular Meeting Minutes

December 15, 2021

DRAFT

SCHOOL BOARD PRESENT: Michael Williams, Denise Day, Tom Newkirk, Al Howland, Yusi Turell, Dan Klein, Brian Cisneros (arrived at 7:36)

STUDENT REPRESENTATIVE: Oliva Gass

ADMINISTRATORS PRESENT: Jim Morse, Suzanne Filippone, Sue Caswell, Catherine Plourde, Jay Richard, Rebecca Noe, David Goldsmith

STAFF PRESENT:

GUEST PRESENT:

ABSENT:

I. CALLED TO ORDER at 7:00 PM by Michael Williams

II. APPROVAL OF AGENDA

Denise Day moved to approve the agenda as written, 2nd by Dan Klein.

There will not be a non-meeting session at the end of tonight's meeting.

Vote on motion to approve the agenda as written passed 6-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS

Bruce Fenton of Durham read a quote from the book Animal Farm to address his point on mask wearing. He referred to a political meeting where some democratic representatives were not wearing masks, including Jean Shaheen. He stated that at a UNH football game in Durham, Brian Cisneros did not have on a mask, and at the SAU there was an employee seen not wearing a mask. Bruce asked the chair if he removed his Covid mask, would he have him removed by force.

Daren Keller of Lee gave personal testimony of his own experiences with cultural immersion citing family immigration, traveling to other countries and his Spanish teacher who taught not only the language, but culture. He favored similar meaningful immersion over a DEIJ coordinator. Daren urged the board to reconsider the position and invest in world language rather than a path of public opinion.

Allison Jumper of Durham felt a DEIJ coordinator would be a valuable addition but asked the board to not leave out people with disabilities in the role. She requested that the board not take \$50,000 from special education to fund the position. She worried about a result in fewer services for students and the long-term impact this could have. She urged the board to fund the DEIJ position but not in a way that takes funding from special education.

Kristen Forselius of Lee expressed her full support of a DEIJ coordinator. She does work around equity issues and believed there needs to be a professional who can help the district teachers navigate laws, especially the new HB2 Law. Kristen hopes the position is full time and passes.

Anita Mathur of Durham emailed her public comment applauding the school board for voting to hire a full time DEIJ Director. It is her hope that part of the role will be to help facilitate the implementation of a World Language program at the elementary schools.

IV. APPROVAL OF MINUTES

Tom Newkirk moved to approve the December 1, 2021 Regular Meeting Minutes, 2nd by Denise Day.

Denise Day submitted the following revision:

On page 1 under Ia. Public Hearing change “compliance” to “alignment”.

Vote on motion to approve the December 1, 2021 Regular Meeting Minutes with correction passed 6-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

Jay Richard of ORMS stated that they are actively working to schedule in March the new ORMS open houses for the parents and community. He’s also working to set up final opportunities for staff and previous alumni to walk the halls of old ORMS prior to it being torn down. The countdown to the opening of the new middle school is 75 calendar days and 35 school days.

Rebecca Noe of ORHS spoke about her recent participation in a sociology class. She said students and educational leadership held discussions about educational policies and had a question-and-answer session with interesting dialogue. Teachers are turning in proposals for different class offerings and the district wide Coding & Cocoa event was a huge success. She credited the technology team in the district for their great job. Rebecca was extremely impressed with the musicians in Monday night’s virtual music concert. She was pleasantly surprised to hear singing in addition to the instruments and commended the entire music department for their wonderful performance.

B. Board

Denise Day shared that she witnessed the second half of the music concert and really enjoyed listening to the orchestra. She looks forward to when concerts will be in-person again, perhaps in the new auditorium.

Tom Newkirk shared with the board the proposal for the new HB1255 Law and his feeling that it is incredibly unclear of what it prohibits. He said it is something they will want to keep their eye on.

Michael Williams thanked the parents and teachers for keeping the school district open in the peak of the pandemic. He stated that all the efforts being made are really remarkable and deserves recognition.

VI. DISTRICT REPORTS

A. Superintendent’s Report

Dr. Morse announced that Catherine Plourde was selected as Special Education Director for the state. He remarked that Catherine has done a tremendous amount of work training staff on legal paperwork, resulting in zero-point loss for the past four years upon annual state review. Dr. Morse said it says a lot when a leader is nominated by their own staff and pointed out that Catherine received powerful testimony of support from parents. He acknowledged that excellent teachers deserve excellent leadership and stated Catherine is excellent leadership.

On Saturday the district held its clinic for the 2nd vaccinations for students aged 5-11. Dr. Morse stated that nearly 900 students showed up and over 4,000 immunizations, which included booster shots, were administered. He credited Catherine Plourde, Suzanne Filippone, and Todd Allen for all their hard work in organizing these clinics. Catherine Plourde said they are waiting on state orders and the appropriate paperwork for providing boosters to 16, 17, and 18-year-olds. She gave tons of kudos to Tom Welsh who agreed to have them available before break. The clinic will be run by McGregor EMS and there will be digital consent, so parents don’t have to be present. She will be providing the details to the community as soon as they are available.

COVID Metric

Regarding metrics, Catherine stated they look horrible, and that we’re in the substantial range. The metrics indicate that ICU capacity is stretched, the staffing capacity is insufficient at all buildings due to quarantining and a small sub pool, and the transmission rate, although not always reliable, is up. Catherine thanked the parents for being patient and flexible and thanked the nurses as they continue to work tirelessly caring for students & staff.

Catherine stressed that Dr. Megan Harvey recommends vaccinations, mask wearing and rapid testing before entering large groups.

SASS/Adult COVID Testing

The SASS program continues to offer rapid and PCR tests as needed. Catherine stated that across the district they are testing students and staff quite a bit to keep them in school.

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

Assessing and Monitoring Student Growth – Part 1 of 3

Suzanne Filippone presented on the first of a three-part series, focusing tonight on assessing and monitoring student growth. She explained that the 2020-2021 instructional time was impacted by COVID and remote learning. She emphasized that standardized testing was not “standard” during this time. Also, a result of the pandemic came an increased focus on the “whole child” and a stronger need for social/emotional learning. She reminded everyone that we are still teaching during a pandemic.

To assess student academics, quantitative data was collected by means of STAR, PSAT and other internal assessments. Suzanne said that while tests only tell us a part of student learning and knowledge, it does provide points of data to guide classroom learning and to identify supports and interventions. The focus of STAR assessment is to understand where students are to dive deeper into data to pull out information by grade. The MTSS team uses the scores to identify students and provide more testing, such as Acadience and ALEKS, to help identify specific areas of struggle. Suzanne stated that it is also important to gather classroom teacher perspectives to provide the appropriate interventions.

(7:36 Brian Cisneros arrived)

Suzanne said that in looking at the scores for 2020-2021, one focus will be on 2nd grade where more students need interventions in reading and math. Second graders were in kindergarten when they left school due to the pandemic, which accounts for lower scores. At the high school level, juniors voluntarily participated in the PSAT and despite remote learning, scores still came in above the NH average. Dr. Morse contributed this to a very robust remote learning model that sacrificed electives to focus on core curriculum. He also said it speaks to the interventions of staff and special educators. Dr. Morse thanked the school board for their support for extra tutors, specifically at the middle school where students that didn't qualify for extra services will receive support.

A question was raised about pulling data out and challenging students who score at the top. Suzanne explained that the focus has been on SEL and remediation, but they do pull data out and challenge kids at the top, primarily in the classroom with teachers increasing the level of the reading and providing more challenging assignments.

Suzanne explained that while one goal is looking at individual student's growth rate over time, another focus is looking into the “whole” student to identify other factors that could be prohibiting student performance, such as attendance and social/emotional issues. Part 2 of this series will be held in January and will focus on Social Emotional Learning (SEL) and Multi-Tiered Systems of Support (MTSS).

Community Survey

Michael Williams stated that the community survey results have been received, which includes 44 pages of comments. He's asked Dr. Andy Smith to join in the January 5th meeting to be a part of the discussion.

C. Business Administrator

Sue Caswell updated the board with the current financial report and stated she has no concerns.

Michael Williams clarified that the \$673,466 HealthTrust figure is part of the district operating expense, which accounts for its large number.

D. Student Representative Report

Olivia Gass shared that she and the rest of the National Honor Society got the opportunity to help during the Coding & Cocoa event and that it went very well. She took pictures and has an album to share if anyone is interested. On Wednesday, there was another round of Barrington tours and Olivia said she spoke about why she chose ORHS and why she loves going to school there. This time Barrington students had the option of attending the event remotely. Olivia reported that the Student Athletic Leadership Team and Senior Class Government are helping to create the upcoming Winterfest activities. The school will participate in a Bobcat schedule the first half of the day and in the second half they will have events to choose from, such as cookie decorating, watching a volleyball game, and snowshoeing if there is snow. Students will be encouraged to dress up next week for the following themes: Bundle Up Day on Monday, Winter Hat and Sweater Day on Tuesday, and Pajama Day on Wednesday. Olivia spoke about the sociology class discussions that occurred with administration and some school board members, and thanked Mr. McGrath for setting it up and providing the opportunity. She especially enjoyed the small group Q&A session. Auditions were recently held for the spring musical, *Charlie Brown*, and a variety of food-drives & fund-raisers are being sponsored by School Senate, NHS, and a school-wide door decorating contest.

A. Finance Committee Report - No report given

B. Other: None

VII. UNANIMOUS CONSENT AGENDA

ORMS Maternity Leave of Absence for March 2022 through the end of the 2021 – 22 school year

ORMS Activity Stipend Nomination for Jazz Band

ORHS Winter Coach Nomination for Diving

List of Policies for Second Read/Adoption: BHE – School Board Use of Emails, IB – Academic Freedom, GBI – Staff Participation in Political Activities

Dan Klein asked Michael Williams to pull out the coaching nomination from the unanimous consent agenda.

Michael Williams made a motion to approve the unanimous consent items of ORMS Maternity Leave of Absence for March 2022 through the end of the 2021-22 school year, ORMS Jazz Band Activity Stipend Nomination and the list of policies for second read/adoption: BHE – School Board Use of Emails, IB – Academic Freedom, GBI – Staff Participation in Political Activities, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

ORHS Winter Coach Nomination for Diving

Denise Day made a motion to approve ORHS Winter Coach Nomination for Diving, 2nd by Tom Newkirk. Motion passed 5-0-2 with the student representative voting in the affirmative and Michael Williams and Dan Klein abstaining.

VIII. DISCUSSION & ACTION ITEMS

2022-2023 School Calendar Draft for Second Review

In reviewing the draft of the 2022-2023 school calendar, Dr. Morse stated the goal is not to interrupt the work of students. Holding February break on the 27th-3rd, after Maine and Massachusetts, would directly impact 70+/- upcoming CTE students participating in Rochester, Somersworth, or Dover programs. Dr. Morse shared that he faces a lot of community unrest and did reach out to the other schools to reconsider, but they won't. Rochester said they have a lot of Maine workers and therefore will follow that break. For the opening of the school year, administrators are advocating for 3 workshop days and students would start after Labor Day. Dr. Morse stated that he still working on the calendar but wanted the board to be updated and given the opportunity to provide feedback.

Denise Day shared that her suggestion for celebrating a Hindu, Islam and Jewish holiday will be a good idea for the DEIJ coordinator to look into for another year.

Yusi Turell felt that although the community would like us to align with the rest of New Hampshire and not Maine, we can't change those district's decisions and those 70 students come first. She wondered if we should get a sense of what those particular families would want. Yusi suggested asking the current CTE families for their thoughts on February break.

The board discussed how many days the CTE program would be missed throughout the year by the proposed draft. A suggestion for those students to still attend on some vacation or teacher workshop days was made to reduce the number of days they'd miss. Some board members felt this would be more of a paper solution than a real solution since teenagers would want to be with their peers on vacation days.

Dr. Morse concluded that two times out of every ten years our district is in non-alignment with New Hampshire's February break. He stated the next calendar after 2022-2023 would be back in alignment. As far as the calendar, Mr. Morse stressed the February break is the controversy, and he has received a lot of verbal and email complaints over not wanting to align vacation with Maine and Massachusetts. He's going to continue using December as a processing time and make a decision in January.

ORPaSS Negotiated Agreement

Dr. Morse stated that ORPaSS has not had the opportunity to ratify and will be brought back to the board in January.

IX. SCHOOL BOARD COMMITTEE UPDATES

The Manifest Committee met and completed the following manifests.

Payroll Manifest #12 Total is \$984,928.33

Vendor Manifest #13 Total is \$250,903.34

Denise Day stated that the Policy Committee met and looked at JICD & R- Student Discipline and Due Process and JIC – Student Conduct. The committee provided suggestions for Suzanne Filippone and will review her revisions in January before bringing them to the board.

Tom Newkirk announced the Sabbatical Committee met last week and established the timeline. There is currently one applicant and he let the faculty know that there is still time to apply before the deadline, which is after break.

Yusi Turell provided dates set by the DEIJ Committee for two virtual events to be held in January:

January 13 - 6:00-7:30pm – Round-table small group facilitated discussions on Microsoft Teams.

January 22 - 6:00-7:30pm - Faculty & administration presenting on how DEIJ topics may be presented in schools.

X. PUBLIC COMMENTS:

Daren Keller of Lee stated that taxpayers should be concerned about the board's lack of scope and job description for a DEIJ coordinator. He does not believe that racism is a systematic issue in our district and favors a Drug and Alcohol Counselor instead. Daren stated he'd be voting "no" on the budget and urged the board to reverse course on the DEIJ position.

Jon Bromley, ORHS teacher and CTE Coordinator, told the board he's very grateful to them for keeping schools open and for their thoughtful work around DEIJ and sustainability. He is also grateful to Maggie Morrison and is sad to see her go. As for the district calendar, he is a parent, community member and parent of a CTE student and is interested to see what other parents think about February break. While 11 days lost to the program would be significant, he said it's also about the health and well-being of kids and families.

XI. CLOSING ACTIONS

- A. Future Meeting Dates:** December 29, 2021 Manifest – SAU Conference Room 3:30 PM
January 5, 2022 Regular Board Meeting – ORHS Library 7:00 PM
January 11, 2022 Public Budget Hearing – ORHS Auditorium

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

NON-MEETING SESSION: RSA 91-A2 I (a) {Not Needed}

- Strategy or negotiations with respect to collective bargaining.

XIII. ADJOURNMENT:

Brian Cisneros moved to adjourn the meeting at 8:41: pm, 2nd Yusi Turell. Motion passed 7-0 with the student representative voting in the affirmative.

Respectfully Submitted,
Karyn Laird, Records Keeper



**Oyster River Cooperative School District
2021 Communication Survey**

Prepared by:

Sean P. McKinley, M.A.

Zachary S. Azem, M.A.

The Survey Center

University of New Hampshire

December, 2021

The University of New Hampshire
Survey Center

The UNH Survey Center is an independent, non-partisan academic survey research organization and division of the UNH College of Liberal Arts.

The Survey Center conducts telephone, mail, web, and intercept surveys, as well as focus groups and other qualitative research for university researchers, government agencies, public non-profit organizations, private businesses and media clients.

Our senior staff have over 50 years experience in designing and conducting custom research on a broad range of political, social, health care, and other public policy issues.

Dr. Andrew E. Smith, Director
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Executive Summary

The University of New Hampshire Survey Center conducted a survey for the Oyster River Cooperative School District (ORCSD) to gauge satisfaction with communication from the district among staff members and parents of district students. Invitations were sent on November 3, 2021 to 1,873 individuals, 495 of whom are ORCSD staff and 1,383 are parents of ORCSD students. Reminders were sent on November 8, November 14, and November 18. Overall, 96 staff members completed the survey (19% response rate) and 713 parents completed the survey (52% response rate), yielding an overall response rate of 43%.

The following figures display survey results including any demographic differences, Appendix A contains detailed tabular results, Appendix B contains open-ended responses, and Appendix C contains the survey instrument. Due to rounding, percentages may not sum to 100%.

Key Findings

Receipt & Reading of ORCSD Communications

Most respondents say they receive emails from ORCSD about once a week or more and about three-quarters say they read all or nearly all of them. Those with a child who attends high school are somewhat less likely to say they read all or nearly all the emails they receive. Among those who rarely or never read them, half say it is because they receive too many emails from the district, while small numbers say the information isn't relevant, the emails are difficult to understand, or they don't have time.

Impressions of ORCSD Communications

Most respondents say they receive about the right amount of emails from principals and the administration, but about one-third say they receive too few emails from teachers. The vast majority of respondents say the emails they receive from these groups as well as the school board are clear, however those with a child who attend high school are more likely than others to say they don't receive enough emails from teachers and that the emails they receive are not clear. Most respondents say the school district has done a good job or a very good job communicating information about COVID-19.

Respondents are positive about the communication they receive from the ORCSD overall and specifically from administration, principals, and teachers. However, they are more mixed in their assessment of the communication they receive from the school board. When asked what they consider to be the biggest weakness with communication from ORCSD, respondents frequently mention not receiving enough communication, a lack of communication about a certain school or school level, preferring to receive communications through another method, and a dislike for attachments in emails.

Preferences for ORCSD Communications

Respondents generally would like to receive information from ORCSD via email, though the vast majority would also like text communication in the case of an emergency, school closure, or inclement weather, and many would like to see sports news through postings on the school website or on social media. Most say the current level of communication on all topics is about right, but more than one-fifth would like to receive more information about teacher outreach, board minutes, timely action items, good news, and information related to COVID-19.

ORCSD Website

More than three-quarters of respondents access the ORCSD website at least once a month, with staff particularly likely to frequently access it. Nearly half of users rate it as good overall but many say it needs more up-to-date information, better organization, and made easier to navigate. When asked what they would like to see added to the website, respondents most frequently mention sports information and general information.

Calendar & Engagement

Nine in ten respondents say a centralized school district calendar would be very or somewhat helpful to them. Most parents say they engage with the district a lot or some and say that it is easy to do so, but parents who live in Barrington are more likely to say that it is difficult to engage with the district. More than four in ten parents would like to engage more with the district, particularly those with children who attend Mast Way or preschool and those who are relatively new to the area.

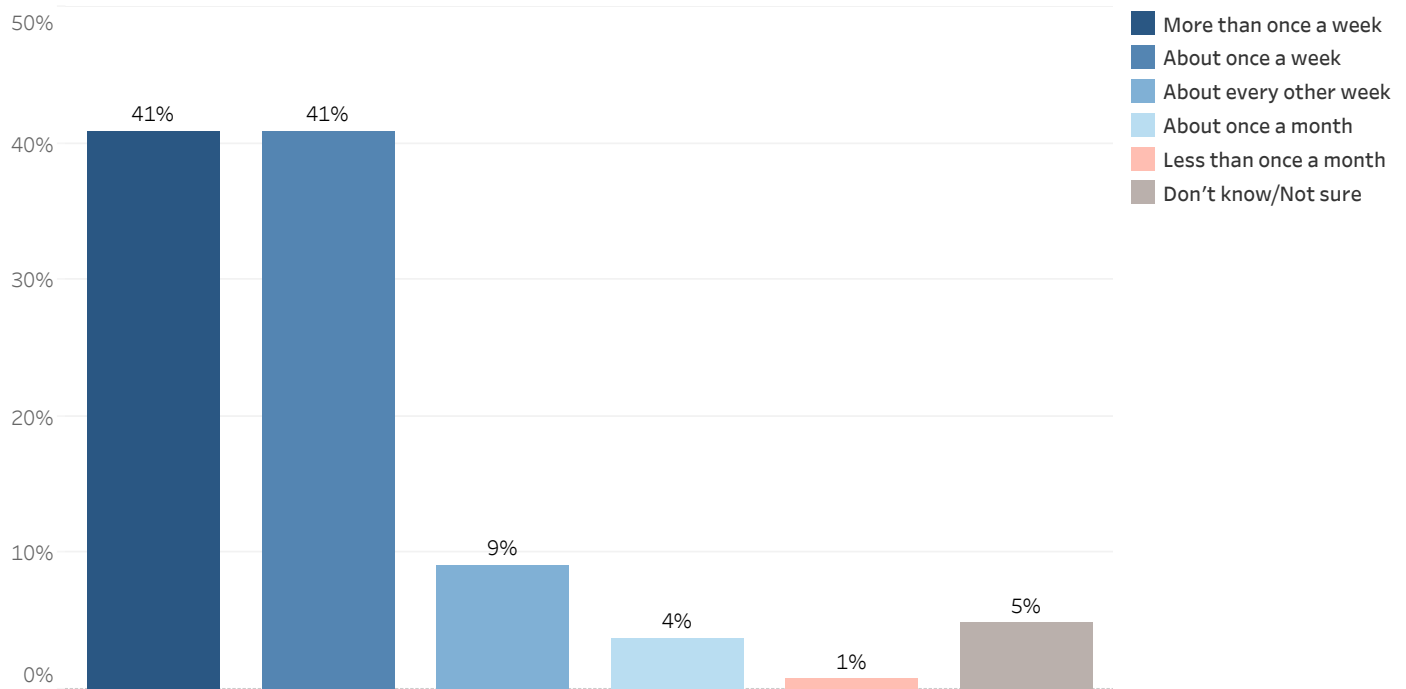
ORCSD Board Meetings & Community Forums

Only one in six respondents say they have watched ORCSD board meetings all or most of the time in the past year. Just under one-fifth say they were unable to watch the meetings when they wanted to at some point, most frequently explaining why by saying that they had another commitment or that they struggled to find the online streaming site or the stream didn't work. More than half say they would be likely to attend community forums if they were held by ORCSD, particularly those who live in Durham or Lee.

Receipt & Reading of ORCSD Communications

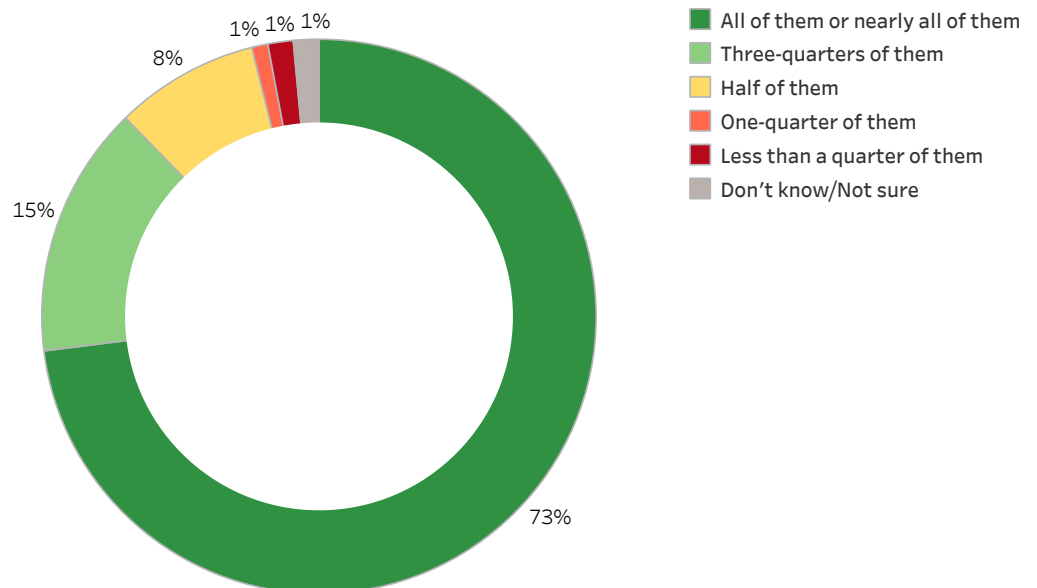
Forty-one percent of Oyster River Cooperative School District (ORCSD) parents and staff say they typically receive emails from ORCSD more than once a week, while another 41% say they typically receive emails about once a week. Nine percent say they typically receive emails about every other week, 4% receive them about once a month, 1% receive them less than once a month, and 5% don't know or are unsure how often they receive emails from ORCSD.

Figure 1: How often do you typically receive emails from the Oyster River Cooperative School District (ORCSD)?



Seventy-three percent of ORCSD parents and staff say they read all or nearly all of the emails they receive from the ORCSD, 15% say they read about three-quarters of them, 8% read half of them, 1% read one-quarter of them, 1% read less than a quarter of them, and 1% don't know or are unsure.

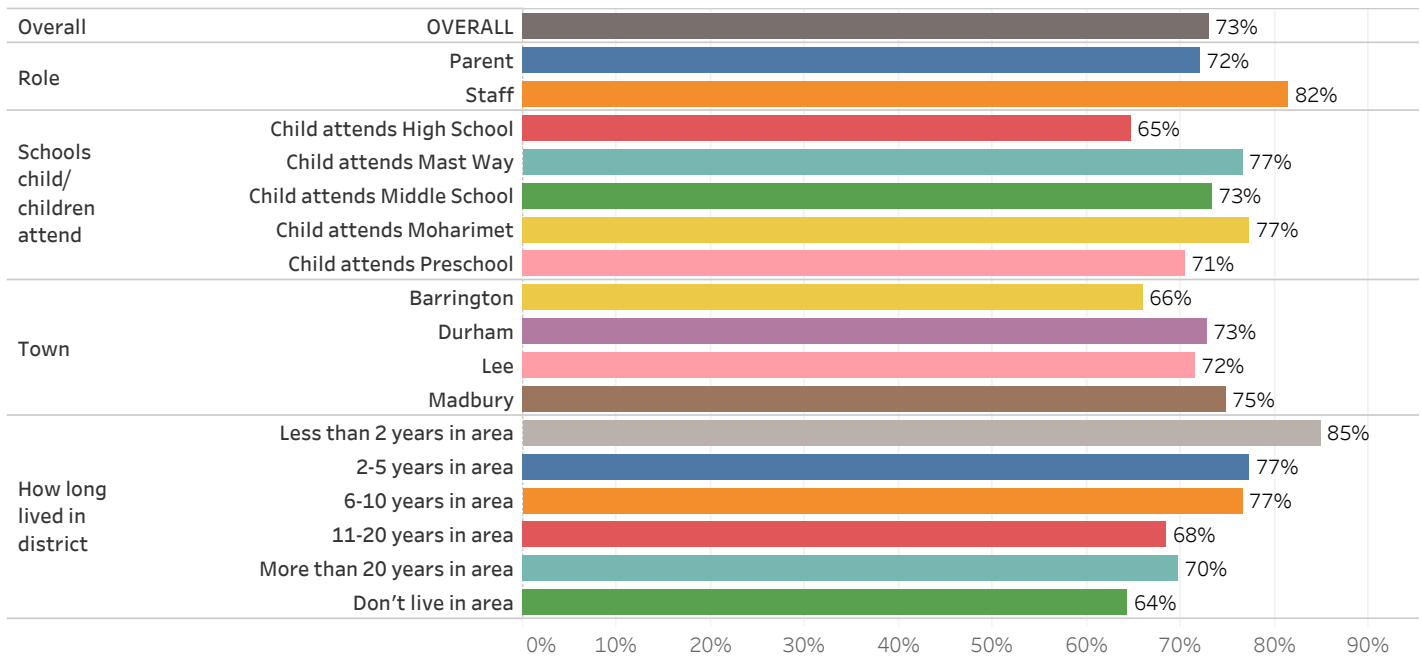
Figure 2a: And about how many of the emails you receive from ORCSD do you typically read?



- Staff (82%) are slightly more likely than parents (72%) to say they read all or nearly all of the emails they receive from ORCSD.
- Those with a child who attend high school (65%) are slightly less likely than those with children attending other schools to say they read all or nearly all of the emails they receive from ORCSD.
- Barrington residents are slightly less likely than those who live elsewhere to say they read all or nearly all of the emails they receive from ORCSD.
- Those who have lived in the ORCSD area for less than 2 years are slightly more likely than those who have lived in the area longer to say they read all or nearly all of the emails they receive from ORCSD.

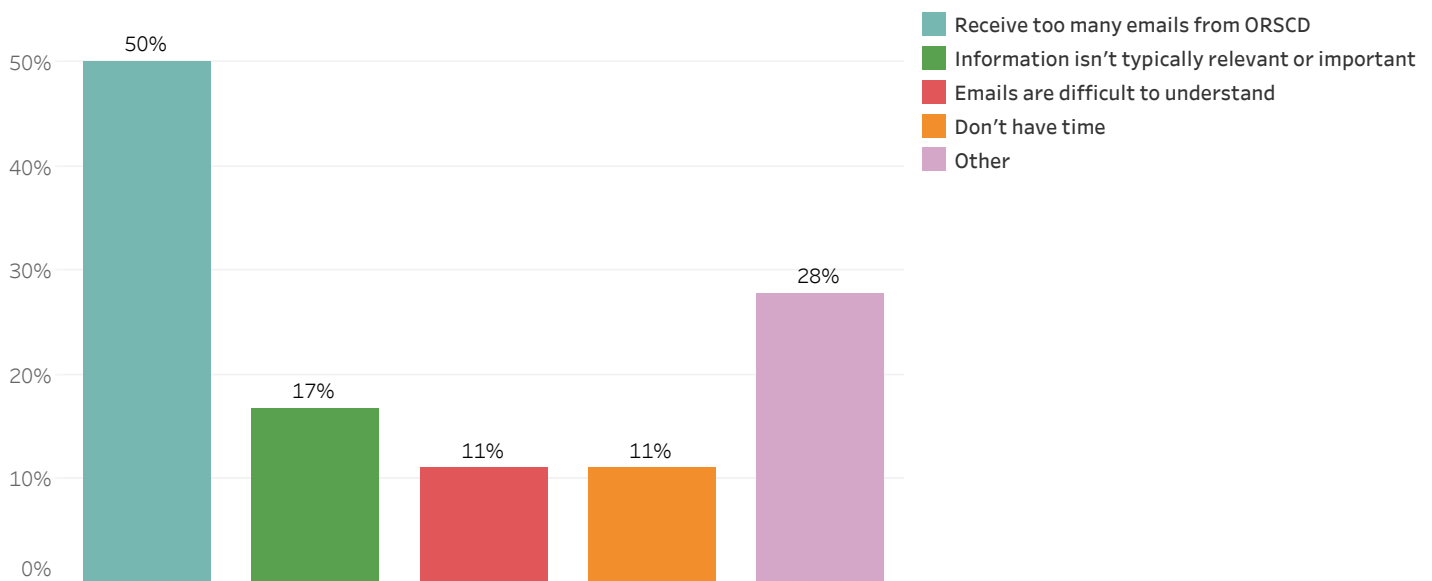
Figure 2b: And about how many of the emails you receive from ORCSD do you typically read? - by Demographics

All of them or nearly all of them



Among those who say they typically read a quarter or less of the emails they receive from ORCSD (N=18), 50% say they don't read them frequently because they receive too many emails, 17% say the information isn't typically relevant or important, 11% each say the emails are difficult to understand or that they don't have enough time, and 28% provide another reason.

Figure 3: Why do you typically not read the emails you receive from ORCSD?

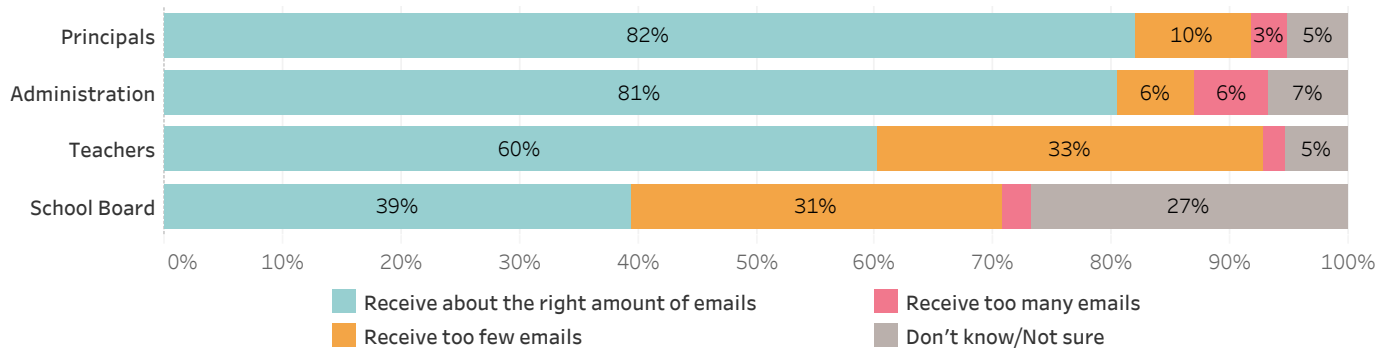


Impressions of ORCSD Communications

Eighty-two percent of ORCSD parents and staff say that they receive about the right amount of emails from principals, 10% receive too few emails, 3% receive too many emails, and 5% don't know or are unsure. Similarly, 81% say they receive about the right amount of emails from the administration, 6% receive too few emails, 6% receive too many emails, and 7% don't know or are unsure.

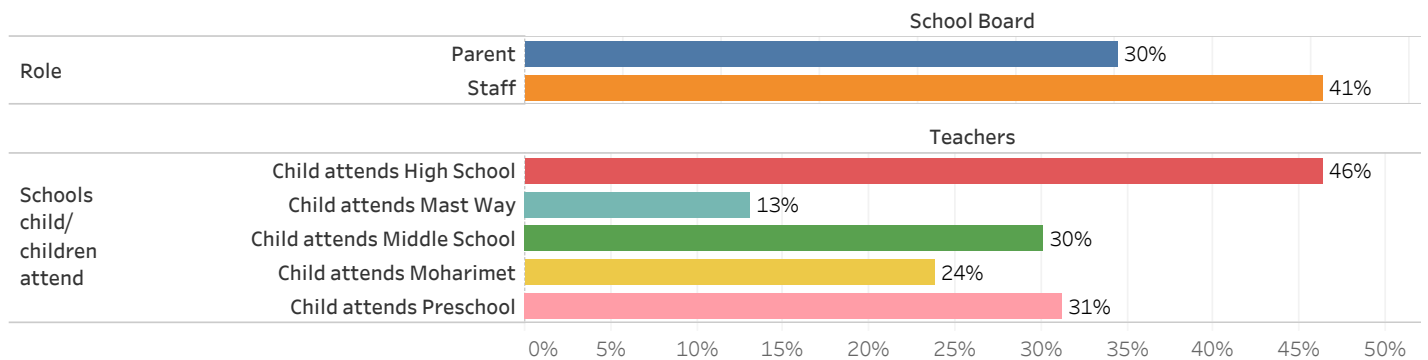
Six in ten (60%) say they receive about the right amount of emails from teachers, 33% receive too few emails, 2% receive too many emails, and 5% don't know or are unsure. Thirty-nine percent say they receive about the right amount of emails from the School Board, 31% receive too few emails, 3% receive too many emails, and 27% don't know or are unsure.

Figure 4a: How would you describe the frequency of emails you receive from the following ORCSD entites?



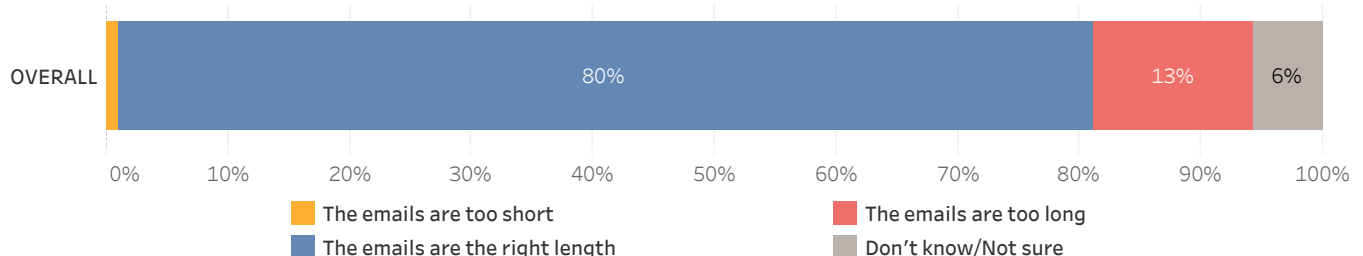
- Staff members are more likely than parents to say they receive too few emails from the school board.
- Those with a child who attends high school are more likely than those with children who attend other schools to say they receive too few emails from teachers, while those with a child who attends Mast Way are less likely than others to say they receive too few emails.

Figure 4b: Receive too few emails - by Demographics



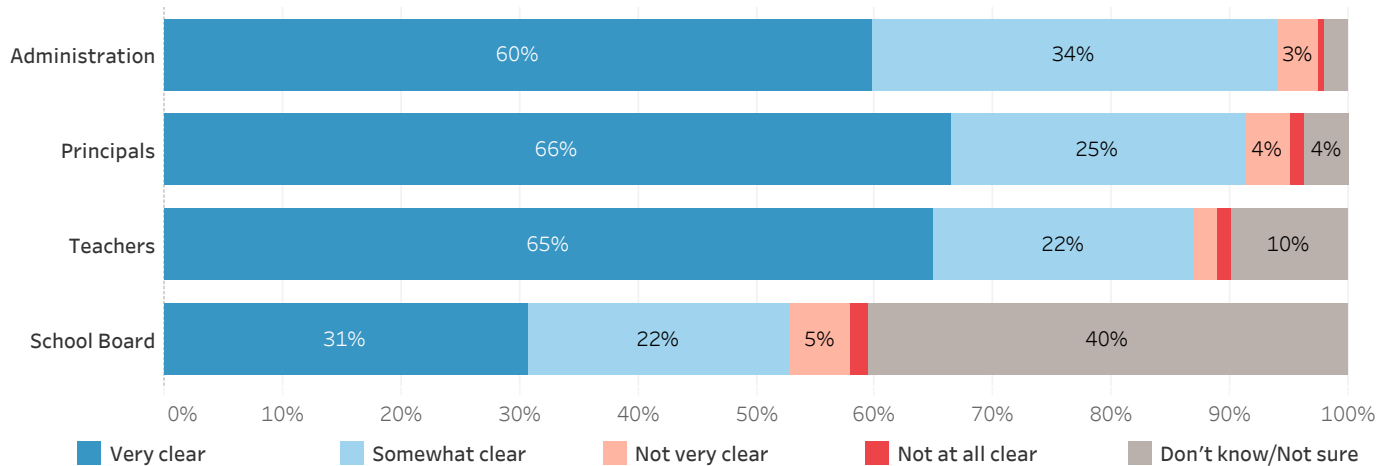
One percent of ORCSD parents and staff say that the emails they receive from the ORCSD are too short, 80% say the emails are the right length, 13% say the emails are too long, and 6% don't know or are unsure.

Figure 5: And how would you describe the length of emails you receive from ORCSD?



The vast majority of ORCSD parents and staff say that the emails they receive from ORCSD administration (94%), principals (91%), and teachers (87%) are very or somewhat clear, while less than 5% find the emails from these people to be not very or not at all clear. Only 53% say that the emails they receive from ORCSD School Board members are very (31%) or somewhat (22%) clear, but four in ten (40%) don't know or are unsure.

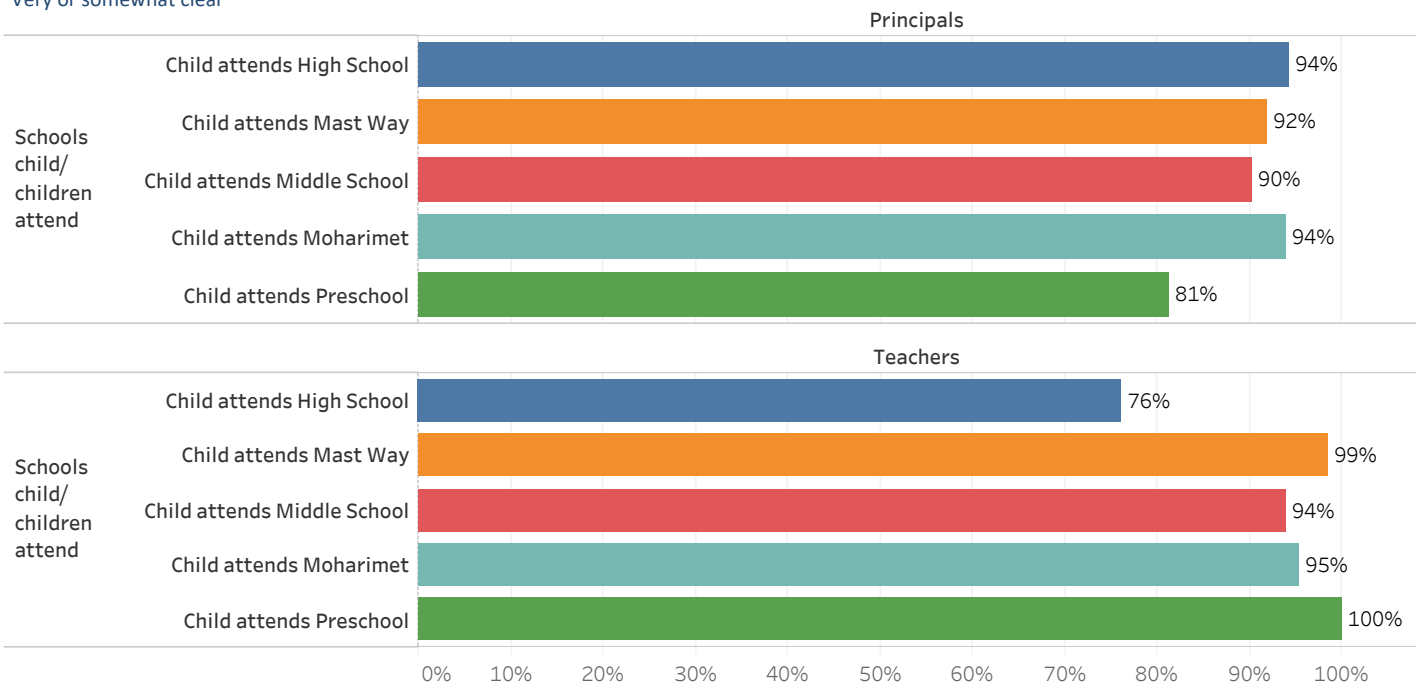
Figure 6a: How clear would you say the emails you receive from the following ORCSD entities typically are?



- Respondents with a child who attends preschool are slightly less likely than those with children who attend other schools to say the emails they receive from principals are very or somewhat clear.
- Respondents with a child who attends high school are slightly less likely than those with children who attend other schools to say the emails they receive from teachers are very or somewhat clear.

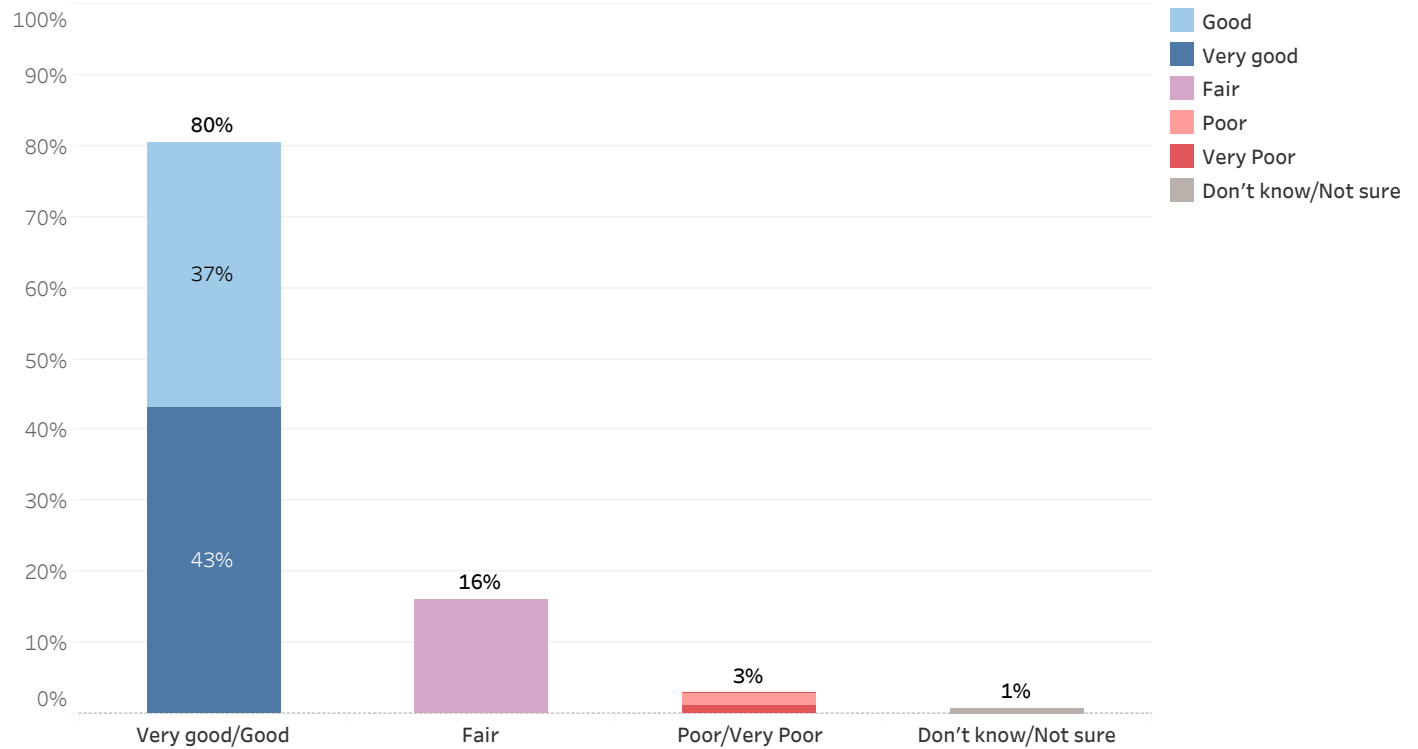
Figure 6b: How clear would you say the emails you receive from the following ORCSD entities typically are? - by Demographics

Very or somewhat clear



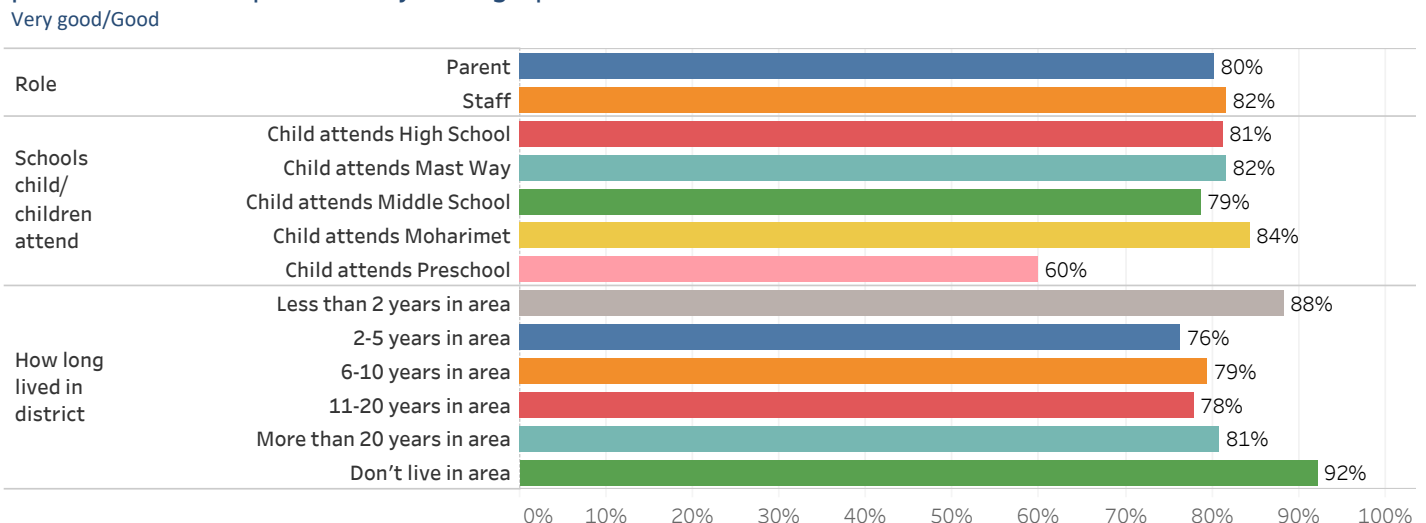
Four in five (80%) Oyster River Cooperative School District (ORCSD) parents and staff rate the quality of communication they receive from ORCSD about COVID-19 policies and developments as very good (43%) or good (37%), 16% rate it as fair, 3% rate it as poor (2%) or very poor (1%), and 1% don't know or are unsure.

Figure 7a: How would you rate the quality of communication you have received from ORCSD about COVID-19 policies and developments?



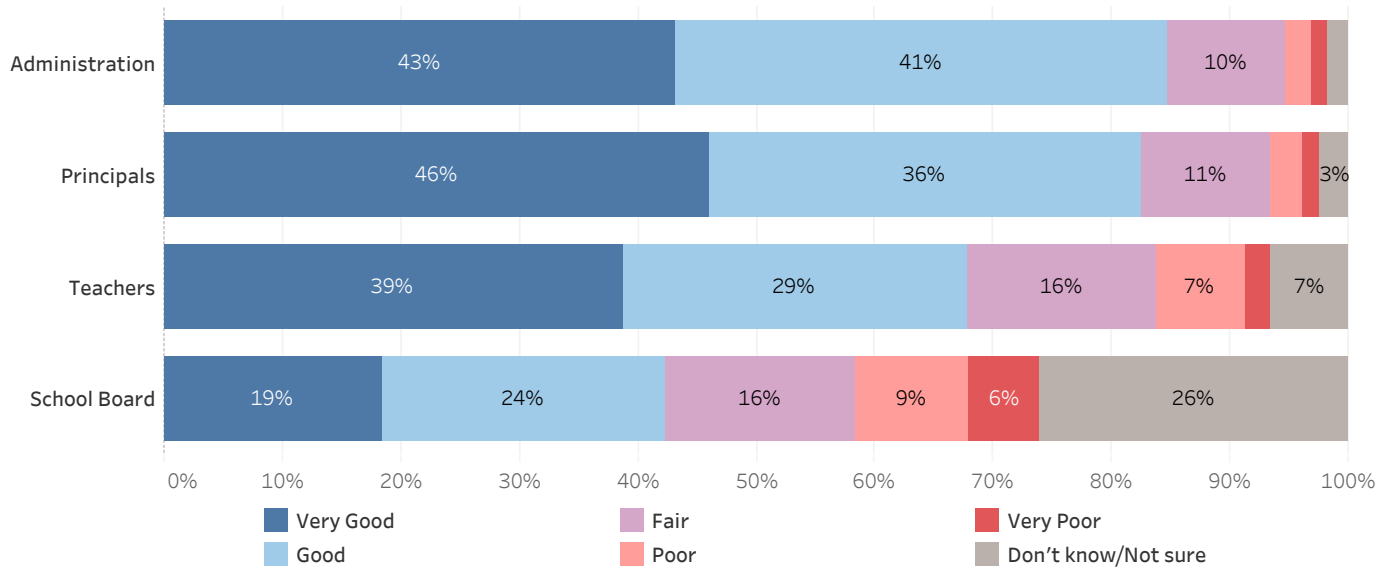
- Staff (82%) and parents (80%) are about equally likely to rate the quality of communication from ORCSD about COVID-19 as very good or good.
- Those with a child who attends preschool are less likely than those with children attending other schools to rate the quality of communication from ORCSD about COVID-19 as very good or good.
- Those who have lived in the area for two years or more are slightly less likely than those who have lived in the area for less than two years and those who don't live in the area to rate the quality of communication from ORCSD about COVID-19 as very good or good.

Figure 7b: How would you rate the quality of communication you have received from ORCSD about COVID-19 policies and developments? - by Demographics



More than four in five ORCSD parents and staff rate the communication they receive from ORCSD administration (85%) as very good (43%) or good (41%), 10% rate it as fair, 4% rate it as poor (2%) or very poor (1%), and 2% don't know or are unsure, while a similar number (82%) rate the communication they receive from principals as very good (46%) or good (36%). More than two-thirds (68%) rate the communication they receive from teachers as very good (39%) or good (29%), 16% rate it as fair, 10% rate it as poor (7%) or very poor (2%), and 7% don't know or are unsure. Respondents are slightly less positive about the communication they receive from the ORCSD School Board: 43% describe it as very good (19%) or as good (24%), 16% rate it as neutral, 15% rate it as poor (9%) or very poor (6%), and 26% don't know or are unsure.

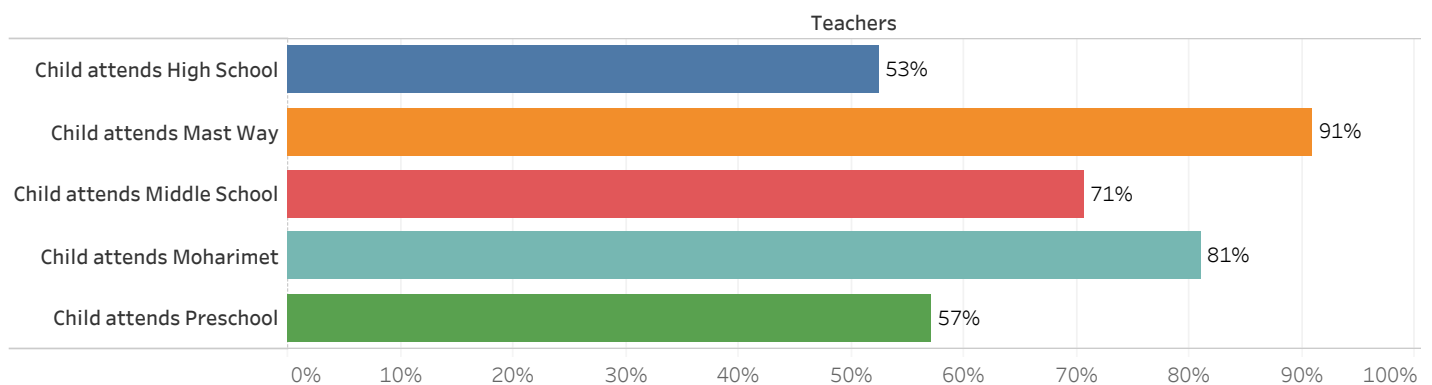
Figure 8a: How would you rate the quality of communication you receive from the following entities at ORCSD?



- Respondents with a child who attends high school (53%) or preschool (57%) are less likely than those with a child who attends middle school (71%), Moharimet (81%), or Mast Way (91%) to rate the communication they receive from teachers as very good or good.

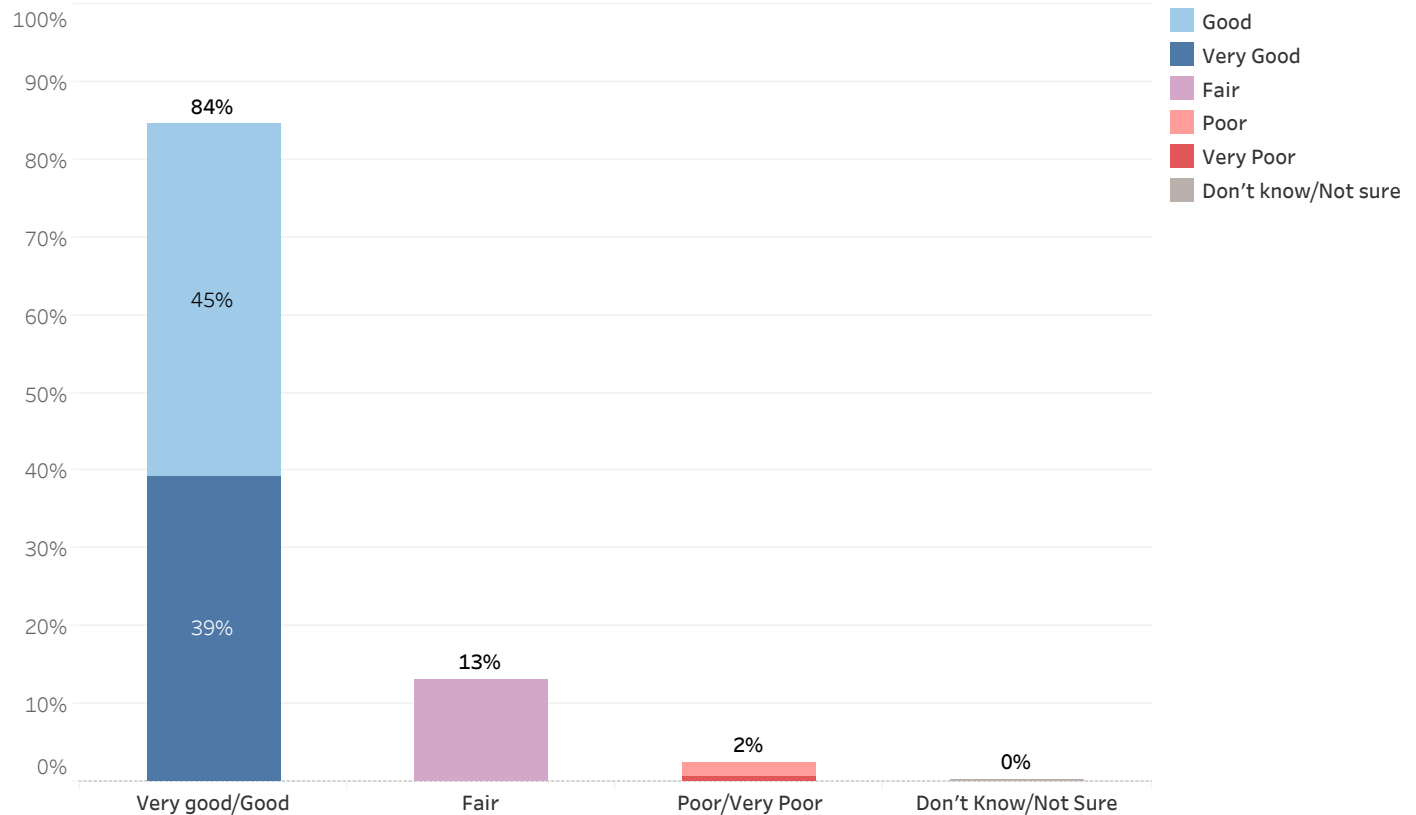
Figure 8b: How would you rate the quality of communication you receive from the following entities at ORCSD? - by Demographics

Very good/Good



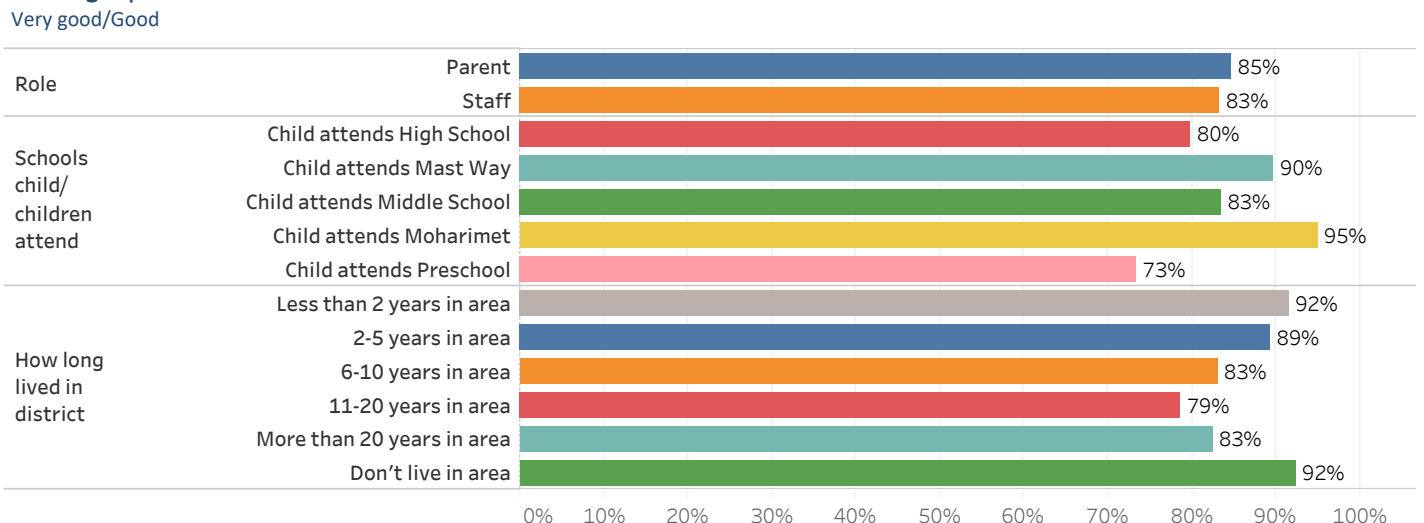
Eighty-four percent of Oyster River Cooperative School District (ORCSD) parents and staff rate the overall quality of communication they receive from ORCSD as very good (39%) or good (45%), 13% rate it as fair, 2% rate it as poor (2%) or very poor (1%), and less than 1% don't know or are unsure.

Figure 9a: And how would you rate the quality of the communication you receive from ORCSD overall?



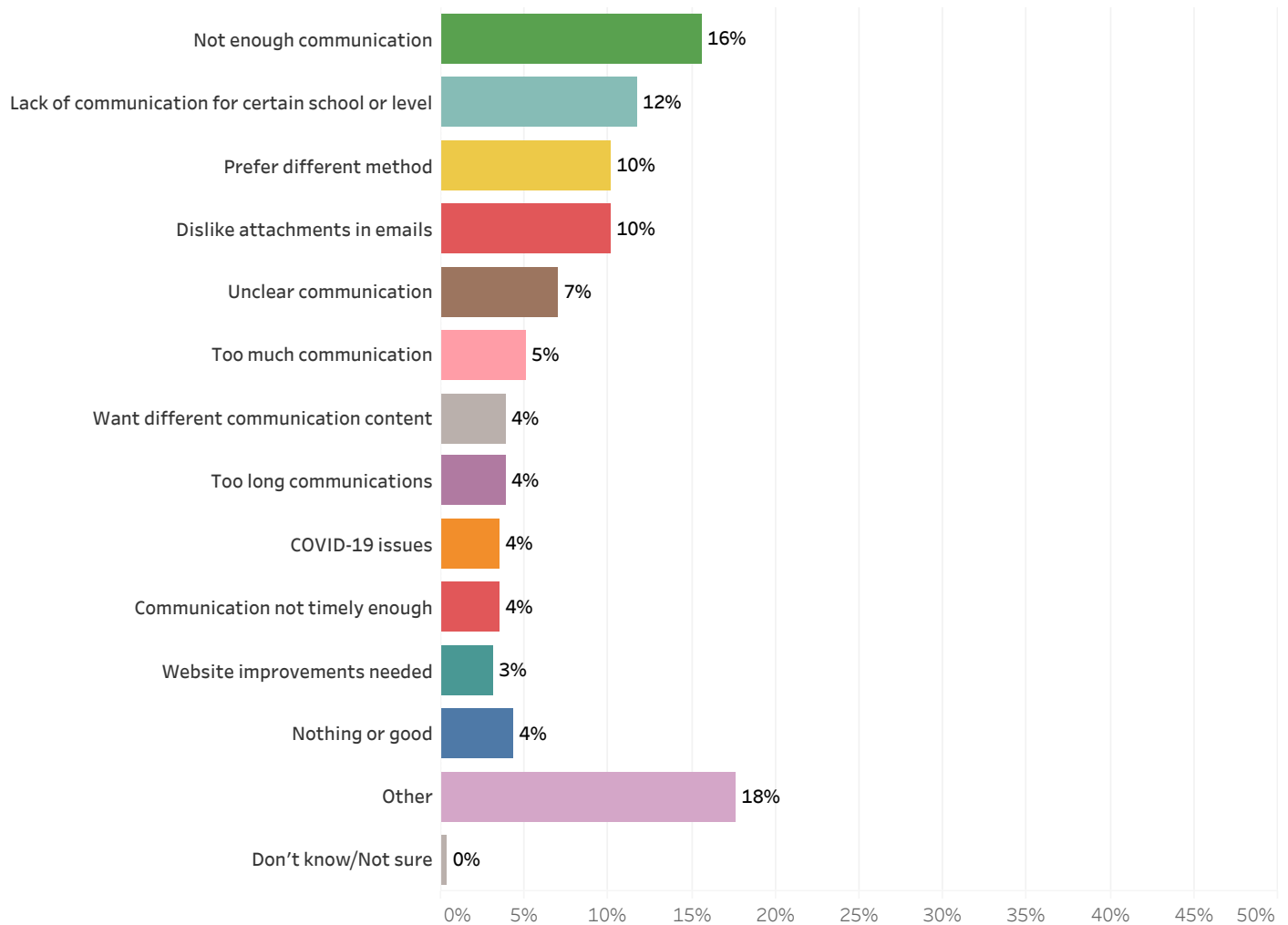
- Staff (83%) and parents (85%) are about equally likely to rate the overall quality of communication from ORCSD as very good or good.
- Those with a child who attends preschool, high school, or middle school are slightly less likely than those with children attending Mast Way or Moharimet to rate the overall quality of communication from ORCSD as very good or good.
- Those who have lived in the area for six years or more are slightly less likely than those who have lived in the area for five years or less or don't live in the area to rate the overall quality of communication from ORCSD as very good or good.

Figure 9b: And how would you rate the quality of the communication you receive from ORCSD overall? - by Demographics



ORCSD parents and staff were asked what they consider to be the biggest weakness with communications from ORCSD. Among those who provided a response (N=256) 16% consider the biggest weakness to be not receiving enough communication, 12% mention a lack of communication for a certain school or level, and 10% each would prefer a different method of communication than what is currently used or dislike attachments in emails. Less than 10% cite unclear communication (7%), too much communication (5%), wanting different communication content (4%), too long communication (4%), issues with COVID-19 (4%), communication not being timely enough (4%), or the website needing improvements (3%) as the biggest weakness with communications from ORCSD. Four percent say nothing or say everything is good, 18% cite something else, and less than 1% don't know or are unsure.

Figure 10: What, if anything, do you consider to be the biggest weakness with communications from ORCSD? (coded)



Preferences for ORCSD Communications

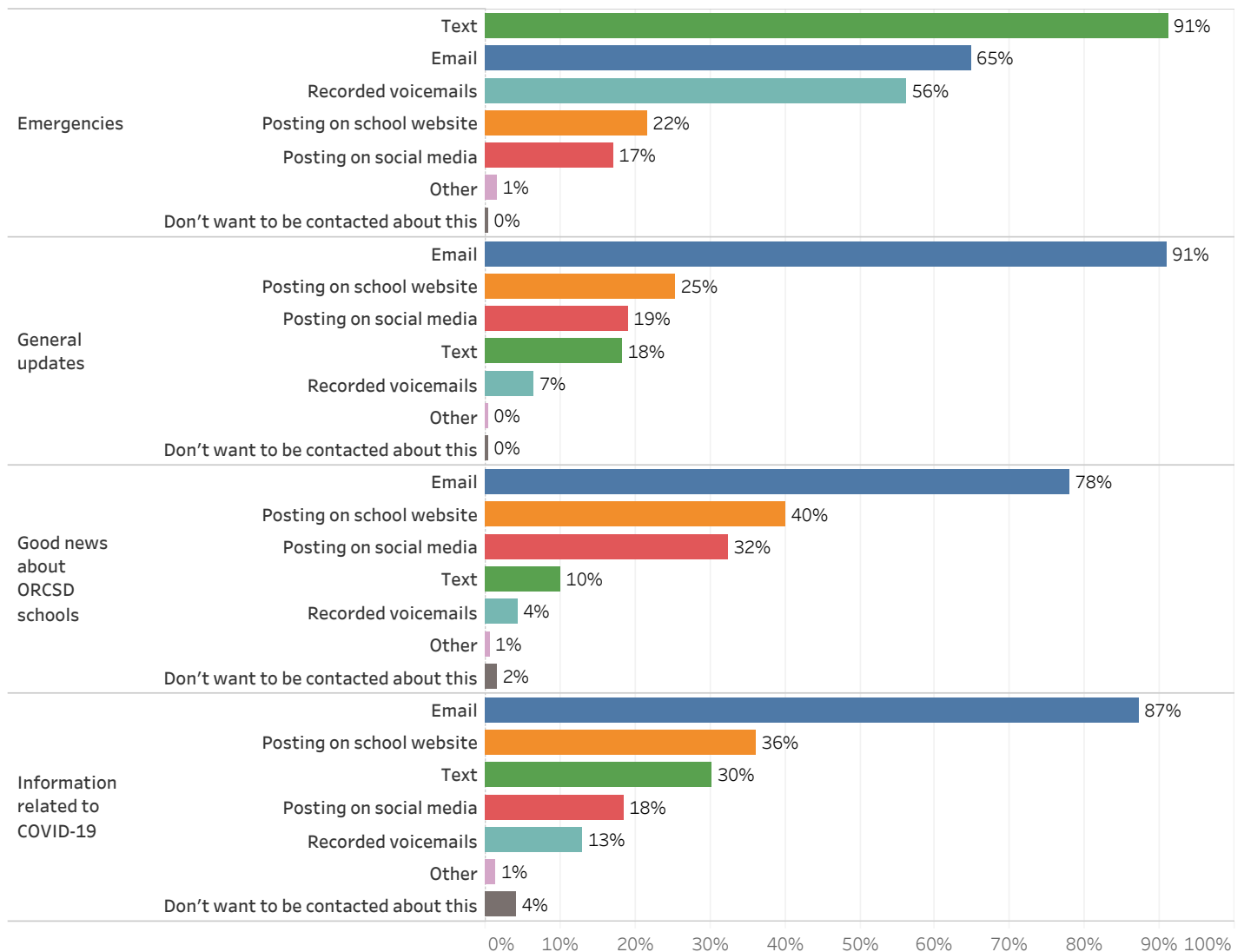
The vast majority (91%) of ORCSD parents and staff say they would like to be contacted by text in the event of an emergency, 65% would like to be contacted by email in this situation, and 56% would like to be contacted by recorded voicemails. Fewer parents and staff would like to be contacted through a posting on the school website (22%), a posting on social media (17%), or through another way (1%). Less than 1% don't want to be contacted about this.

The vast majority (91%) of ORCSD parents and staff say they would like to be contacted by email for general updates from ORCSD. Far fewer would like to be contacted by a posting on the school website (25%), posting on social media (19%), a text (18%), recorded voicemails (7%), or through another way (<1%). Less than 1% don't want to be contacted about this.

More than three-quarters (78%) of ORCSD parents and staff say they would like to be contacted by email to hear about good news about ORCSD schools. Four in ten (40%) would like to be contacted through a posting on the school website and 32% would like to be contacted through a posting on social media, while fewer would like to be contacted via text (10%), recorded voicemails (4%), or through another way (1%). Two percent don't want to be contacted about this.

Seven in eight (87%) ORCSD parents and staff say they would like to be contacted by email to hear about information related to COVID-19. About one-third would like to be contacted through a posting on the school website (36%) or through text (30%), 18% would like to be contacted through a posting on social media, 13% would like to be contacted via recorded voicemails, and 1% would like to be contacted through another way. Four percent don't want to be contacted about this.

Figure 11a: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)

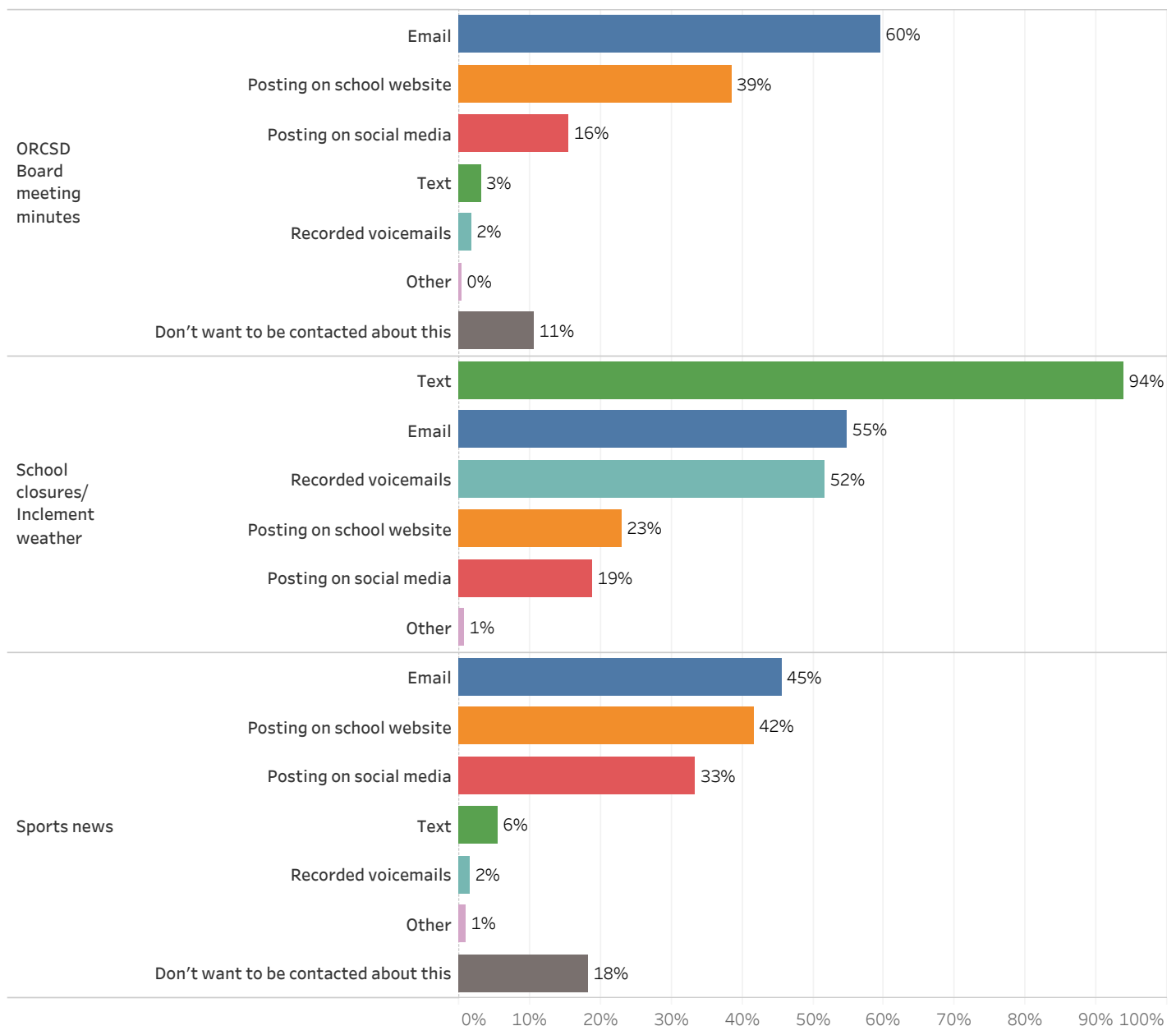


Six in ten (60%) ORCSD parents and staff say they would like to be contacted by email about ORCSD Board meeting minutes, 39% would like to be contacted through a posting on the school website, and 16% would like to be contacted through a posting on social media. Fewer would like to be contacted through text (3%), recorded voicemails (2%), or through another way (<1%). Eleven percent don't want to be contacted about this.

The vast majority (94%) of ORCSD parents and staff say they would like to be contacted by text for school closures or inclement weather. Just over half would like to be contacted by email (55%) or recorded voicemails (52%), while less than a quarter would like to be contacted through a posting on the school website (23%) or a posting on social media (19%), while 1% want to be contacted another way.

Just under half of ORCSD parents and staff say they would like to be contacted by email about sports news, 42% would like to be contacted through a posting on the school website, and 33% would like to be contacted by a posting on social media. Far fewer would like to be contacted through text (6%), recorded voicemails (2%) or another means (1%). Eighteen percent don't want to be contacted about this.

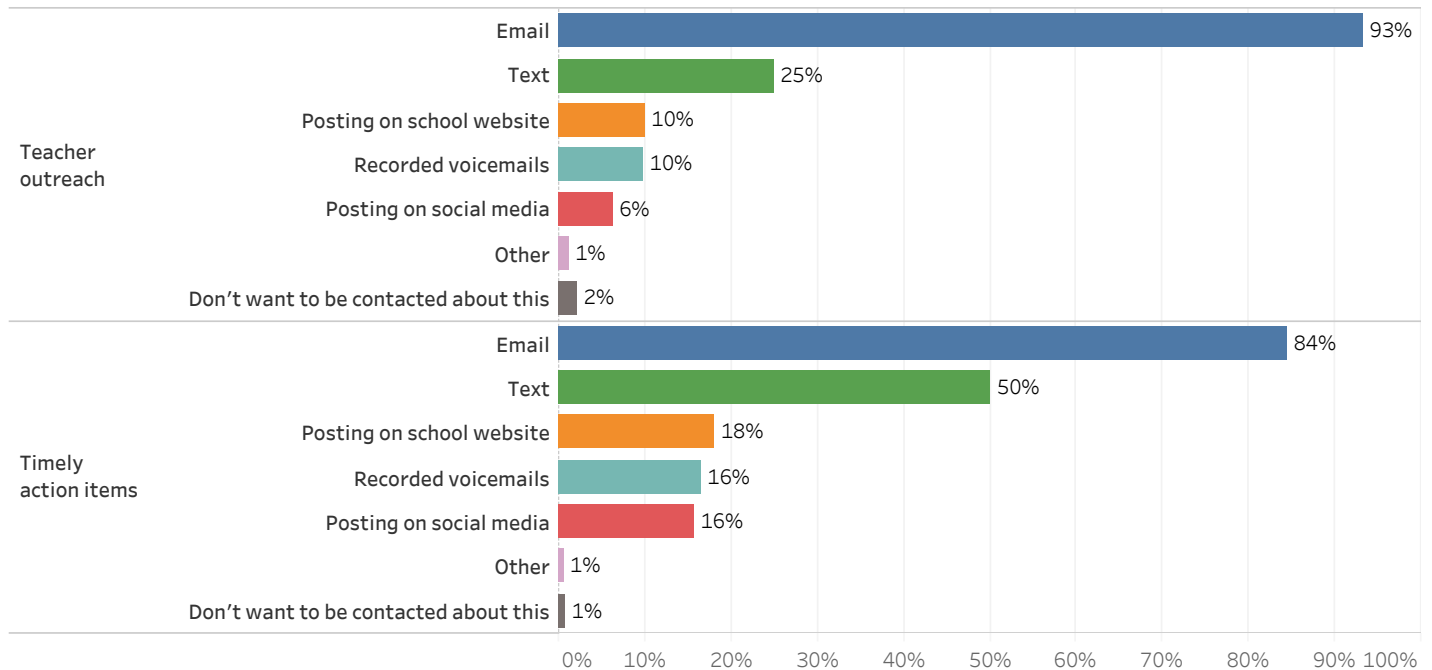
Figure 11b: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)



The vast majority (93%) of ORCSD parents and staff say they would like to be contacted by email about teacher outreach while a quarter would like to be contacted via text. Ten percent or less would like to be contacted through a posting on the school website (10%), recorded voicemails (10%), a posting on social media (6%), or through another means (1%). Two percent don't want to be contacted about this.

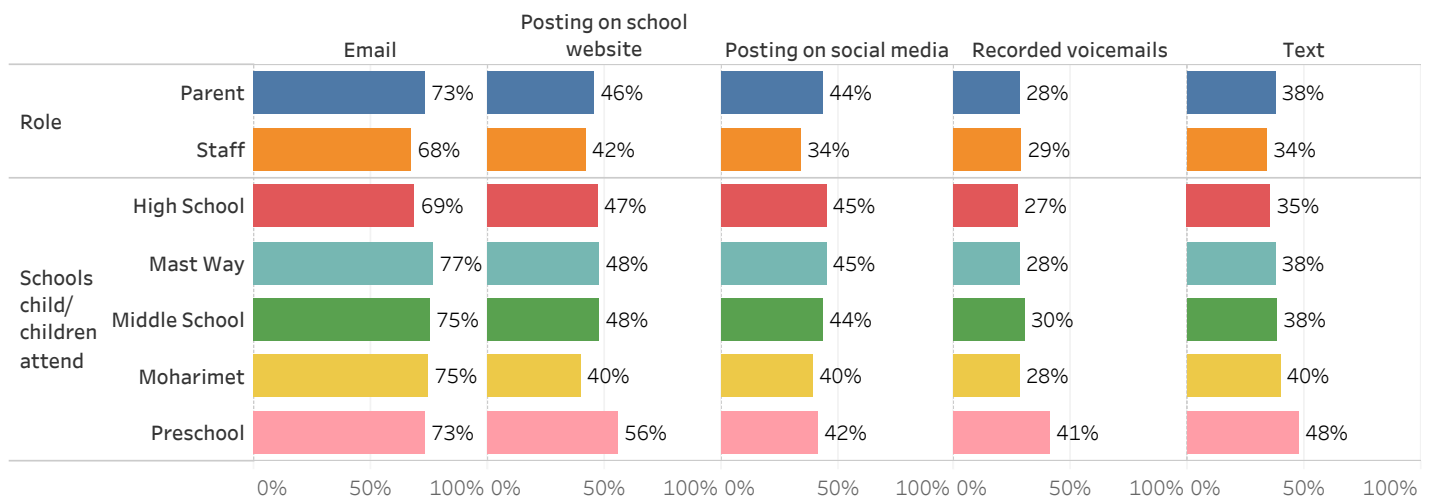
More the four in five (84%) ORCSD parents and staff say they would like to be contacted by email about timely action items while half (50%) would like to be contacted through text. Less than one-fifth would like to be contacted through a posting on the school website (18%), recorded voicemails (16%), a posting on social media (16%), or through another way (1%). One percent don't want to be contacted about this.

Figure 11c: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)



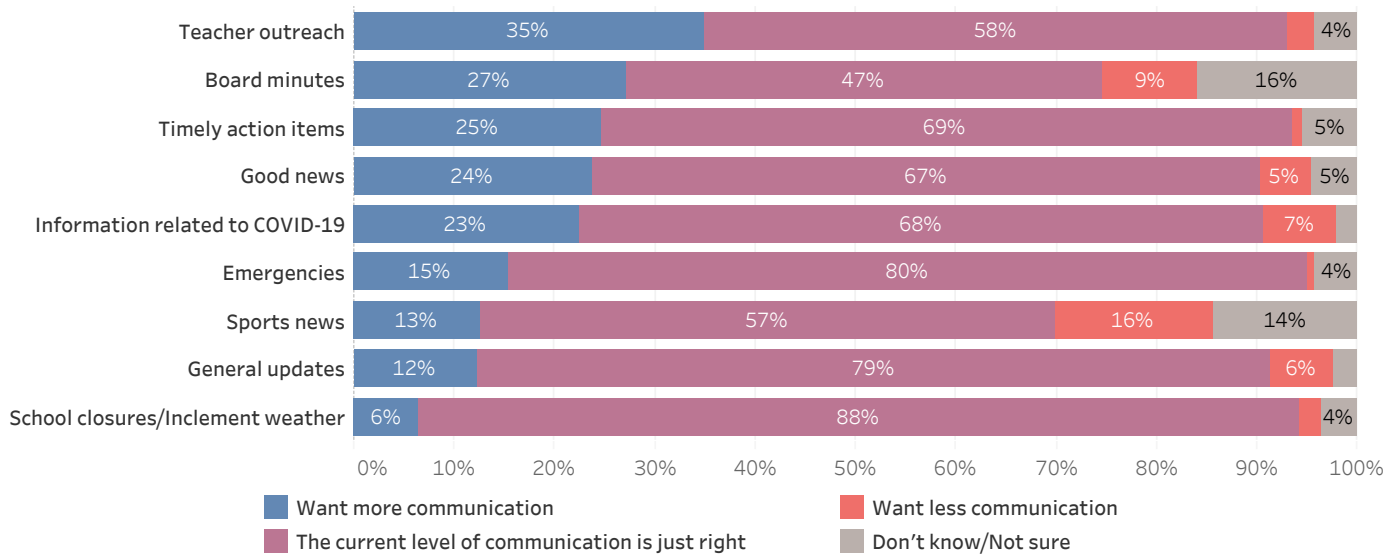
- On average, staff members are somewhat less likely to want to be contacted through postings on social media.
- On average, those with children who attend high school are slightly less likely than those with children who attend other schools to want to be contacted via email, while those with children who attend preschool are more likely to want to be contacted by a posting on the school website, recorded voicemails, and through text.

Figure 11d: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply) - by Demographics



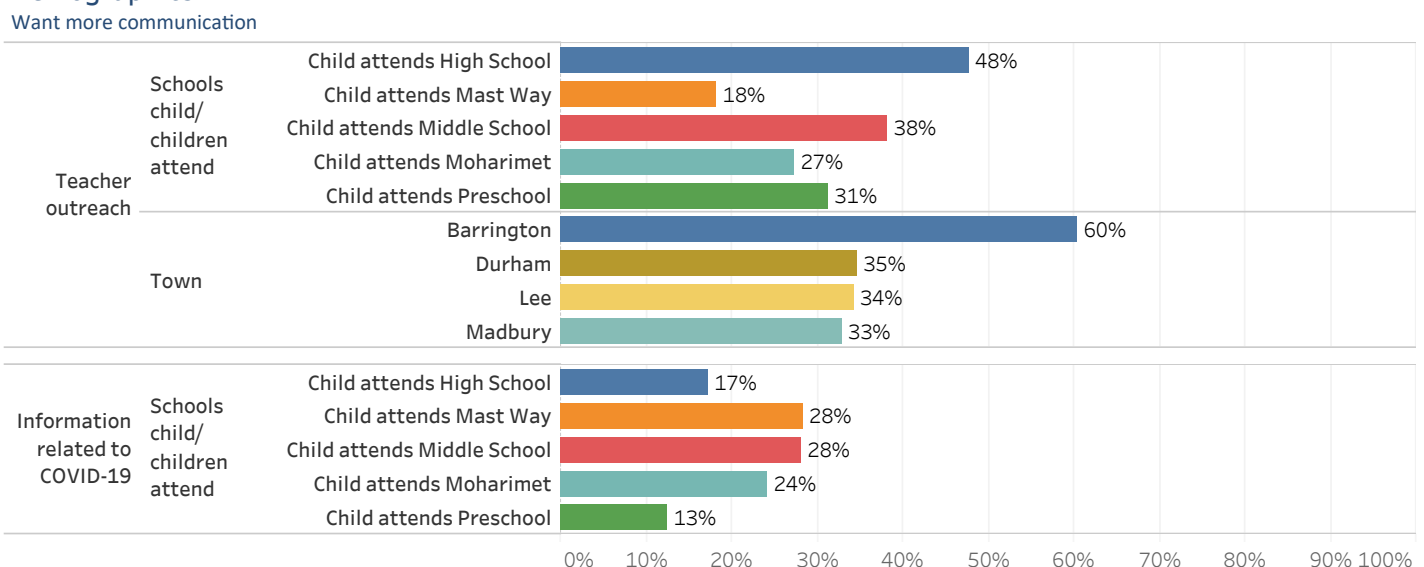
More than one-third (35%) of ORCSD parents and staff say they want more communication about teacher outreach, 58% think the current level of communication is just right, 3% want less communication, and 4% don't know or are unsure. About one-quarter each would like more communication about Board minutes (27%), timely action items (25%), good news (24%), or information related to COVID-19 (23%), while most of the rest say the current communication on these topics is about right. Fifteen percent would like more communication about emergencies, 13% would like more communication about sports news, 12% would like more communication about general updates, and 6% would like more communication about school closures or inclement weather. Sixteen percent want less communication about sports news, but less than 10% would like less communication about anything else.

Figure 12a: Would you like more or less email communication from ORCSD about the following topics?



- Respondents with a child who attends high school are more likely than those with children who attend other schools to say that they want more communication about teacher outreach, while those with children who attend Mast Way are less likely to say they want more communication about this.
- Respondents who live in Barrington are more likely than those with children who attend other schools to say that they want more communication about teacher outreach.
- Respondents with a child who attends Mast Way or middle school are more likely than others to say they want more communication about information related to COVID-19, while those with a child who attends preschool are less likely to say they want more communication about this.

Figure 12b: Would you like more or less email communication from ORCSD about the following topics? - by Demographics

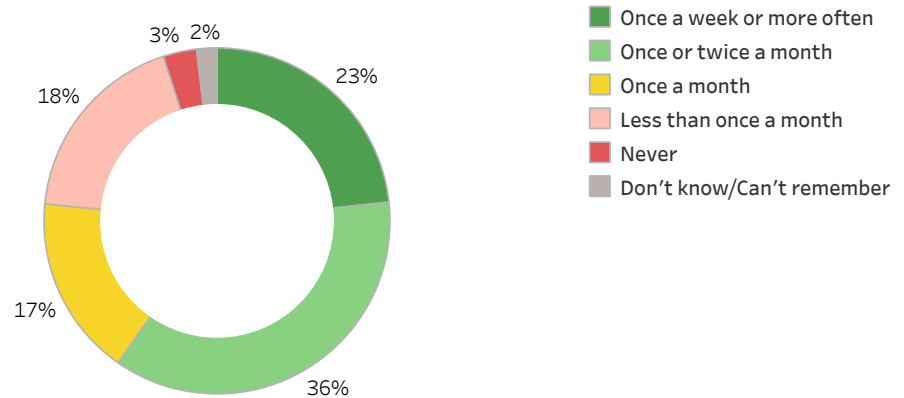


ORCSD Website

Nearly a quarter (23%) of ORCSD parents and staff say they typically access the ORCSD website once a week or more often over the past year, 36% say they usually access it once or twice a month, 17% usually access it once a month, 18% access it less than once a month, 3% never access it, and 2% don't know or can't remember.

Nine in ten (91%) ORCSD staff typically access the website multiple times a month, while 57% of ORCSD parents do the same. Barrington residents (47%) and those who have lived in the area for less than two years (45%) are less likely than residents of other towns and those who have lived in the area longer to access the website this frequently.

Figure 13: About how often have you accessed the ORCSD website in the past year?



Among those who use the website (N=608), 14% rate the organization of the ORCSD website as very good, 47% rate it as good, 26% rate it as fair, 5% rate it as poor, 3% rate it as very poor, and 5% don't know or unsure.

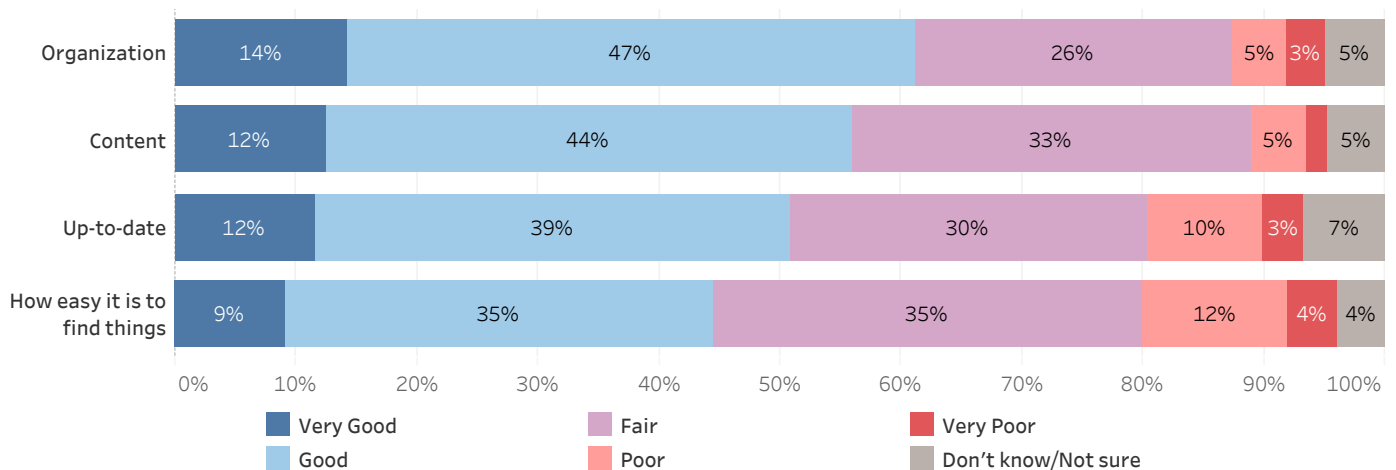
Twelve percent rate the content of the ORCSD website as very good, 44% rate it as good, 33% rate it as fair, 5% rate it as poor, 2% rate it as very poor, and 5% don't know or unsure.

Twelve percent rate how up-to-date the ORCSD website is as very good, 39% rate it as good, 30% rate it as fair, 10% rate it as poor, 3% rate it as very poor, and 7% don't know or unsure.

Nine percent rate how easy it is to find things on the ORCSD website as very good, 35% rate it as good, 35% rate it as fair, 12% rate it as poor, 4% rate it as very poor, and 4% don't know or unsure.

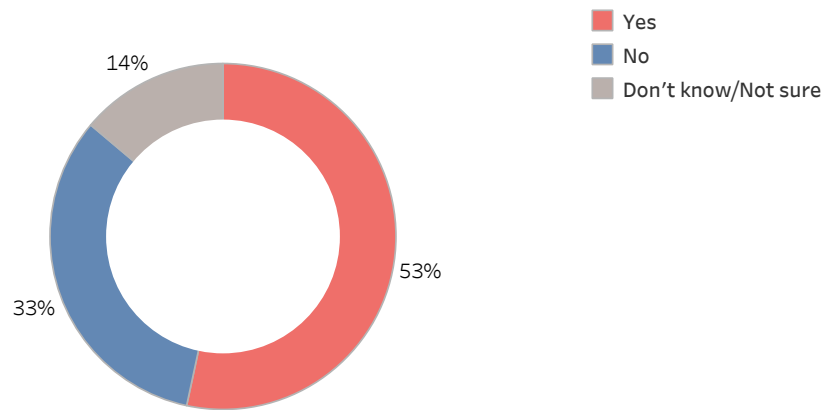
Respondents with a child who attends high school or middle school are slightly less likely than those with children who attend other schools to rate these elements of the ORCSD website as good or very good. Those who have lived in the local area for 6-20 years are also less likely to rate them as very good or good.

Figure 14: And how would you rate the following aspects of the ORCSD website?



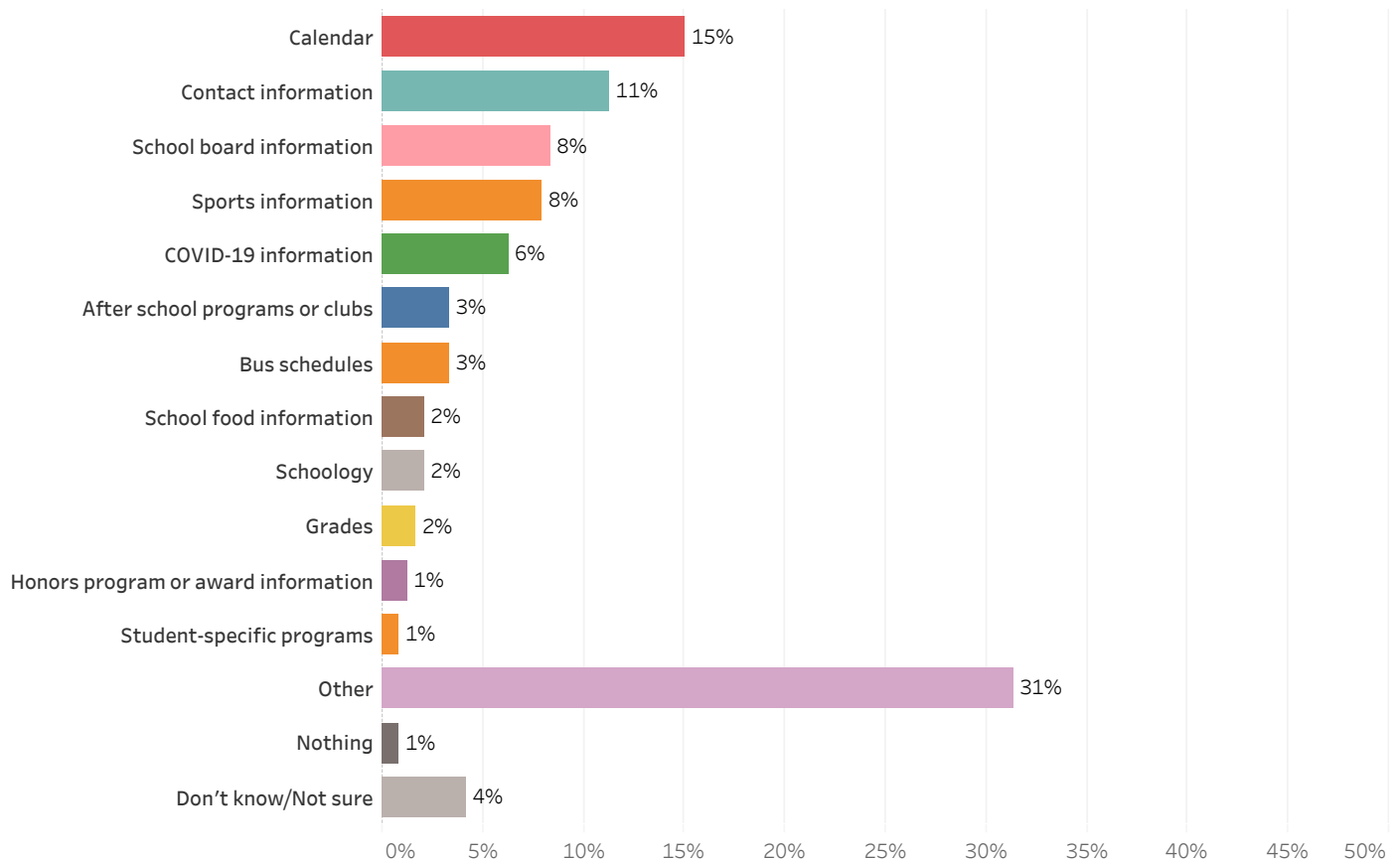
Among those who use the website (N=608), 53% say they have had difficulty finding information that they were looking for on the ORCSD website, 33% have not had difficulty finding anything, and 14% don't know or are unsure.

Figure 15: In the past year, when on the ORCSD website, have you ever had any difficulty finding information that you were looking for?



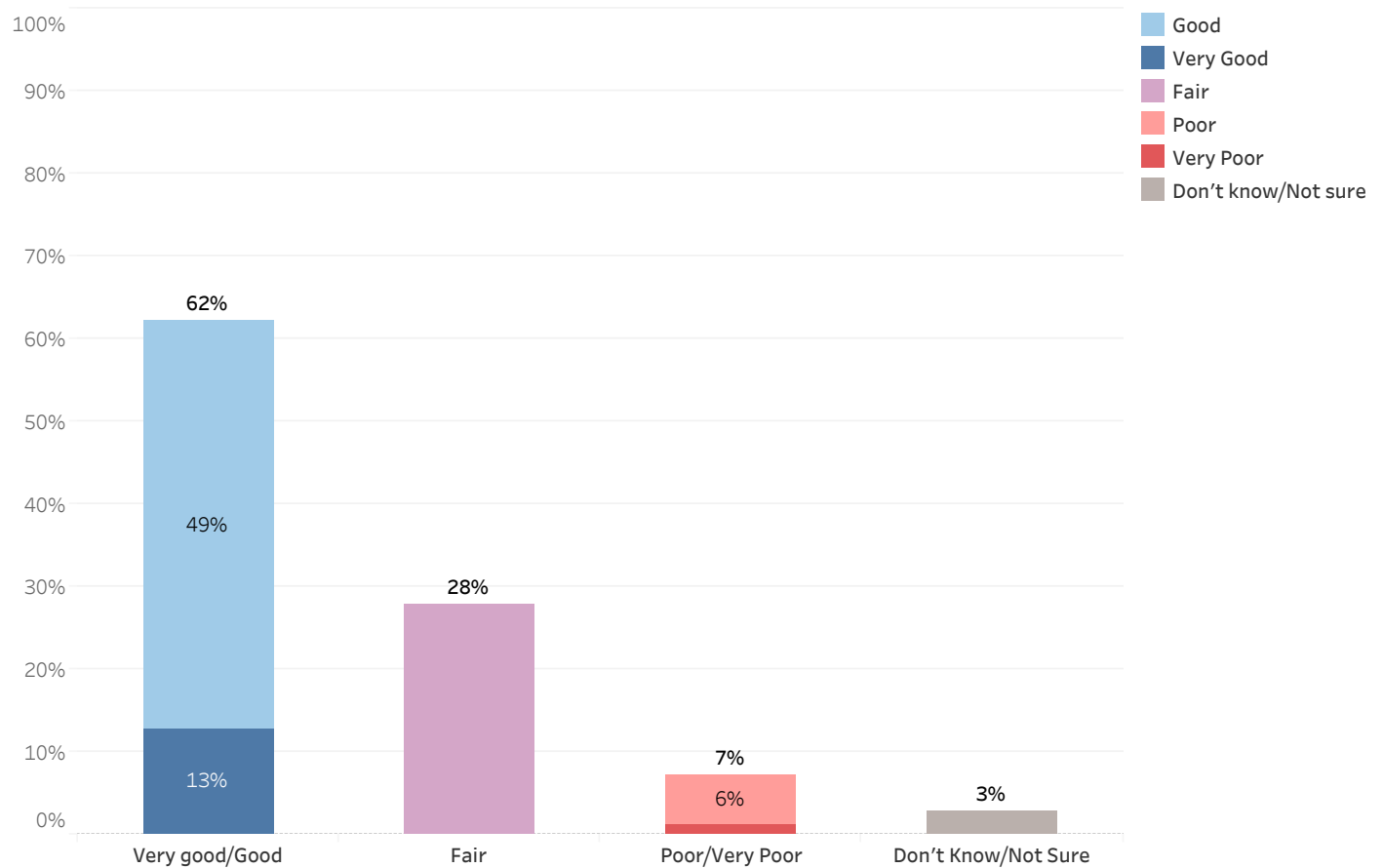
Among those who have had difficulty finding information on the ORCSD website (N=316), 15% say they had difficulty finding information related to the calendar, 11% had difficulty finding contact information, 8% each had difficulty finding information about the school board or sports, and 6% had difficulty finding information about COVID-19. Less than 5% say they have had difficulty finding information related to after school programs or clubs (3%), bus schedules (3%), school food (2%), Schoology (2%), grades (2%), honors programs or award information (1%), or student-specific programs (1%). Thirty-one percent say they had difficulty finding something else, 1% did not have difficulty finding anything, and 4% don't know or are unsure.

Figure 16: What types of information did you have difficulty finding on the ORCSD website? (coded)



Sixty-two percent of ORCSD parents and staff rate the overall quality of the ORCSD website as very good (13%) or good (62%), 28% rate it as fair, 7% rate it as poor (6%) or very poor (1%), and 3% don't know or are unsure.

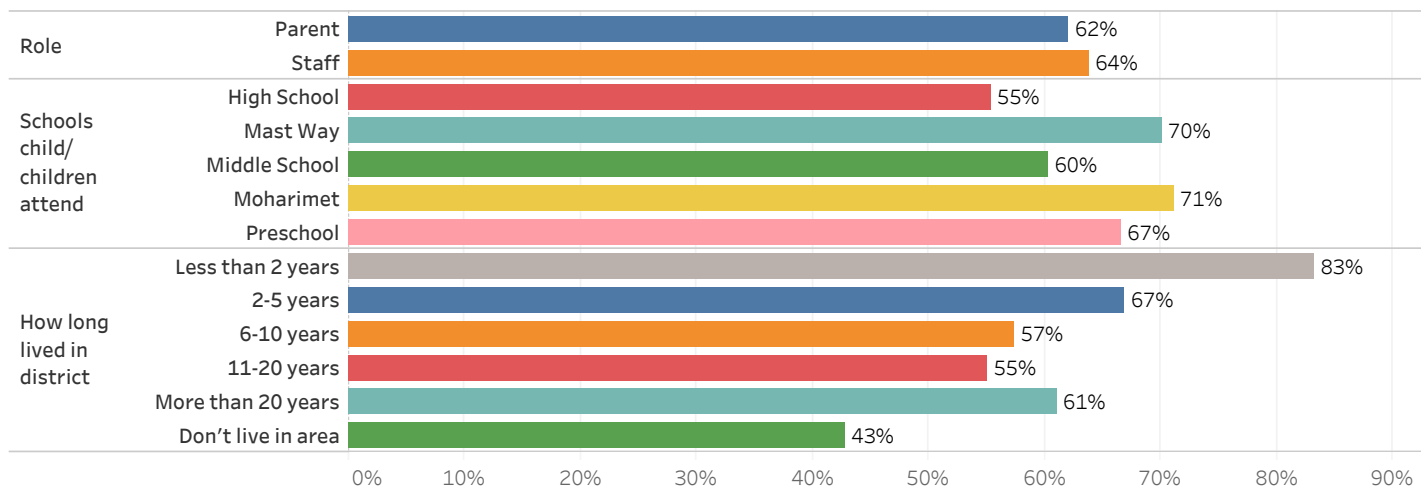
Figure 17a: Overall, how would you rate the quality of the ORCSD website?



- Staff (64%) and parents (62%) are about equally likely to rate the overall quality of the ORCSD website as very good or good.
- Those with a child who attends high school or middle school are slightly less likely than those with children attending other schools to rate the overall quality of the ORCSD website as very good or good.
- Those who have lived in the area for five years or less are slightly more likely to rate the overall quality of the ORCSD website as very good or good.

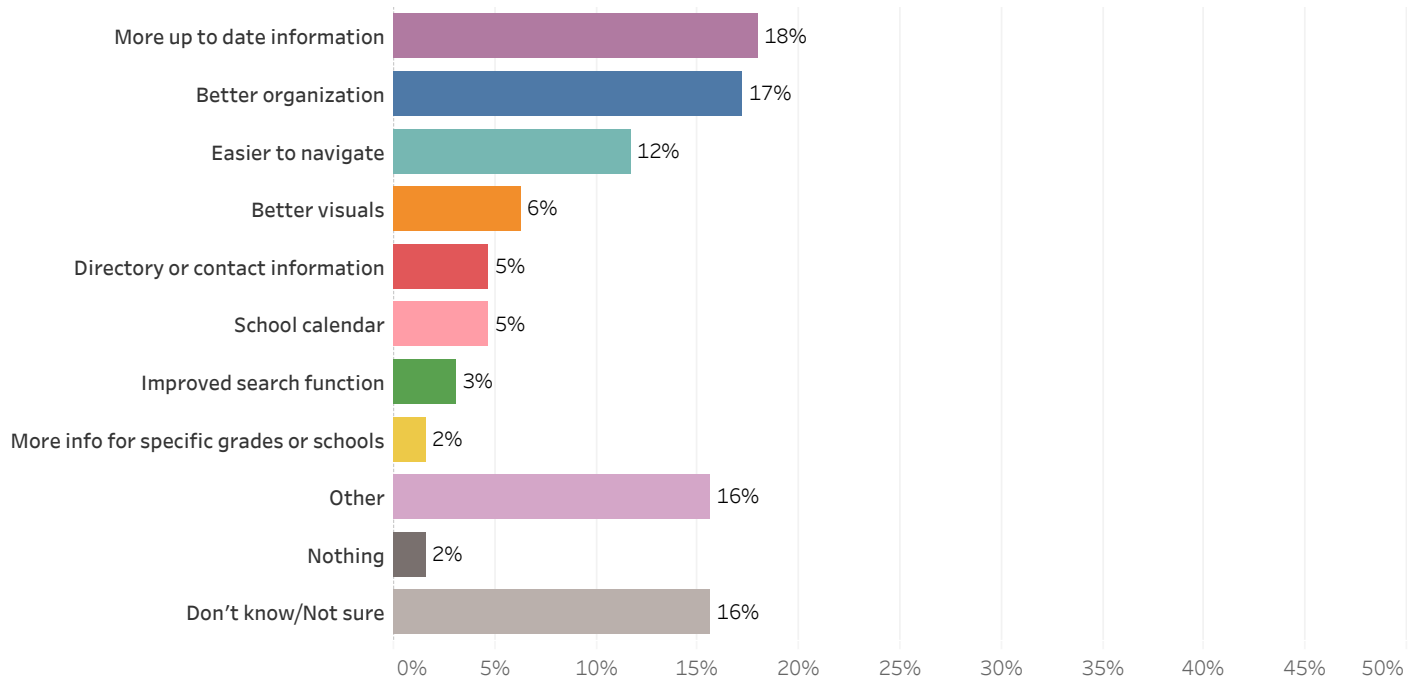
Figure 17b: Overall, how would you rate the quality of the ORCSD website? - by Demographics

Very good/Good



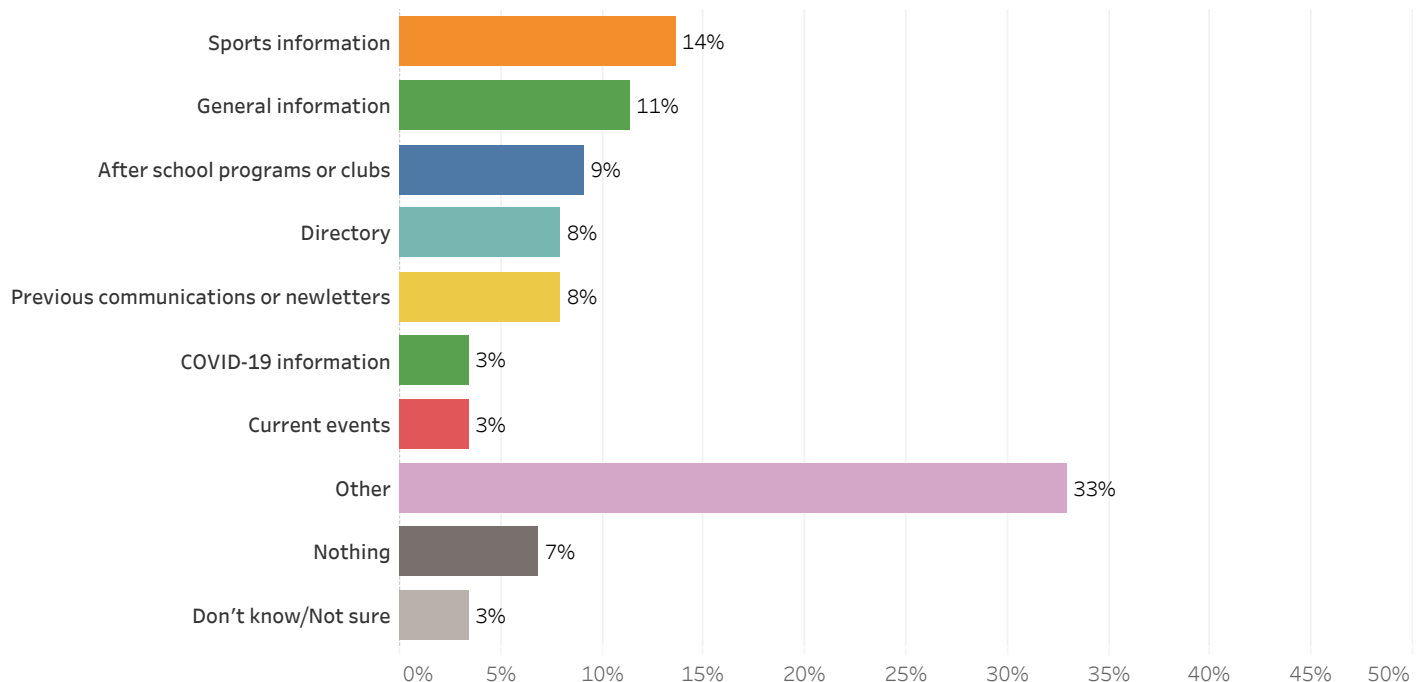
ORCSD parents and staff were asked what they would like to see improved on the website. Among those who responded (N=128), 18% would like more up-to-date information, 17% would like better organization, 12% would like the website to be easier to navigate (12%). Less than 10% would like better visuals on the website (6%), a directory or contact information (5%), a school calendar (5%), an improved search function (3%), or more information for specific grades or schools (2%). Sixteen percent mention something else that they would like to see improved on the website, 2% don't mention anything that they w..

Figure 18: What, if anything, would you like to see improved on the website? (coded)



Among those who mentioned something they would like to see included on the website that is not currently there (N=88), 14% mention sports information, 11% mention general information, 9% would like after school programs or clubs, 8% each would like a directory or previous communications or newsletters, and 3% each would like COVID-19 information or current events. Thirty-three percent would like something else on the website, 7% don't mention anything that they would like included, and 3% don't know or are unsure.

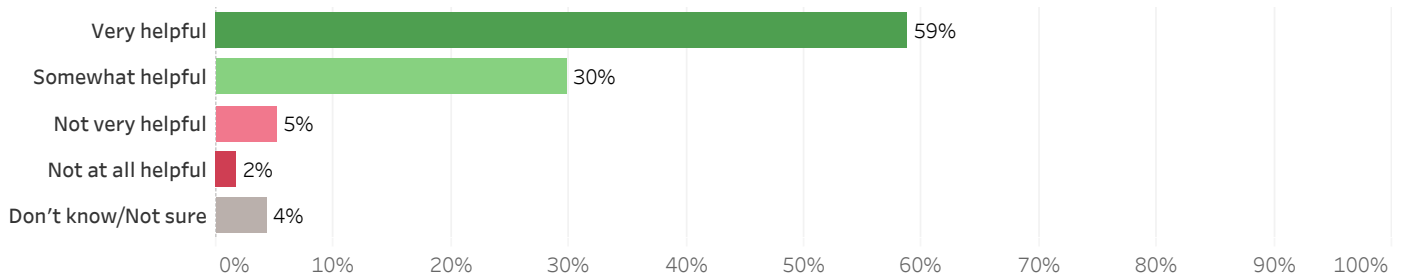
Figure 19: What, if anything, would you like to see included on the website that is not currently there? (coded)



Calendar & Engagement

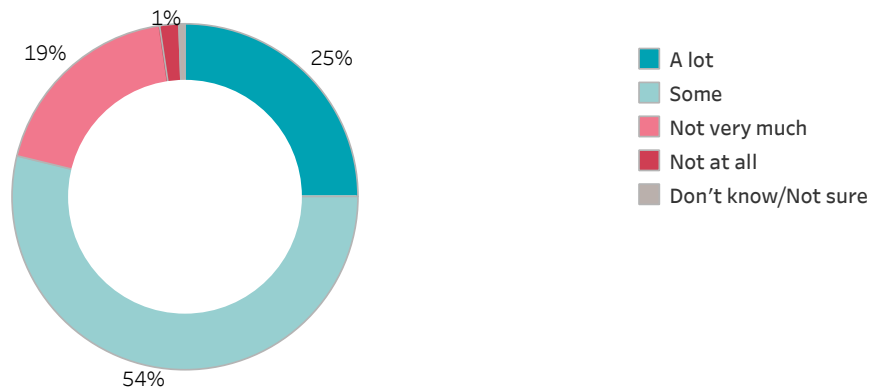
Fifty-nine percent of ORCSD parents and staff think that having a centralized school district calendar would be very helpful for keeping up with things happening in the district, while an additional 30% say this would be somewhat helpful. Five percent say this would be not very helpful, 2% say it would not be helpful at all, and 4% don't know or are unsure. Parents (59%) and staff (60%) are about equally likely to say that this would be very helpful.

Figure 20: The district is considering constructing a centralized school district calendar including dates for all district events. How helpful do you think a centralized school district calendar would be for you to keep up with things happening in the district?



A quarter (25%) of ORCSD parents say that they engage with the school district a lot, 54% say they engage some, 19% say they engage not very much, 1% say they don't engage at all, and 1% don't know or are unsure.

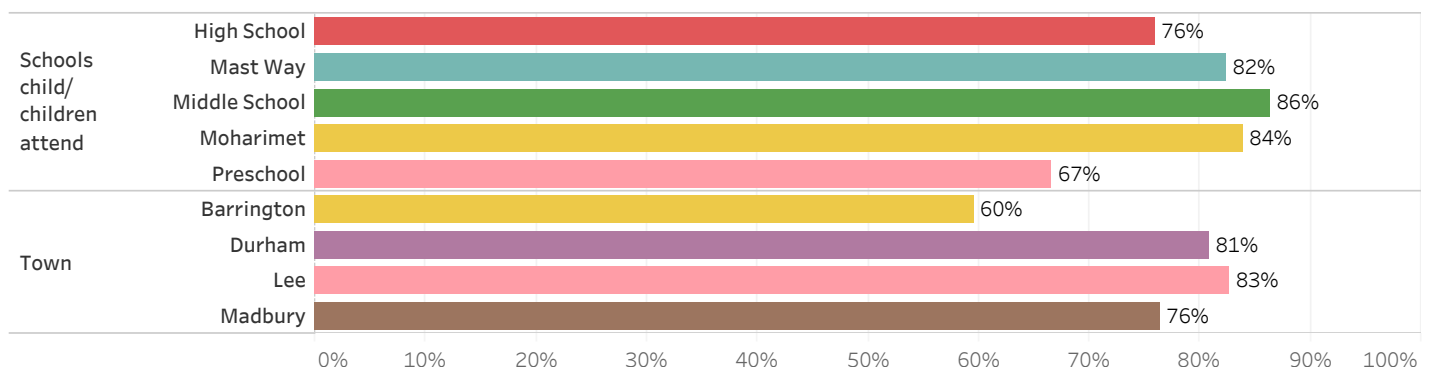
Figure 21a: As a parent or guardian, how much would you say you engage with the Oyster River School District?



- Parents with a child in preschool are less likely than those with a child in other schools to say they engage a lot or some with the district.
- Parents who live in Barrington are less likely than those who live in other towns to say they engage a lot or some with the district.

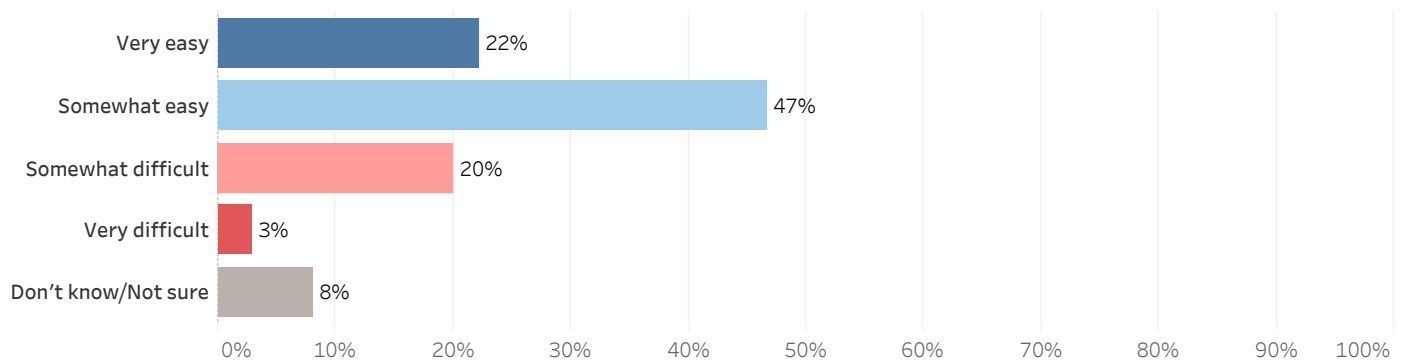
Figure 21b: As a parent or guardian, how much would you say you engage with the Oyster River School District? - by Demographics

A lot or some



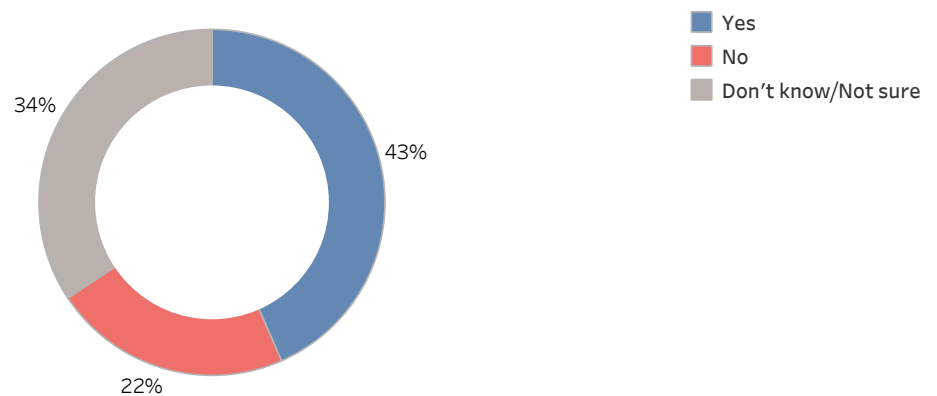
Twenty-two percent of ORCSD parents find it easy to engage with the school district, 47% find it somewhat easy to engage, 20% find it somewhat difficult to engage, 3% find it very difficult to engage with the district, and 8% don't know or are unsure. Parents in Barrington are less likely than parents who live elsewhere to say it is very or somewhat easy to engage with the district.

Figure 22: How easy is it to find ways to engage with the Oyster River School District?



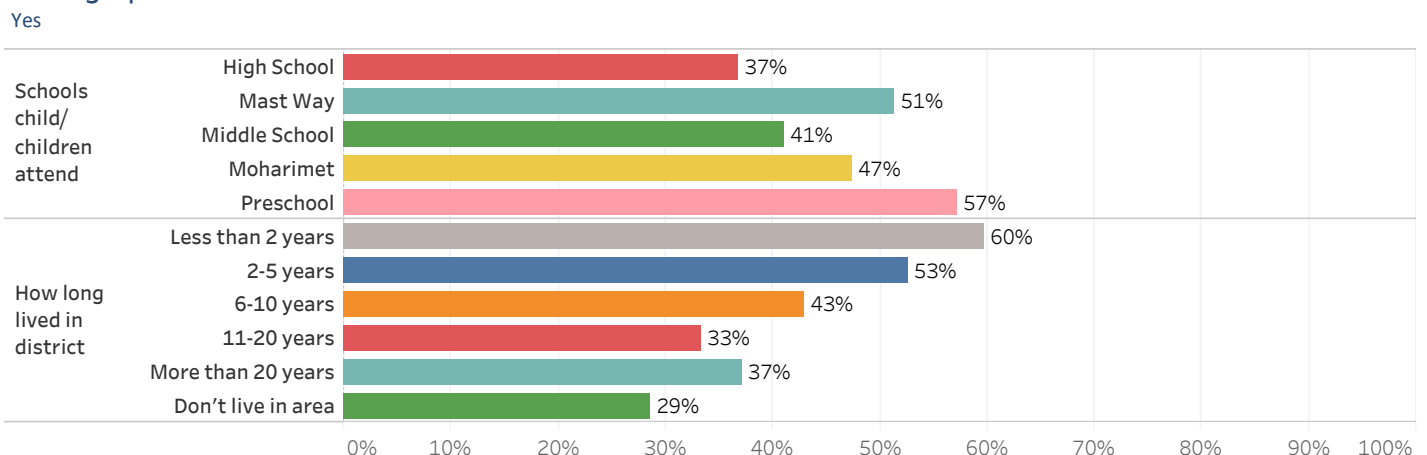
Forty-three percent of ORCSD parents say they would like to engage with the school district more in the future, 22% do not want to engage with the district more, and 34% don't know or are unsure.

Figure 23a: Would you like to engage more with the Oyster River School District in the future?



- Parents with a child in high school or middle school are less likely than those with a child in other schools to say they would like to engage more with the district in the future.
- Parents who have lived in the area for five years or less or are more likely than those who have lived longer in the area for a longer amount of time to say they would like to engage more with the district in the future.

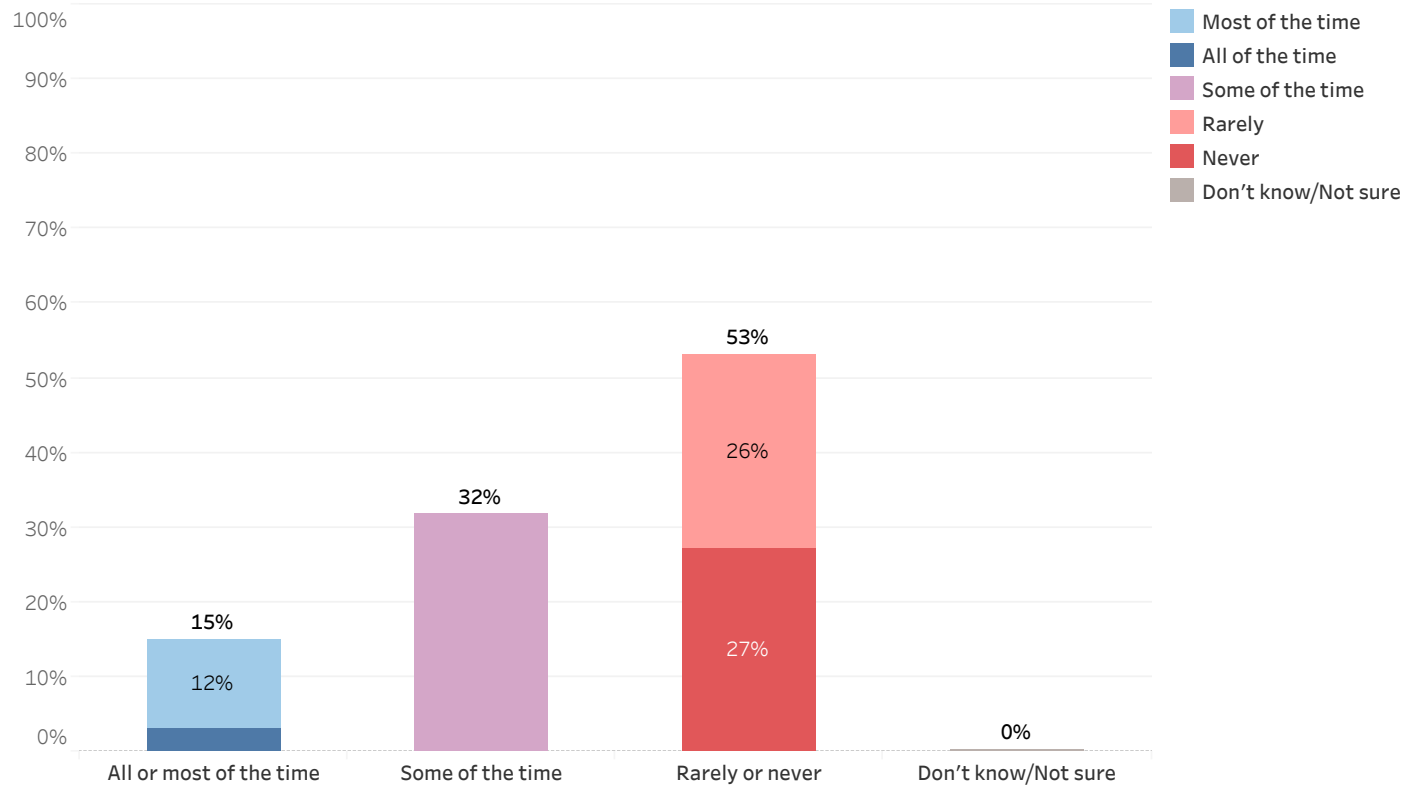
Figure 23b: Would you like to engage more with the Oyster River School District in the future? - by Demographics



ORCSD Board Meetings & Community Forums

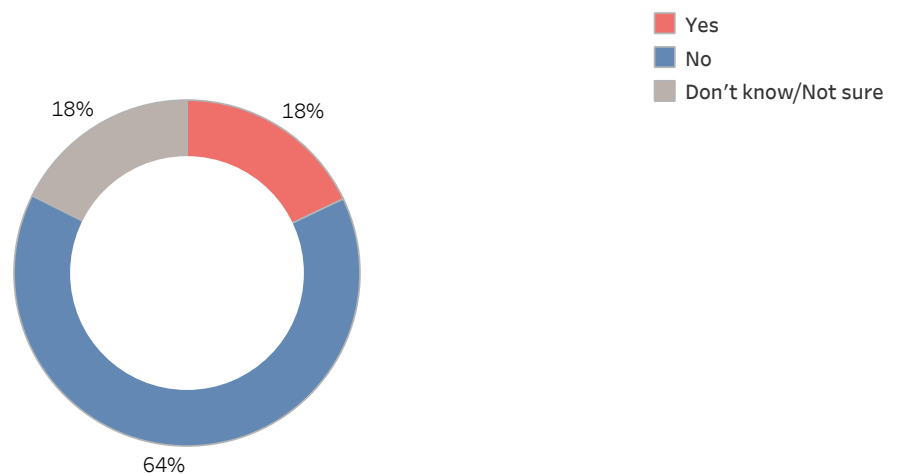
Only fifteen percent of ORCSD parents and staff say that in the past year they have watched ORCSD board meetings in person or online all of the time (3%) or most of the time (12%). One-third (32%) have watched board meetings some of the time, just over half (53%) have rarely (26%) or never (27%) done so, and less than 1% don't know or are unsure. Staff (32%) are considerably more likely than parents (13%) to have watched board meetings all or most of the time.

Figure 24: How often have you watched ORCSD board meetings (in-person or online) in the past year?



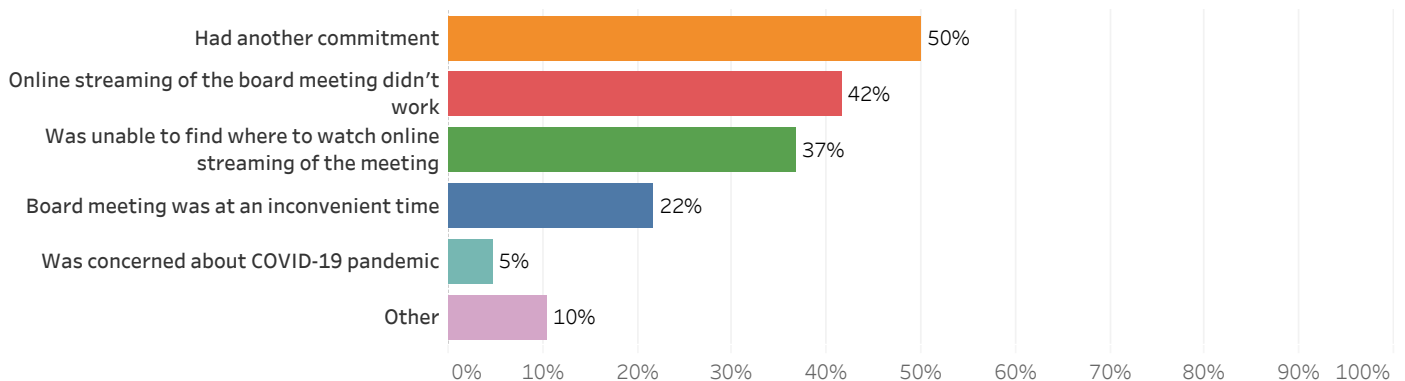
Eighteen percent of ORCSD parents and staff say that at some point in the past year they were unable to watch ORCSD board meetings in-person or online when they wanted to, 64% have not been unable to watch board meetings, and 18% don't know or are unsure.

Figure 25: At any point in the past year have you been unable to watch ORCSD board meetings (in-person or online) when you wanted to?



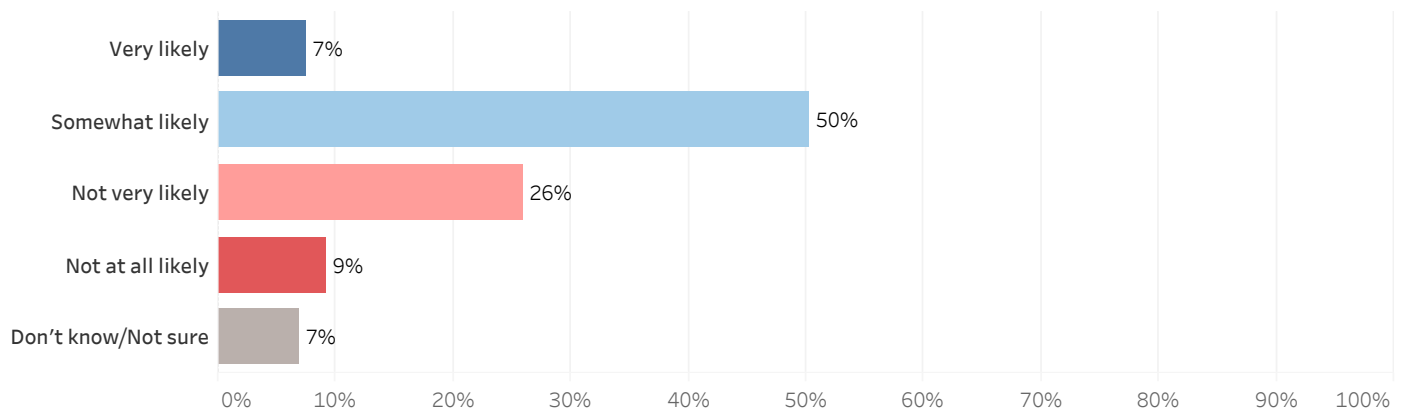
Among those who were unable to watch a board meeting (N=106), half (50%) say it was because they had another commitment, 42% say it was because online streaming of the board meeting didn't work, 37% say it was because they were unable to find where to watch online streaming of the meeting, 22% say it was because say the board meeting was at an inconvenient time, and 5% say it was because they were concerned about the COVID-19 pandemic.

Figure 26: Why were you unable to watch a ORCSD board meeting? (Please select all that apply)



Seven percent of ORCSD staff and parents say they would be very likely to attend community forums if they were held by the school district, 50% say it would be somewhat likely, 26% say they would be not very likely to attend such forums, 9% say they are not at all likely to attend such forums, and 7% don't know or are unsure.

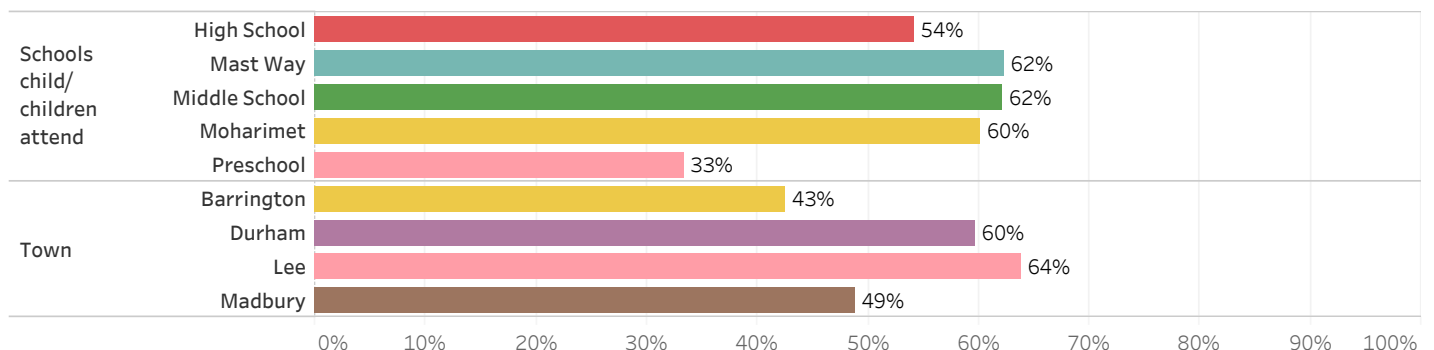
Figure 27a: How likely would you be to attend community forums if they were held by the ORCSD?



- Parents with a child in preschool are considerably less likely than those with a child in other schools to say they would be very or somewhat likely to attend community forums if they were held by the school district.
- Parents who live in Barrington and Madbury are less likely than those who live in Durham or Lee to say they would be very or somewhat likely to attend community forums if they were held by the school district.

Figure 27b: How likely would you be to attend community forums if they were held by the ORCSD? - by Demographics

Very or somewhat likely



Appendix A

Q1: How often do you typically receive emails from the Oyster River Cooperative School District (ORCSD)?

		<u>More than once a week</u>	<u>About once a week</u>	<u>About every other week</u>	<u>About once a month</u>	<u>Less than once a month</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	41%	41%	9%	4%	1%	5%	760
Role	Parent	40%	43%	9%	3%	0%	5%	681
	Staff	49%	23%	11%	6%	4%	6%	79
Frequency read emails	All or nearly all of them	35%	44%	11%	5%	1%	5%	547
	Three-quarters of them	53%	38%	6%			3%	110
	Half of them	67%	25%	2%	3%		3%	63
	Less than half of them	72%	17%				11%	18
Overall opinion of ORCSD communication	Very good	39%	46%	10%	3%		2%	252
	Good	42%	41%	8%	4%	1%	4%	290
	Fair	40%	32%	11%	8%	2%	6%	84
	Poor/Very poor	47%	40%			13%		15
Schools child/children attend	High School	46%	41%	7%	3%	0%	3%	306
	Mast Way	36%	47%	7%	5%		5%	148
	Middle School	47%	36%	10%	2%		5%	267
	Moharimet	34%	42%	13%	3%	1%	8%	146
	Preschool	29%	29%	6%	18%	6%	12%	17
Children	One child	33%	50%	9%	3%	1%	4%	347
	Two children	44%	37%	10%	3%	0%	5%	273
	Three or more children	61%	26%	3%	5%		5%	61
Town	Barrington	43%	41%	12%			3%	58
	Durham	41%	39%	10%	3%	1%	6%	305
	Lee	37%	48%	7%	5%		2%	217
	Madbury	41%	41%	8%	2%	1%	6%	99
How long lived in district	Less than 2 years	28%	53%	10%	5%	2%	2%	60
	2-5 years	35%	48%	11%	2%	2%	3%	132
	6-10 years	41%	44%	5%	4%		7%	137
	11-20 years	49%	36%	10%	3%		2%	146
	More than 20 years	38%	49%	5%	8%			63
	Don't live in area	50%	21%	21%			7%	14

Q2: And about how many of the emails you receive from ORCSD do you typically read?

		<u>All of them or nearly all of them</u>	<u>Three- quarters of them</u>	<u>Half of them</u>	<u>One-quarter of them</u>	<u>Less than a quarter of them</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	73%	15%	8%	1%	1%	1%	749
Role	Parent	72%	15%	9%	1%	2%	2%	673
	Staff	82%	14%	3%	1%			76
Overall opinion of ORCSD communication	Very good	84%	10%	5%			0%	252
	Good	72%	18%	8%	0%	1%	1%	290
	Fair	65%	14%	8%	1%	6%	5%	84
	Poor/Very poor	53%	13%	20%	7%		7%	15
Schools child/children attend	High School	65%	18%	12%	1%	3%	2%	300
	Mast Way	77%	14%	6%	1%		2%	146
	Middle School	73%	15%	8%	1%	2%	1%	263
	Moharimet	77%	11%	9%	1%	1%	1%	146
	Preschool	71%	12%	12%		6%		17
Children	One child	71%	15%	9%	1%	1%	2%	343
	Two children	74%	15%	7%	1%	2%	0%	269
	Three or more children	69%	13%	13%		2%	3%	61
Town	Barrington	66%	13%	14%	2%	4%	2%	56
	Durham	73%	16%	7%	1%	2%	2%	301
	Lee	72%	14%	10%	0%	2%	1%	215
	Madbury	75%	15%	8%	2%			99
How long lived in district	Less than 2 years	85%	10%	5%				60
	2-5 years	77%	11%	8%	1%	2%	1%	132
	6-10 years	77%	13%	8%	1%	1%		137
	11-20 years	68%	19%	7%		2%	3%	146
	More than 20 years	70%	14%	11%	2%	2%	2%	63
	Don't live in area	64%	7%	14%			7%	7%

Q3: Why do you typically not read the emails you receive from ORCSD?

		<u>Don't have time</u>	<u>Emails are difficult to understand</u>	<u>Information isn't typically relevant or important</u>	<u>Receive too many emails from ORCSD</u>	<u>Other</u>	<u>N</u>
Overall	2021	11%	11%	17%	50%	28%	18
Role	Parent	12%	12%	12%	53%	29%	17
	Staff			100%			1
Frequency read emails	All or nearly all of them						
	Three-quarters of them						
	Half of them						
	Less than half of them	11%	11%	17%	50%	28%	18
Schools child/children attend	High School		10%		70%	40%	10
	Mast Way	100%					1
	Middle School	14%	14%	29%	43%	14%	7
	Moharimet		50%	50%	50%		2
	Preschool				100%		1
Children	One child	14%	14%	14%	43%	43%	7
	Two children	11%	11%	11%	56%	22%	9
	Three or more children				100%		1
Town	Barrington		33%		67%	67%	3
	Durham	29%			43%	29%	7
	Lee			20%	60%	20%	5
	Madbury		50%	50%	50%		2
How long lived in district	Less than 2 years						
	2-5 years				75%	25%	4
	6-10 years		33%	33%	33%	33%	3
	11-20 years				67%	33%	3
	More than 20 years				50%	50%	2

Q5a: How would you describe the frequency of emails you receive from the following ORCSD entites? - Administration

		<u>Receive too many emails</u>	<u>Receive about the right amount of emails</u>	<u>Receive too few emails</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	6%	81%	6%	7%	700
Role	Parent	6%	81%	6%	7%	632
	Staff	7%	80%	10%	3%	69
Frequency read emails	All or nearly all of them	2%	84%	8%	6%	522
	Three-quarters of them	12%	85%	2%	1%	101
	Half of them	26%	59%	2%	13%	54
	Less than half of them	43%	36%		21%	14
Schools child/children attend	High School	9%	79%	5%	7%	282
	Mast Way	5%	85%	5%	5%	140
	Middle School	5%	84%	6%	5%	250
	Moharimet	4%	83%	4%	9%	134
	Preschool	6%	56%	19%	19%	16
Children	One child	6%	80%	6%	8%	316
	Two children	7%	81%	6%	6%	258
	Three or more children	3%	84%	3%	9%	58
Town	Barrington	9%	79%	2%	9%	53
	Durham	4%	80%	6%	9%	286
	Lee	7%	80%	7%	6%	197
	Madbury	9%	84%	5%	2%	94
How long lived in district	Less than 2 years	7%	83%	3%	7%	60
	2-5 years	5%	79%	7%	8%	130
	6-10 years	6%	86%	6%	2%	136
	11-20 years	5%	79%	7%	8%	146
	More than 20 years	6%	83%	6%	5%	63

Q5b: How would you describe the frequency of emails you receive from the following ORCSD entites? - School Board

		<u>Receive too many emails</u>	<u>Receive about the right amount of emails</u>	<u>Receive too few emails</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	3%	39%	31%	27%	677
Role	Parent	3%	40%	30%	27%	613
	Staff		31%	41%	28%	64
Frequency read emails	All or nearly all of them	2%	42%	31%	25%	507
	Three-quarters of them	3%	33%	38%	26%	96
	Half of them	6%	31%	22%	41%	51
	Less than half of them	21%	21%	29%	29%	14
Schools child/children attend	High School	3%	35%	38%	25%	272
	Mast Way	2%	47%	17%	34%	137
	Middle School	2%	37%	34%	26%	243
	Moharimet	3%	51%	27%	19%	131
	Preschool		56%	19%	25%	16
Children	One child	3%	43%	26%	28%	304
	Two children	3%	38%	34%	25%	254
	Three or more children		35%	38%	27%	55
Town	Barrington		32%	28%	40%	50
	Durham	3%	38%	35%	24%	279
	Lee	3%	44%	27%	26%	190
	Madbury	3%	46%	23%	28%	92
How long lived in district	Less than 2 years	2%	62%	14%	22%	58
	2-5 years	3%	44%	25%	28%	128
	6-10 years	1%	44%	33%	21%	135
	11-20 years	4%	30%	39%	28%	140
	More than 20 years	2%	36%	36%	27%	59

Q5c: How would you describe the frequency of emails you receive from the following ORCSD entites? - Principals

		<u>Receive too many emails</u>	<u>Receive about the right amount of emails</u>	<u>Receive too few emails</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	3%	82%	10%	5%	686
Role	Parent	3%	82%	10%	5%	622
	Staff	3%	85%	9%	3%	65
Frequency read emails	All or nearly all of them	1%	85%	10%	4%	512
	Three-quarters of them	6%	81%	10%	3%	98
	Half of them	11%	69%	7%	13%	54
	Less than half of them	15%	38%	8%	38%	13
Schools child/children attend	High School	6%	83%	7%	4%	280
	Mast Way		79%	10%	11%	138
	Middle School	4%	80%	13%	3%	245
	Moharimet	2%	87%	9%	2%	131
	Preschool		63%	19%	19%	16
Children	One child	2%	83%	9%	6%	309
	Two children	4%	80%	11%	5%	255
	Three or more children	3%	84%	5%	7%	58
Town	Barrington	2%	85%	6%	8%	52
	Durham	4%	80%	11%	5%	281
	Lee	2%	81%	10%	6%	194
	Madbury	3%	86%	9%	2%	93
How long lived in district	Less than 2 years		90%	7%	3%	59
	2-5 years	2%	83%	12%	3%	129
	6-10 years	2%	82%	12%	4%	136
	11-20 years	8%	80%	8%	4%	142
	More than 20 years	2%	85%	10%	3%	62

Q5d: How would you describe the frequency of emails you receive from the following ORCSD entites? - Teachers

		<u>Receive too many emails</u>	<u>Receive about the right amount of emails</u>	<u>Receive too few emails</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	2%	60%	33%	5%	620
Role	Parent	2%	60%	33%	5%	620
	Staff		100%			2
Frequency read emails	All or nearly all of them	1%	63%	33%	4%	458
	Three-quarters of them		57%	37%	6%	89
	Half of them	10%	50%	31%	10%	52
	Less than half of them	25%	33%	8%	33%	12
Schools child/children attend	High School	1%	44%	46%	8%	278
	Mast Way	2%	81%	13%	4%	138
	Middle School	2%	65%	30%	2%	246
	Moharimet	2%	71%	24%	3%	130
	Preschool		69%	31%		16
Children	One child	2%	55%	37%	7%	306
	Two children	1%	66%	29%	4%	256
	Three or more children	5%	66%	24%	5%	58
Town	Barrington	2%	37%	48%	13%	52
	Durham	2%	60%	33%	6%	282
	Lee	1%	66%	30%	4%	191
	Madbury	3%	65%	30%	2%	93
How long lived in district	Less than 2 years		79%	19%	2%	58
	2-5 years	5%	60%	30%	5%	130
	6-10 years	1%	66%	31%	1%	136
	11-20 years	1%	55%	36%	8%	141
	More than 20 years	2%	46%	48%	5%	61

Q6: And how would you describe the length of emails you receive from ORCSD?

		<u>The emails are too long</u>	<u>The emails are the right length</u>	<u>The emails are too short</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	13%	80%	1%	6%	689
Role	Parent	13%	80%	1%	6%	621
	Staff	16%	81%		3%	69
Frequency read emails	All or nearly all of them	7%	87%	1%	5%	514
	Three-quarters of them	21%	74%		5%	100
	Half of them	46%	48%		6%	52
	Less than half of them	43%	29%	7%	21%	14
Schools child/children attend	High School	14%	78%	1%	6%	279
	Mast Way	9%	82%	1%	8%	138
	Middle School	12%	80%	1%	7%	246
	Moharimet	12%	82%	1%	5%	131
	Preschool	20%	60%		20%	15
Children	One child	14%	80%	1%	5%	309
	Two children	13%	80%	1%	6%	255
	Three or more children	7%	79%	2%	12%	57
Town	Barrington	10%	83%	2%	6%	52
	Durham	13%	77%	1%	8%	282
	Lee	11%	84%	1%	5%	194
	Madbury	19%	79%		2%	91
How long lived in district	Less than 2 years	7%	87%	2%	5%	60
	2-5 years	12%	82%	1%	5%	128
	6-10 years	16%	80%		4%	135
	11-20 years	13%	78%	1%	7%	144
	More than 20 years	19%	81%			63

Q7a: How clear would you say the emails you receive from the following ORCSD entities typically are? - Administration

		<u>Very clear</u>	<u>Somewhat clear</u>	<u>Not very clear</u>	<u>Not at all clear</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	60%	34%	3%	1%	2%	684
Role	Parent	59%	35%	3%	0%	2%	617
	Staff	65%	31%	1%	1%	1%	68
Frequency read emails	All or nearly all of them	64%	32%	2%	0%	2%	511
	Three-quarters of them	51%	41%	6%	2%		99
	Half of them	42%	45%	9%		4%	53
	Less than half of them	42%	25%	17%		17%	12
Schools child/children attend	High School	61%	32%	4%	1%	2%	277
	Mast Way	58%	39%	3%			136
	Middle School	53%	39%	5%	1%	2%	246
	Moharimet	62%	35%	2%		2%	130
	Preschool	44%	31%			25%	16
Children	One child	63%	30%	3%	1%	3%	307
	Two children	57%	38%	4%	0%	1%	254
	Three or more children	52%	41%	4%		4%	56
Town	Barrington	66%	32%	2%			50
	Durham	57%	37%	4%	0%	2%	280
	Lee	62%	31%	3%	1%	3%	193
	Madbury	58%	37%	3%		2%	93
How long lived in district	Less than 2 years	71%	25%	2%		2%	59
	2-5 years	55%	40%	2%		2%	131
	6-10 years	60%	35%	5%		1%	136
	11-20 years	57%	35%	4%	1%	2%	145
	More than 20 years	71%	21%	3%	2%	3%	63

Q7b: How clear would you say the emails you receive from the following ORCSD entities typically are? - School Board

		<u>Very clear</u>	<u>Somewhat clear</u>	<u>Not very clear</u>	<u>Not at all clear</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	31%	22%	5%	2%	40%	668
Role	Parent	32%	22%	5%	1%	39%	605
	Staff	14%	25%	2%	3%	56%	64
Frequency read emails	All or nearly all of them	34%	21%	4%	1%	40%	500
	Three-quarters of them	20%	28%	7%	3%	42%	97
	Half of them	22%	30%	10%		38%	50
	Less than half of them	33%	8%			58%	12
Schools child/children attend	High School	27%	21%	5%	3%	45%	268
	Mast Way	34%	27%	7%		33%	134
	Middle School	27%	21%	6%	1%	44%	244
	Moharimet	44%	26%	5%		25%	129
	Preschool	44%	25%	6%	6%	19%	16
Children	One child	37%	21%	4%	2%	36%	300
	Two children	28%	23%	8%	1%	41%	251
	Three or more children	28%	24%	4%		44%	54
Town	Barrington	32%	12%	6%	2%	48%	50
	Durham	30%	25%	6%	2%	37%	273
	Lee	35%	22%	3%	1%	40%	188
	Madbury	32%	19%	9%	2%	38%	93
How long lived in district	Less than 2 years	58%	17%		2%	24%	59
	2-5 years	30%	30%	3%	1%	37%	131
	6-10 years	31%	19%	7%	1%	42%	135
	11-20 years	25%	22%	8%	2%	43%	141
	More than 20 years	38%	12%	2%	5%	43%	60

Q7c: How clear would you say the emails you receive from the following ORCSD entities typically are? - Principals

		<u>Very clear</u>	<u>Somewhat clear</u>	<u>Not very clear</u>	<u>Not at all clear</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	66%	25%	4%	1%	4%	677
Role	Parent	67%	25%	3%	1%	3%	613
	Staff	65%	20%	8%		8%	65
Frequency read emails	All or nearly all of them	71%	21%	4%	1%	3%	507
	Three-quarters of them	61%	34%	4%		1%	98
	Half of them	45%	37%	6%	4%	8%	51
	Less than half of them	25%	42%			33%	12
Schools child/children attend	High School	68%	26%	2%	0%	3%	274
	Mast Way	62%	30%	4%		4%	134
	Middle School	59%	31%	5%	2%	2%	245
	Moharimet	78%	15%	3%	2%	2%	130
	Preschool	56%	25%		6%	13%	16
Children	One child	70%	22%	2%	1%	4%	305
	Two children	66%	26%	4%	1%	2%	253
	Three or more children	53%	38%	5%	2%	2%	55
Town	Barrington	72%	22%	2%		4%	50
	Durham	65%	26%	6%	1%	3%	278
	Lee	65%	27%	2%	2%	5%	191
	Madbury	73%	22%	1%	2%	2%	93
How long lived in district	Less than 2 years	83%	15%			2%	59
	2-5 years	66%	27%	2%	2%	2%	131
	6-10 years	63%	24%	7%	1%	4%	136
	11-20 years	66%	26%	5%	1%	2%	145
	More than 20 years	72%	26%			2%	61

Q7d: How clear would you say the emails you receive from the following ORCSD entities typically are? - Teachers

		<u>Very clear</u>	<u>Somewhat clear</u>	<u>Not very clear</u>	<u>Not at all clear</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	65%	22%	2%	1%	10%	605
Role	Parent	65%	22%	2%	1%	10%	605
	Staff	100%					2
Frequency read emails	All or nearly all of them	68%	21%	1%	1%	9%	450
	Three-quarters of them	57%	26%	1%	1%	14%	87
	Half of them	54%	31%	6%	4%	4%	48
	Less than half of them	64%		18%		18%	11
Schools child/children attend	High School	52%	24%	2%	2%	20%	268
	Mast Way	80%	19%	1%		1%	134
	Middle School	63%	31%	3%	1%	2%	243
	Moharimet	73%	22%	2%		3%	128
	Preschool	81%	19%				16
Children	One child	64%	17%	2%	2%	15%	300
	Two children	68%	24%	2%	1%	6%	250
	Three or more children	55%	42%	2%		2%	55
Town	Barrington	46%	18%	4%	4%	28%	50
	Durham	65%	24%	2%	1%	9%	274
	Lee	70%	20%	1%	1%	8%	188
	Madbury	67%	23%	3%		7%	92
How long lived in district	Less than 2 years	84%	9%			7%	58
	2-5 years	69%	21%	2%	1%	7%	131
	6-10 years	68%	20%	3%		10%	133
	11-20 years	56%	27%	3%	1%	13%	142
	More than 20 years	59%	21%	2%	3%	15%	61

Q8a: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- Emergencies

		Email	Posting on school website	Posting on social media	Recorded voicemails	Text	Other	Don't want to be contacted about this	N
Overall	2021	65%	22%	17%	56%	91%	1%	0%	667
Role	Parent	65%	21%	18%	57%	91%	2%	0%	605
	Staff	65%	25%	3%	52%	90%			63
Frequency read emails	All or nearly all of them	69%	21%	18%	57%	92%	2%		501
	Three-quarters of them	51%	19%	11%	52%	89%		2%	95
	Half of them	54%	24%	20%	54%	88%	2%		50
	Less than half of them	33%	25%	25%	58%	92%			12
Schools child/children attend	High School	59%	22%	21%	54%	90%	2%	1%	267
	Mast Way	69%	21%	16%	60%	91%	2%		131
	Middle School	68%	24%	19%	57%	96%	1%		240
	Moharimet	68%	12%	12%	58%	90%	2%		130
	Preschool	75%	25%	6%	56%	94%			16
Children	One child	64%	20%	18%	58%	89%	2%	0%	303
	Two children	65%	22%	20%	57%	94%	1%	0%	249
	Three or more children	66%	23%	13%	47%	89%	2%		53
Town	Barrington	52%	16%	20%	60%	82%	2%		50
	Durham	64%	20%	18%	54%	92%	1%	0%	271
	Lee	67%	25%	21%	58%	92%	2%		190
	Madbury	69%	17%	15%	58%	92%	2%	1%	93
How long lived in district	Less than 2 years	72%	22%	17%	48%	87%	2%		60
	2-5 years	62%	21%	17%	63%	89%	2%		131
	6-10 years	68%	21%	15%	54%	95%			136
	11-20 years	65%	20%	21%	60%	91%	1%	1%	146
	More than 20 years	68%	29%	33%	57%	89%	8%	2%	63

Q8b: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- School closures/Inclement weather

		<u>Email</u>	<u>Posting on school website</u>	<u>Posting on social media</u>	<u>Recorded voicemails</u>	<u>Text</u>	<u>Other</u>	<u>N</u>
Overall	2021	55%	23%	19%	52%	94%	1%	663
Role	Parent	54%	23%	20%	52%	94%	1%	600
	Staff	59%	25%	6%	52%	94%		64
Frequency read emails	All or nearly all of them	58%	24%	20%	54%	94%	1%	499
	Three-quarters of them	48%	20%	13%	45%	93%		94
	Half of them	41%	20%	16%	47%	94%	2%	49
	Less than half of them	25%	25%	25%	33%	92%		12
Schools child/children attend	High School	48%	21%	21%	50%	93%	1%	264
	Mast Way	58%	25%	20%	52%	93%	1%	130
	Middle School	58%	26%	22%	51%	97%	1%	239
	Moharimet	58%	16%	14%	52%	94%	1%	128
	Preschool	63%	31%	6%	50%	94%	6%	16
Children	One child	54%	21%	20%	58%	93%	1%	300
	Two children	55%	24%	22%	46%	94%	0%	248
	Three or more children	54%	25%	12%	40%	94%	2%	52
Town	Barrington	42%	20%	22%	60%	88%		50
	Durham	55%	20%	20%	48%	94%	1%	267
	Lee	55%	29%	22%	53%	94%	1%	189
	Madbury	58%	20%	15%	57%	95%	1%	93
How long lived in district	Less than 2 years	65%	28%	25%	52%	88%	2%	60
	2-5 years	56%	18%	18%	56%	94%	1%	131
	6-10 years	55%	26%	15%	46%	95%		136
	11-20 years	54%	23%	23%	52%	92%	1%	145
	More than 20 years	50%	26%	29%	55%	98%	3%	62

Q8c: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- General updates

		<u>Email</u>	<u>Posting on school website</u>	<u>Posting on social media</u>	<u>Recorded voicemails</u>	<u>Text</u>	<u>Other</u>	<u>Don't want to be contacted about this</u>	<u>N</u>
Overall	2021	91%	25%	19%	7%	18%	0%	0%	661
Role	Parent	91%	25%	20%	7%	19%	0%	0%	598
	Staff	92%	22%	11%	3%	11%		2%	64
Frequency read emails	All or nearly all of them	92%	24%	19%	7%	19%	0%	0%	499
	Three-quarters of them	92%	23%	15%	4%	14%			93
	Half of them	83%	29%	19%	4%	15%			48
	Less than half of them	50%	42%	25%		25%			12
Schools child/children attend	High School	91%	29%	25%	5%	17%		0%	264
	Mast Way	92%	25%	18%	8%	17%	1%		129
	Middle School	91%	25%	19%	8%	18%			239
	Moharimet	90%	24%	15%	6%	22%	1%		127
	Preschool	88%	38%	6%	13%	31%			16
Children	One child	91%	23%	19%	7%	19%	0%		299
	Two children	91%	26%	21%	7%	19%	0%	0%	247
	Three or more children	90%	35%	15%	6%	17%			52
Town	Barrington	94%	26%	28%	8%	16%			50
	Durham	93%	25%	18%	5%	17%		0%	266
	Lee	87%	27%	22%	7%	19%	1%		188
	Madbury	90%	24%	17%	11%	26%			93
How long lived in district	Less than 2 years	93%	22%	17%	8%	15%			59
	2-5 years	92%	27%	17%	10%	23%	2%	1%	131
	6-10 years	89%	25%	18%	4%	21%			136
	11-20 years	92%	26%	28%	6%	11%			145
	More than 20 years	92%	27%	27%	5%	23%			62

Q8d: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- ORCSD Board meeting minutes

		<u>Email</u>	<u>Posting on school website</u>	<u>Posting on social media</u>	<u>Recorded voicemails</u>	<u>Text</u>	<u>Other</u>	<u>Don't want to be contacted about this</u>	<u>N</u>
Overall	2021	60%	39%	16%	2%	3%	0%	11%	657
Role	Parent	61%	38%	16%	2%	3%	0%	10%	594
	Staff	48%	41%	6%	2%	5%	2%	16%	64
Frequency read emails	All or nearly all of them	63%	38%	15%	2%	4%	0%	8%	497
	Three-quarters of them	56%	38%	11%	2%	2%		11%	91
	Half of them	38%	38%	27%		2%		26%	48
	Less than half of them	25%	42%	8%				42%	12
Schools child/children attend	High School	58%	44%	16%	2%	3%	0%	10%	262
	Mast Way	63%	36%	17%	2%	3%		9%	127
	Middle School	59%	43%	16%	3%	4%	0%	9%	239
	Moharimet	65%	35%	16%	2%	5%		6%	127
	Preschool	56%	13%	6%		6%		29%	16
Children	One child	63%	35%	15%	1%	2%		11%	295
	Two children	60%	40%	19%	3%	4%	0%	10%	247
	Three or more children	54%	50%	13%		2%		7%	52
Town	Barrington	59%	39%	8%	2%	2%		20%	49
	Durham	59%	41%	15%	1%	2%	0%	9%	266
	Lee	61%	35%	20%	1%	4%		10%	186
	Madbury	66%	36%	17%	4%	4%		11%	92
How long lived in district	Less than 2 years	69%	34%	10%	5%	7%		5%	59
	2-5 years	65%	36%	15%	1%	2%		6%	131
	6-10 years	60%	38%	14%	1%	1%		10%	134
	11-20 years	58%	44%	24%	1%	3%	1%	10%	144
	More than 20 years	59%	46%	23%	2%	3%		5%	61

Q8e: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- Timely action items

		Email	Posting on school website	Posting on social media	Recorded voicemails	Text	Other	Don't want to be contacted about this	N
Overall	2021	84%	18%	16%	16%	50%	1%	1%	657
Role	Parent	85%	18%	16%	16%	51%	1%	1%	595
	Staff	84%	16%	6%	17%	41%	2%	2%	63
Frequency read emails	All or nearly all of them	87%	18%	16%	17%	50%	1%	1%	495
	Three-quarters of them	76%	18%	14%	14%	52%			93
	Half of them	77%	15%	19%	17%	52%			48
	Less than half of them	58%	17%	8%	17%	42%		8%	12
Schools child/children attend	High School	81%	19%	19%	14%	46%	1%	1%	262
	Mast Way	90%	21%	18%	14%	46%			129
	Middle School	87%	19%	15%	19%	53%			238
	Moharimet	90%	11%	13%	15%	53%			127
	Preschool	75%	19%	6%	25%	50%	6%	7%	16
Children	One child	82%	17%	15%	16%	51%	1%	1%	296
	Two children	87%	20%	18%	16%	52%		1%	247
	Three or more children	88%	15%	15%	17%	42%			52
Town	Barrington	84%	18%	18%	14%	43%			49
	Durham	87%	17%	18%	11%	48%	0%	0%	265
	Lee	81%	24%	16%	22%	55%	1%	2%	188
	Madbury	85%	11%	13%	20%	54%			92
How long lived in district	Less than 2 years	88%	17%	17%	17%	49%			59
	2-5 years	84%	20%	19%	16%	51%	1%	2%	129
	6-10 years	88%	19%	11%	15%	54%		1%	136
	11-20 years	84%	18%	20%	17%	46%		1%	145
	More than 20 years	82%	21%	20%	15%	54%	3%		61

Q8f: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply) -
Good news about ORCSD schools

		<u>Email</u>	<u>Posting on school website</u>	<u>Posting on social media</u>	<u>Recorded voicemails</u>	<u>Text</u>	<u>Other</u>	<u>Don't want to be contacted about this</u>	<u>N</u>
Overall	2021	78%	40%	32%	4%	10%	1%	2%	658
Role	Parent	79%	40%	33%	4%	10%	1%	1%	595
	Staff	67%	39%	25%	9%	14%		4%	64
Frequency read emails	All or nearly all of them	81%	40%	33%	5%	11%	1%	1%	497
	Three-quarters of them	78%	39%	25%	4%	9%	1%		92
	Half of them	48%	40%	35%		8%		7%	48
	Less than half of them	58%	33%	33%				17%	12
Schools child/children attend	High School	75%	44%	39%	3%	8%	1%	2%	261
	Mast Way	84%	38%	29%	2%	7%			129
	Middle School	78%	45%	33%	5%	12%	0%	1%	239
	Moharimet	83%	33%	27%	4%	13%			127
	Preschool	81%	38%	13%	6%	6%	6%	7%	16
Children	One child	78%	39%	32%	3%	9%	1%	1%	296
	Two children	81%	40%	35%	4%	10%		2%	247
	Three or more children	75%	50%	29%	6%	13%			52
Town	Barrington	80%	43%	41%	4%	10%	2%		49
	Durham	79%	40%	33%	3%	8%	1%	1%	265
	Lee	79%	44%	34%	3%	9%		2%	188
	Madbury	77%	35%	28%	9%	16%		2%	92
How long lived in district	Less than 2 years	79%	41%	36%	7%	9%			58
	2-5 years	82%	37%	27%	2%	9%	1%	3%	131
	6-10 years	83%	42%	31%	3%	8%	1%	1%	135
	11-20 years	75%	43%	41%	4%	8%	1%	1%	145
	More than 20 years	74%	41%	39%	3%	16%	2%	2%	61

Q8g: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- Teacher outreach

		Email	Posting on school website	Posting on social media	Recorded voicemails	Text	Other	Don't want to be contacted about this	N
Overall	2021	93%	10%	6%	10%	25%	1%	2%	657
Role	Parent	95%	10%	6%	10%	27%	1%	1%	595
	Staff	78%	13%	6%	3%	8%		18%	63
Frequency read emails	All or nearly all of them	94%	9%	6%	9%	25%	1%	2%	495
	Three-quarters of them	95%	10%	4%	14%	22%	2%		93
	Half of them	84%	14%	12%	4%	29%		4%	49
	Less than half of them	73%	18%			27%		9%	11
Schools child/children attend	High School	93%	10%	6%	8%	22%	1%	1%	261
	Mast Way	95%	10%	8%	12%	27%			129
	Middle School	97%	12%	7%	11%	26%	1%	0%	239
	Moharimet	98%	8%	6%	11%	29%	1%		127
	Preschool	94%	6%		19%	38%	13%		16
Children	One child	94%	7%	4%	9%	27%	1%	1%	297
	Two children	96%	11%	9%	12%	27%	1%	0%	246
	Three or more children	94%	21%	4%	10%	23%	2%		52
Town	Barrington	88%	6%	6%	12%	29%		2%	49
	Durham	96%	9%	6%	8%	25%	2%		265
	Lee	95%	11%	7%	12%	31%	1%	1%	189
	Madbury	96%	10%	4%	13%	24%	1%	1%	91
How long lived in district	Less than 2 years	97%	13%	7%	17%	38%			60
	2-5 years	93%	9%	7%	9%	29%	2%		129
	6-10 years	95%	10%	6%	9%	23%	1%		136
	11-20 years	98%	8%	4%	10%	19%	2%	1%	145
	More than 20 years	95%	10%	10%	8%	30%			60

Q8h: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)
- Sports news

		<u>Email</u>	<u>Posting on school website</u>	<u>Posting on social media</u>	<u>Recorded voicemails</u>	<u>Text</u>	<u>Other</u>	<u>Don't want to be contacted about this</u>	<u>N</u>
Overall	2021	45%	42%	33%	2%	6%	1%	18%	653
Role	Parent	47%	41%	35%	2%	6%	1%	17%	591
	Staff	35%	44%	22%	2%	5%		28%	63
Frequency read emails	All or nearly all of them	48%	42%	34%	2%	5%	1%	18%	493
	Three-quarters of them	44%	40%	27%	1%	5%		19%	91
	Half of them	29%	38%	38%		6%	2%	22%	48
	Less than half of them	8%	50%	33%			8%	25%	12
Schools child/children attend	High School	42%	49%	43%	2%	5%	1%	13%	259
	Madbury	50%	37%	30%	2%	3%	1%	19%	129
	Middle School	49%	39%	33%	3%	9%	1%	18%	239
	Moharimet	46%	37%	28%	2%	6%	2%	17%	125
	Preschool	50%	38%	13%				21%	16
Children	One child	46%	40%	36%	1%	3%	1%	18%	296
	Two children	49%	43%	33%	3%	9%	0%	18%	243
	Three or more children	42%	42%	35%		4%	2%	5%	52
Town	Barrington	53%	51%	47%	2%	4%		13%	49
	Durham	42%	41%	34%	1%	5%	2%	22%	263
	Lee	49%	42%	35%	1%	6%	1%	14%	187
	Madbury	51%	37%	29%	4%	8%		12%	91
How long lived in district	Less than 2 years	55%	41%	31%	5%	9%		16%	58
	2-5 years	48%	38%	33%	1%	5%	2%	16%	130
	6-10 years	46%	42%	27%	1%	4%	1%	20%	135
	11-20 years	43%	45%	41%	1%	3%	1%	15%	143
	More than 20 years	37%	48%	47%	2%	7%		13%	60

Q8i: In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply) - Information related to COVID-19

		<u>Email</u>	<u>Posting on school website</u>	<u>Posting on social media</u>	<u>Recorded voicemails</u>	<u>Text</u>	<u>Other</u>	<u>Don't want to be contacted about this</u>	<u>N</u>
Overall	2021	87%	36%	18%	13%	30%	1%	4%	618
Role	Parent	87%	36%	19%	13%	31%	1%	4%	555
	Staff	84%	38%	11%	13%	23%		5%	64
Frequency read emails	All or nearly all of them	91%	36%	19%	14%	31%	1%	3%	466
	Three-quarters of them	82%	38%	13%	11%	30%	3%	5%	88
	Half of them	72%	30%	26%	16%	26%		10%	43
	Less than half of them	50%	42%	17%		25%		8%	12
Schools child/children attend	High School	83%	40%	24%	12%	24%	1%	5%	249
	Mast Way	91%	33%	16%	12%	33%	1%	3%	123
	Middle School	87%	37%	18%	14%	32%	2%	3%	221
	Moharimet	94%	30%	11%	12%	38%	2%	2%	115
	Preschool	86%	50%	7%	14%	43%	7%	8%	14
Children	One child	89%	35%	18%	13%	31%	1%	3%	279
	Two children	86%	34%	20%	13%	28%	2%	5%	231
	Three or more children	84%	51%	20%	11%	47%	2%	3%	45
Town	Barrington	88%	40%	25%	13%	19%		2%	48
	Durham	91%	35%	18%	11%	33%	1%	3%	246
	Lee	82%	36%	22%	12%	29%	2%	6%	174
	Madbury	90%	36%	14%	19%	34%	1%	4%	86
How long lived in district	Less than 2 years	91%	33%	18%	11%	30%		4%	57
	2-5 years	88%	31%	16%	17%	36%	2%	5%	118
	6-10 years	88%	35%	15%	11%	32%		3%	125
	11-20 years	90%	38%	26%	13%	27%	2%	3%	136
	More than 20 years	76%	45%	24%	16%	32%	3%	3%	62

Q9a: Would you like more or less email communication from ORCSD about the following topics? - Emergencies

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	15%	80%	1%	4%	645
Role	Parent	15%	81%	1%	4%	585
	Staff	23%	70%		7%	61
Frequency read emails	All or nearly all of them	15%	80%	0%	5%	485
	Three-quarters of them	16%	80%	1%	2%	91
	Half of them	18%	76%	2%	4%	49
	Less than half of them	18%	73%		9%	11
Schools child/children attend	High School	12%	85%	1%	2%	260
	Mast Way	17%	81%		2%	126
	Middle School	15%	81%	1%	3%	233
	Moharimet	12%	80%		7%	123
	Preschool	19%	69%		13%	16
Children	One child	16%	77%	1%	6%	293
	Two children	14%	83%	1%	2%	243
	Three or more children	8%	90%		2%	49
Town	Barrington	14%	86%			50
	Durham	12%	81%	1%	6%	260
	Lee	19%	78%	1%	2%	187
	Madbury	13%	82%		6%	87
How long lived in district	Less than 2 years	10%	81%		9%	58
	2-5 years	19%	74%	1%	6%	129
	6-10 years	10%	87%	1%	3%	136
	11-20 years	16%	82%		1%	142
	More than 20 years	13%	84%	3%		62

Q9b: Would you like more or less email communication from ORCSD about the following topics? - School closures/Inclement weather

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	6%	88%	2%	4%	647
Role	Parent	6%	88%	3%	3%	587
	Staff	10%	85%		5%	61
Frequency read emails	All or nearly all of them	6%	88%	1%	5%	487
	Three-quarters of them	4%	91%	4%		90
	Half of them	8%	86%	6%		50
	Less than half of them	9%	82%		9%	11
Schools child/children attend	High School	5%	90%	3%	2%	262
	Mast Way	6%	88%	1%	5%	127
	Middle School	3%	91%	3%	3%	234
	Moharimet	7%	85%	3%	4%	124
	Preschool	19%	69%	6%	6%	16
Children	One child	7%	87%	2%	5%	292
	Two children	6%	89%	3%	2%	244
	Three or more children	2%	92%	2%	4%	51
Town	Barrington	10%	86%	4%		50
	Durham	5%	86%	3%	5%	262
	Lee	6%	90%	1%	3%	187
	Madbury	6%	90%	2%	2%	87
How long lived in district	Less than 2 years	9%	81%	2%	9%	58
	2-5 years	8%	86%	3%	3%	129
	6-10 years	6%	86%	4%	4%	136
	11-20 years	6%	92%	2%	1%	144
	More than 20 years	3%	95%	2%		62

Q9c: Would you like more or less email communication from ORCSD about the following topics? - General updates

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	12%	79%	6%	2%	644
Role	Parent	12%	80%	6%	2%	585
	Staff	15%	75%	5%	5%	60
Frequency read emails	All or nearly all of them	14%	83%	2%	2%	486
	Three-quarters of them	9%	79%	10%	2%	89
	Half of them	4%	61%	31%	4%	49
	Less than half of them	9%	36%	45%	9%	11
Schools child/children attend	High School	13%	76%	9%	2%	261
	Mast Way	8%	88%	3%	1%	126
	Middle School	14%	79%	5%	2%	234
	Moharimet	11%	82%	5%	2%	122
	Preschool	13%	69%	6%	13%	16
Children	One child	12%	78%	7%	3%	292
	Two children	11%	82%	5%	2%	244
	Three or more children	14%	78%	6%	2%	49
Town	Barrington	16%	70%	10%	4%	50
	Durham	13%	79%	6%	2%	261
	Lee	10%	83%	5%	2%	186
	Madbury	9%	82%	7%	2%	87
How long lived in district	Less than 2 years	9%	83%	5%	3%	58
	2-5 years	12%	80%	7%	2%	129
	6-10 years	8%	86%	5%	1%	136
	11-20 years	12%	79%	8%	1%	143
	More than 20 years	18%	75%	5%	2%	61

Q9d: Would you like more or less email communication from ORCSD about the following topics? - Board minutes

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	27%	47%	9%	16%	643
Role	Parent	27%	48%	10%	16%	584
	Staff	32%	42%	8%	18%	60
Frequency read emails	All or nearly all of them	29%	51%	6%	15%	484
	Three-quarters of them	27%	44%	13%	16%	90
	Half of them	18%	35%	24%	22%	49
	Less than half of them	18%	9%	45%	27%	11
Schools child/children attend	High School	31%	43%	10%	16%	260
	Mast Way	20%	58%	10%	12%	126
	Middle School	28%	49%	8%	15%	234
	Moharimet	24%	53%	10%	14%	123
	Preschool	20%	47%	7%	27%	15
Children	One child	24%	49%	9%	18%	291
	Two children	31%	45%	11%	13%	243
	Three or more children	22%	56%	6%	16%	50
Town	Barrington	30%	40%	14%	16%	50
	Durham	29%	44%	9%	18%	263
	Lee	23%	55%	10%	11%	183
	Madbury	24%	52%	8%	16%	87
How long lived in district	Less than 2 years	15%	63%	5%	17%	59
	2-5 years	27%	48%	12%	13%	129
	6-10 years	33%	46%	8%	13%	136
	11-20 years	27%	44%	10%	18%	142
	More than 20 years	26%	56%	5%	13%	61

Q9e: Would you like more or less email communication from ORCSD about the following topics? - Timely action items

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	25%	69%	1%	5%	647
Role	Parent	24%	69%	1%	6%	588
	Staff	25%	72%		3%	60
Frequency read emails	All or nearly all of them	23%	71%	1%	5%	488
	Three-quarters of them	31%	68%		1%	90
	Half of them	24%	61%	4%	10%	49
	Less than half of them	18%	55%	18%	9%	11
Schools child/children attend	High School	27%	67%	2%	5%	263
	Mast Way	17%	75%	2%	5%	126
	Middle School	29%	67%	1%	3%	234
	Moharimet	22%	72%	1%	6%	123
	Preschool	13%	69%		19%	16
Children	One child	23%	68%	1%	7%	295
	Two children	26%	70%	1%	3%	243
	Three or more children	26%	64%	4%	6%	50
Town	Barrington	22%	74%		4%	50
	Durham	26%	67%	1%	6%	262
	Lee	24%	69%	2%	6%	187
	Madbury	23%	70%	1%	6%	88
How long lived in district	Less than 2 years	17%	75%		8%	59
	2-5 years	29%	66%	2%	4%	129
	6-10 years	24%	71%		6%	136
	11-20 years	24%	68%	3%	5%	144
	More than 20 years	26%	73%		2%	62

Q9f: Would you like more or less email communication from ORCSD about the following topics? - Good news

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	24%	67%	5%	5%	644
Role	Parent	24%	67%	5%	4%	584
	Staff	23%	66%	3%	8%	61
Frequency read emails	All or nearly all of them	26%	69%	1%	4%	486
	Three-quarters of them	24%	63%	7%	6%	90
	Half of them	8%	58%	27%	6%	48
	Less than half of them		36%	45%	18%	11
Schools child/children attend	High School	25%	63%	8%	3%	260
	Mast Way	20%	74%		6%	125
	Middle School	28%	62%	6%	4%	234
	Moharimet	25%	71%	2%	2%	123
	Preschool	13%	69%		19%	16
Children	One child	19%	71%	5%	4%	291
	Two children	29%	61%	5%	5%	244
	Three or more children	27%	67%	4%	2%	49
Town	Barrington	22%	68%	8%	2%	50
	Durham	27%	63%	4%	6%	260
	Lee	22%	70%	4%	3%	185
	Madbury	22%	68%	8%	2%	88
How long lived in district	Less than 2 years	25%	66%	3%	5%	59
	2-5 years	23%	70%	4%	3%	129
	6-10 years	23%	71%	5%	2%	133
	11-20 years	27%	60%	7%	6%	143
	More than 20 years	23%	73%	3%	2%	62

Q9g: Would you like more or less email communication from ORCSD about the following topics? - Teacher outreach

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	35%	58%	3%	4%	642
Role	Parent	36%	58%	2%	3%	584
	Staff	17%	61%	7%	15%	59
Frequency read emails	All or nearly all of them	36%	58%	1%	4%	483
	Three-quarters of them	33%	63%		4%	91
	Half of them	31%	55%	12%	2%	49
	Less than half of them	10%	40%	40%	10%	10
Schools child/children attend	High School	48%	45%	2%	5%	258
	Mast Way	18%	80%	2%		126
	Middle School	38%	59%	2%	1%	233
	Moharimet	27%	67%	3%	2%	124
	Preschool	31%	56%	6%	6%	16
Children	One child	40%	53%	2%	4%	294
	Two children	34%	63%	2%	2%	241
	Three or more children	31%	63%	4%	2%	49
Town	Barrington	60%	29%	4%	6%	48
	Durham	35%	61%	1%	3%	263
	Lee	34%	61%	2%	2%	184
	Madbury	33%	58%	5%	5%	88
How long lived in district	Less than 2 years	20%	78%		2%	59
	2-5 years	34%	60%	3%	3%	128
	6-10 years	33%	61%	3%	2%	135
	11-20 years	43%	52%	2%	3%	143
	More than 20 years	47%	47%	2%	5%	62

Q9h: Would you like more or less email communication from ORCSD about the following topics? - Sports news

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	13%	57%	16%	14%	644
Role	Parent	12%	58%	15%	15%	585
	Staff	13%	53%	20%	13%	60
Frequency read emails	All or nearly all of them	13%	60%	13%	15%	484
	Three-quarters of them	14%	54%	23%	9%	91
	Half of them	12%	45%	27%	16%	49
	Less than half of them		36%	45%	18%	11
Schools child/children attend	High School	12%	62%	18%	8%	262
	Mast Way	11%	54%	14%	20%	125
	Middle School	14%	57%	14%	15%	235
	Moharimet	11%	58%	11%	20%	123
	Preschool		53%	13%	33%	15
Children	One child	10%	58%	16%	16%	292
	Two children	16%	55%	16%	12%	243
	Three or more children	8%	70%	6%	16%	50
Town	Barrington	12%	63%	18%	6%	49
	Durham	14%	56%	16%	14%	263
	Lee	10%	57%	15%	18%	185
	Madbury	14%	61%	13%	13%	87
How long lived in district	Less than 2 years	10%	60%	10%	19%	58
	2-5 years	13%	58%	11%	18%	129
	6-10 years	10%	55%	19%	16%	135
	11-20 years	11%	60%	20%	9%	143
	More than 20 years	18%	61%	16%	5%	61

Q9i: Would you like more or less email communication from ORCSD about the following topics? - Information related to COVID-19

		<u>Want more communication</u>	<u>The current level of communication is just right</u>	<u>Want less communication</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	23%	68%	7%	2%	644
Role	Parent	23%	68%	7%	2%	586
	Staff	19%	75%	7%		59
Frequency read emails	All or nearly all of them	23%	69%	6%	2%	486
	Three-quarters of them	23%	69%	7%	1%	90
	Half of them	15%	69%	13%	4%	48
	Less than half of them	9%	55%	27%	9%	11
Schools child/children attend	High School	17%	69%	11%	3%	261
	Mast Way	28%	66%	5%	1%	127
	Middle School	28%	64%	6%	2%	234
	Moharimet	24%	71%	5%		124
	Preschool	13%	63%	6%	19%	16
Children	One child	22%	69%	7%	2%	291
	Two children	24%	66%	8%	2%	245
	Three or more children	22%	66%	8%	4%	50
Town	Barrington	6%	86%	6%	2%	49
	Durham	25%	66%	6%	3%	262
	Lee	25%	64%	9%	2%	187
	Madbury	22%	69%	8%	1%	87
How long lived in district	Less than 2 years	15%	78%	5%	2%	59
	2-5 years	25%	64%	8%	4%	129
	6-10 years	28%	65%	5%	1%	135
	11-20 years	22%	69%	8%	1%	143
	More than 20 years	16%	71%	13%		62

Q10a: How would you rate the quality of communication you receive from the following entities at ORCSD? - Administration

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	43%	41%	10%	2%	1%	2%	644
Role	Parent	43%	42%	10%	2%	1%	1%	585
	Staff	45%	37%	12%		2%	5%	60
Frequency read emails	All or nearly all of them	46%	42%	9%	1%	1%	1%	483
	Three-quarters of them	43%	40%	13%	2%	1%		92
	Half of them	31%	41%	18%	8%		2%	49
	Less than half of them	9%	27%	18%	9%	9%	27%	11
Schools child/children attend	High School	39%	45%	10%	3%	2%	2%	264
	Mast Way	43%	41%	12%	1%	1%	2%	127
	Middle School	41%	45%	10%	3%	1%	0%	230
	Moharimet	54%	34%	10%	2%		1%	122
	Preschool	40%	27%	20%		7%	7%	15
Children	One child	44%	42%	8%	3%	2%	1%	295
	Two children	45%	39%	11%	2%	1%	2%	241
	Three or more children	29%	53%	16%	2%			49
Town	Barrington	44%	42%	10%	4%			50
	Durham	41%	46%	10%	2%	1%	1%	260
	Lee	44%	40%	9%	3%	2%	3%	187
	Madbury	47%	36%	13%	1%	2%	1%	87
How long lived in district	Less than 2 years	45%	45%	7%	2%		2%	60
	2-5 years	43%	42%	12%	2%		2%	129
	6-10 years	44%	40%	13%	1%	1%		136
	11-20 years	39%	44%	10%	3%	3%	1%	145
	More than 20 years	47%	42%	3%	5%	2%	2%	62

Q10b: How would you rate the quality of communication you receive from the following entities at ORCSD? - School Board

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	19%	24%	16%	9%	6%	26%	632
Role	Parent	20%	24%	16%	10%	6%	25%	574
	Staff	5%	19%	19%	7%	10%	41%	59
Frequency read emails	All or nearly all of them	21%	24%	15%	9%	5%	25%	475
	Three-quarters of them	12%	28%	17%	9%	7%	28%	90
	Half of them	11%	21%	21%	13%	6%	28%	47
	Less than half of them	9%	9%	18%	18%	9%	36%	11
Schools child/children attend	High School	14%	22%	16%	13%	9%	26%	256
	Mast Way	25%	27%	18%	6%	2%	23%	124
	Middle School	18%	25%	16%	13%	4%	25%	228
	Moharimet	30%	28%	19%	3%	2%	18%	121
	Preschool	33%	27%	13%		7%	20%	15
Children	One child	21%	25%	14%	8%	8%	24%	287
	Two children	19%	23%	16%	10%	4%	27%	239
	Three or more children	15%	25%	25%	15%		21%	48
Town	Barrington	16%	16%	16%	8%	6%	37%	49
	Durham	18%	28%	16%	10%	6%	22%	257
	Lee	23%	23%	16%	10%	6%	22%	181
	Madbury	20%	21%	14%	9%	5%	31%	86
How long lived in district	Less than 2 years	31%	34%	9%	3%		22%	58
	2-5 years	20%	32%	14%	5%	6%	23%	130
	6-10 years	21%	20%	22%	10%	4%	23%	132
	11-20 years	14%	20%	15%	16%	9%	26%	144
	More than 20 years	22%	22%	13%	13%	10%	20%	60

Q10c: How would you rate the quality of communication you receive from the following entities at ORCSD? - Principals

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	46%	36%	11%	3%	1%	3%	639
Role	Parent	46%	38%	10%	3%	1%	2%	581
	Staff	47%	24%	15%	2%	2%	10%	59
Frequency read emails	All or nearly all of them	50%	35%	10%	1%	2%	2%	481
	Three-quarters of them	40%	45%	13%	2%			91
	Half of them	34%	36%	13%	11%	2%	4%	47
	Less than half of them	9%	27%	27%	9%		27%	11
Schools child/children attend	High School	42%	42%	11%	3%	0%	2%	260
	Mast Way	42%	40%	14%	2%	1%	2%	125
	Middle School	39%	42%	14%	3%	2%	1%	230
	Moharimet	63%	26%	5%	2%	2%	2%	122
	Preschool	40%	40%	7%		7%	7%	15
Children	One child	50%	37%	7%	3%	1%	1%	292
	Two children	46%	34%	15%	2%	1%	2%	241
	Three or more children	21%	58%	10%	4%	2%	4%	48
Town	Barrington	49%	37%	10%			4%	49
	Durham	45%	37%	12%	3%	1%	2%	260
	Lee	46%	38%	12%	2%	1%	2%	184
	Madbury	47%	41%	5%	3%	2%	1%	87
How long lived in district	Less than 2 years	56%	39%	3%			2%	59
	2-5 years	48%	38%	8%	2%	1%	2%	130
	6-10 years	48%	31%	16%	4%	1%		135
	11-20 years	43%	39%	10%	5%	3%	1%	145
	More than 20 years	39%	46%	13%			2%	61

Q10d: How would you rate the quality of communication you receive from the following entities at ORCSD? - Teachers

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	39%	29%	16%	7%	2%	7%	273
Role	Parent	39%	29%	16%	7%	2%	7%	273
	Staff							
Frequency read emails	All or nearly all of them	41%	28%	17%	7%	2%	6%	191
	Three-quarters of them	36%	41%	7%	5%	5%	7%	44
	Half of them	35%	19%	31%	12%	4%		26
	Less than half of them	17%	50%		17%		17%	6
Schools child/children attend	High School	28%	25%	19%	13%	3%	13%	120
	Mast Way	58%	33%	5%	2%		2%	55
	Middle School	34%	37%	19%	6%	2%	2%	109
	Moharimet	45%	36%	10%	5%		3%	58
	Preschool	43%	14%	43%				7
Children	One child	39%	26%	14%	9%	3%	9%	148
	Two children	41%	28%	19%	6%	1%	5%	103
	Three or more children	27%	50%	18%	5%			22
Town	Barrington	31%	22%	14%	19%	3%	11%	36
	Durham	39%	34%	14%	5%	2%	5%	114
	Lee	42%	27%	17%	4%	3%	7%	89
	Madbury	39%	24%	24%	9%		3%	33
How long lived in district	Less than 2 years	58%	33%	3%	3%		3%	33
	2-5 years	38%	38%	12%	3%	3%	5%	58
	6-10 years	41%	31%	12%	10%	1%	4%	68
	11-20 years	32%	23%	32%	4%	2%	9%	57
	More than 20 years	40%	17%	17%	13%	3%	10%	30

Q11: How would you rate the quality of communication you have received from ORCSD about COVID-19 policies and developments?

		<u>Very good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	43%	37%	16%	2%	1%	1%	642
Role	Parent	43%	38%	16%	2%	1%	1%	583
	Staff	53%	28%	15%	2%	2%		60
Frequency read emails	All or nearly all of them	46%	35%	15%	2%	1%	1%	484
	Three-quarters of them	35%	46%	18%		1%		92
	Half of them	38%	43%	17%	2%			47
	Less than half of them	18%	27%	36%		9%	9%	11
Schools child/children attend	High School	43%	38%	16%	2%	1%	1%	262
	Mast Way	41%	40%	14%	1%	3%		126
	Middle School	37%	42%	18%	1%	1%	1%	230
	Moharimet	48%	36%	12%	1%	1%	2%	122
	Preschool	47%	13%	33%	7%			15
Children	One child	47%	36%	15%	1%	1%	0%	292
	Two children	40%	37%	18%	2%	2%	1%	242
	Three or more children	31%	53%	14%			2%	49
Town	Barrington	56%	30%	10%	2%		2%	50
	Durham	42%	39%	16%	2%	2%		259
	Lee	43%	36%	19%		2%	1%	185
	Madbury	36%	42%	14%	5%		3%	88
How long lived in district	Less than 2 years	53%	35%	5%	3%		3%	60
	2-5 years	43%	34%	20%	1%	2%	1%	131
	6-10 years	34%	46%	18%	2%	1%		136
	11-20 years	39%	39%	17%	1%	2%	1%	145
	More than 20 years	48%	33%	19%				63

Q12: And how would you rate the quality of the communication you receive from ORCSD overall?

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	39%	45%	13%	2%	1%	0%	642
Role	Parent	40%	45%	13%	2%	0%	0%	583
	Staff	32%	52%	13%	2%	2%		60
Frequency read emails	All or nearly all of them	44%	43%	11%	1%	0%		484
	Three-quarters of them	28%	57%	13%	1%	1%		92
	Half of them	28%	51%	15%	4%	2%		47
	Less than half of them		27%	55%	9%		9%	11
Schools child/children attend	High School	33%	47%	18%	2%	0%	0%	262
	Mast Way	43%	47%	10%	1%			126
	Middle School	37%	47%	15%	1%	0%		230
	Moharimet	55%	40%	5%				122
	Preschool	47%	27%	13%	13%			15
Children	One child	42%	43%	12%	2%	1%		292
	Two children	40%	44%	14%	2%		0%	242
	Three or more children	29%	55%	16%				49
Town	Barrington	48%	36%	16%				50
	Durham	37%	48%	13%	0%	1%		259
	Lee	41%	43%	13%	3%		1%	185
	Madbury	42%	42%	11%	5%			88
How long lived in district	Less than 2 years	53%	38%	7%	2%			60
	2-5 years	39%	50%	9%	1%		1%	131
	6-10 years	35%	49%	15%	1%	1%		136
	11-20 years	39%	40%	19%	2%	1%		145
	More than 20 years	33%	49%	11%	6%			63

Q13#: What, if anything, do you consider to be the biggest weakness with communications from ORCSD? (coded)

		<u>Communication not timely enough</u>	<u>COVID-19 issues</u>	<u>Dislike attachments in emails</u>	<u>Lack of communication for certain school or level</u>
Overall	2021	4%	4%	10%	12%
Role	Parent	3%	3%	11%	12%
	Staff	4%	4%	4%	8%
Frequency read emails	All or nearly all of them	5%	4%	8%	12%
	Three-quarters of them			6%	14%
	Half of them			17%	8%
	Less than half of them			43%	
Schools child/children attend	High School	5%	4%	11%	9%
	Mast Way		5%	12%	12%
	Middle School	4%	2%	13%	19%
	Moharimet	5%	3%	8%	26%
	Preschool	25%			
Children	One child	4%	4%	13%	6%
	Two children	2%	4%	8%	14%
	Three or more children	9%		14%	32%
Town	Barrington	5%		5%	5%
	Durham	2%	4%	12%	14%
	Lee	6%	6%	11%	11%
	Madbury	3%		9%	14%
How long lived in district	Less than 2 years		8%	15%	
	2-5 years	2%	5%	5%	12%
	6-10 years	3%	2%	12%	17%
	11-20 years	3%	4%	14%	12%
	More than 20 years	7%	3%	10%	13%

Q13#: What, if anything, do you consider to be the biggest weakness with communications from ORCSD? (coded)

		<u>Not enough communication</u>	<u>Prefer different method</u>	<u>Too long communications</u>	<u>Too much communication</u>	<u>Unclear communication</u>
Overall	2021	16%	10%	4%	5%	7%
Role	Parent	17%	10%	4%	6%	6%
	Staff	4%	8%			13%
Frequency read emails	All or nearly all of them	17%	9%	3%	3%	6%
	Three-quarters of them	19%	17%	6%	3%	11%
	Half of them	8%	13%	8%	17%	8%
	Less than half of them				43%	
Schools child/children attend	High School	20%	11%	5%	5%	5%
	Mast Way	7%	12%	5%	10%	10%
	Middle School	13%	9%	4%	6%	8%
	Moharimet	10%	5%	5%	3%	3%
	Preschool	25%				
Children	One child	17%	14%	4%	6%	8%
	Two children	18%	6%	4%	6%	5%
	Three or more children	9%	9%	9%	5%	5%
Town	Barrington	25%	15%		15%	5%
	Durham	16%	9%	4%	4%	10%
	Lee	17%	12%	2%	6%	3%
	Madbury	14%	6%	14%	6%	3%
How long lived in district	Less than 2 years	15%	8%	8%	8%	8%
	2-5 years	23%	7%	7%	5%	7%
	6-10 years	17%	12%	3%	7%	3%
	11-20 years	15%	9%	4%	4%	8%
	More than 20 years	10%	10%	3%	3%	7%

Q13#: What, if anything, do you consider to be the biggest weakness with communications from ORCSD? (coded)

		<u>Want different communication content</u>	<u>Website improvements needed</u>	<u>Other</u>	<u>Nothing or good</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	4%	3%	18%	4%	0%	256
Role	Parent	4%	2%	17%	4%	0%	233
	Staff	4%	13%	29%	8%		24
Frequency read emails	All or nearly all of them	3%	4%	19%	5%	1%	185
	Three-quarters of them	6%		19%			36
	Half of them	8%		8%	4%		24
	Less than half of them			14%			7
Schools child/children attend	High School	2%	2%	16%	5%		128
	Mast Way	2%	2%	15%	7%		41
	Middle School	4%	3%	13%	4%		104
	Moharimet	8%	3%	21%	3%		39
	Preschool			25%		25%	4
Children	One child	4%	2%	16%	3%	1%	109
	Two children	5%	3%	20%	7%		102
	Three or more children			9%			22
Town	Barrington			20%	5%		20
	Durham	5%		17%	5%	1%	111
	Lee	5%	6%	14%	3%		66
	Madbury	3%	3%	20%	6%		35
How long lived in district	Less than 2 years	8%		23%			13
	2-5 years	7%		9%	9%	2%	43
	6-10 years	7%	2%	12%	3%		59
	11-20 years	1%	3%	18%	5%		74
	More than 20 years		7%	27%			30

Q14: About how often have you accessed the ORCSD website in the past year?

		<u>Once a week or more often</u>	<u>Once or twice a month</u>	<u>Once a month</u>	<u>Less than once a month</u>	<u>Never</u>	<u>Don't know/Can't remember</u>	<u>N</u>
Overall	2021	23%	36%	17%	18%	3%	2%	640
Role	Parent	19%	38%	18%	20%	3%	2%	583
	Staff	67%	24%	5%	3%			58
Frequency read emails	All or nearly all of them	25%	39%	15%	17%	3%	2%	479
	Three-quarters of them	21%	35%	23%	20%	1%	1%	92
	Half of them	17%	26%	26%	23%	6%	2%	47
	Less than half of them	14%	7%	29%	36%	14%		14
Schools child/children attend	High School	20%	36%	20%	19%	3%	3%	261
	Mast Way	22%	37%	18%	21%	2%	1%	126
	Middle School	22%	39%	15%	20%	2%	2%	231
	Moharimet	17%	41%	12%	22%	5%	2%	123
	Preschool	25%	38%	13%		25%		16
Children	One child	16%	36%	22%	22%	3%	1%	292
	Two children	19%	40%	15%	20%	3%	3%	244
	Three or more children	38%	34%	11%	11%	4%	2%	47
Town	Barrington	14%	33%	31%	18%	2%	2%	51
	Durham	19%	40%	16%	20%	4%	2%	257
	Lee	23%	34%	17%	23%	2%	1%	184
	Madbury	12%	43%	19%	14%	6%	6%	90
How long lived in district	Less than 2 years	15%	30%	23%	23%	3%	5%	60
	2-5 years	17%	44%	11%	19%	7%	2%	132
	6-10 years	22%	37%	15%	21%	2%	2%	137
	11-20 years	19%	40%	19%	18%	1%	2%	146
	More than 20 years	24%	29%	25%	17%	3%	2%	63

Q15a: And how would you rate the following aspects of the ORCSD website? - Organization

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	14%	47%	26%	5%	3%	5%	593
Role	Parent	14%	46%	26%	4%	3%	5%	539
	Staff	13%	54%	25%	7%	2%		56
Frequency read emails	All or nearly all of them	16%	46%	26%	4%	2%	4%	447
	Three-quarters of them	7%	52%	29%	3%	5%	3%	86
	Half of them	12%	43%	21%	7%	7%	10%	42
	Less than half of them	9%	36%	18%	9%		27%	11
Schools child/children attend	High School	12%	46%	27%	6%	5%	5%	242
	Mast Way	18%	50%	22%	3%	3%	5%	119
	Middle School	11%	44%	29%	6%	5%	5%	218
	Moharimet	14%	52%	21%	2%	3%	8%	111
	Preschool	17%	50%	33%				12
Children	One child	18%	43%	26%	4%	3%	7%	273
	Two children	12%	49%	27%	4%	4%	4%	223
	Three or more children	2%	53%	26%	9%	7%	2%	43
Town	Barrington	20%	41%	24%	4%	2%	8%	49
	Durham	11%	49%	26%	5%	4%	5%	241
	Lee	16%	47%	26%	4%	2%	5%	174
	Madbury	18%	41%	28%	3%	5%	5%	74
How long lived in district	Less than 2 years	18%	60%	13%			9%	55
	2-5 years	15%	53%	20%	3%	2%	7%	121
	6-10 years	13%	43%	33%	5%	4%	3%	129
	11-20 years	12%	39%	31%	7%	5%	6%	140
	More than 20 years	16%	49%	28%	4%	2%	2%	57

Q15b: And how would you rate the following aspects of the ORCSD website? - Up-to-date

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	12%	39%	30%	10%	3%	7%	586
Role	Parent	12%	40%	29%	9%	3%	7%	534
	Staff	11%	31%	33%	17%	4%	4%	54
Frequency read emails	All or nearly all of them	13%	38%	31%	10%	2%	6%	442
	Three-quarters of them	5%	48%	27%	7%	6%	7%	85
	Half of them	10%	37%	24%	12%	7%	10%	41
	Less than half of them	9%	27%	9%	27%		27%	11
Schools child/children attend	High School	7%	35%	33%	14%	4%	7%	242
	Mast Way	14%	47%	25%	4%	4%	6%	118
	Middle School	8%	39%	33%	9%	5%	5%	216
	Moharimet	20%	46%	19%	6%	1%	8%	108
	Preschool	18%	55%	27%				11
Children	One child	14%	39%	28%	8%	3%	8%	270
	Two children	10%	42%	30%	8%	4%	7%	221
	Three or more children	5%	37%	33%	19%	5%	2%	43
Town	Barrington	14%	37%	24%	10%	4%	10%	49
	Durham	11%	40%	30%	9%	3%	7%	238
	Lee	11%	42%	27%	10%	3%	6%	172
	Madbury	12%	39%	32%	3%	5%	8%	74
How long lived in district	Less than 2 years	11%	55%	25%	2%		8%	53
	2-5 years	13%	47%	23%	7%	3%	7%	120
	6-10 years	13%	41%	27%	10%	3%	7%	128
	11-20 years	10%	32%	33%	13%	5%	7%	140
	More than 20 years	9%	32%	46%	9%	2%	4%	57

Q15c: And how would you rate the following aspects of the ORCSD website? - How easy it is to find things

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	9%	35%	35%	12%	4%	4%	589
Role	Parent	9%	35%	36%	12%	4%	4%	536
	Staff	13%	35%	35%	13%	5%		55
Frequency read emails	All or nearly all of them	11%	34%	36%	11%	4%	4%	444
	Three-quarters of them	5%	41%	34%	13%	5%	2%	85
	Half of them	2%	38%	33%	14%	7%	5%	42
	Less than half of them		18%	36%	18%		27%	11
Schools child/children attend	High School	4%	33%	40%	15%	5%	4%	242
	Mast Way	12%	41%	31%	9%	3%	3%	118
	Middle School	5%	35%	38%	13%	5%	4%	217
	Moharimet	15%	37%	33%	7%	3%	5%	110
	Preschool	27%	36%	18%	18%			11
Children	One child	12%	37%	32%	10%	4%	5%	271
	Two children	6%	35%	39%	12%	4%	4%	222
	Three or more children	2%	30%	40%	21%	5%	2%	43
Town	Barrington	8%	35%	41%	8%	2%	6%	49
	Durham	8%	35%	35%	13%	4%	4%	240
	Lee	9%	39%	34%	12%	3%	3%	172
	Madbury	11%	28%	39%	9%	5%	7%	74
How long lived in district	Less than 2 years	15%	44%	30%	2%		9%	54
	2-5 years	8%	38%	39%	6%	4%	5%	120
	6-10 years	9%	32%	37%	14%	5%	2%	129
	11-20 years	6%	33%	34%	19%	4%	4%	140
	More than 20 years	7%	35%	40%	14%	2%	2%	57

Q15d: And how would you rate the following aspects of the ORCSD website? - Content

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	12%	44%	33%	5%	2%	5%	586
Role	Parent	13%	44%	32%	5%	2%	5%	534
	Staff	11%	44%	41%	2%	2%		54
Frequency read emails	All or nearly all of them	15%	43%	33%	4%	1%	4%	442
	Three-quarters of them	5%	50%	31%	7%	4%	4%	84
	Half of them	10%	43%	29%	10%	2%	7%	42
	Less than half of them		36%	27%	9%		27%	11
Schools child/children attend	High School	10%	41%	35%	7%	2%	5%	242
	Mast Way	15%	50%	27%	2%	2%	4%	118
	Middle School	9%	42%	37%	7%	1%	4%	216
	Moharimet	15%	50%	25%	4%		6%	108
	Preschool	27%	45%	27%				11
Children	One child	16%	43%	29%	4%	2%	7%	270
	Two children	11%	43%	35%	5%	1%	4%	221
	Three or more children	2%	47%	35%	12%	2%	2%	43
Town	Barrington	16%	41%	33%	2%		8%	49
	Durham	11%	42%	34%	5%	2%	5%	238
	Lee	13%	46%	29%	6%	1%	5%	172
	Madbury	12%	45%	30%	4%	4%	5%	74
How long lived in district	Less than 2 years	19%	52%	22%			7%	54
	2-5 years	13%	50%	27%	3%	2%	6%	118
	6-10 years	12%	37%	37%	8%	1%	5%	129
	11-20 years	9%	39%	38%	7%	3%	4%	140
	More than 20 years	12%	46%	33%	5%	2%	2%	57

Q16: In the past year, when on the ORCSD website, have you ever had any difficulty finding information that you were looking for?

		<u>Yes</u>	<u>No</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	53%	33%	14%	592
Role	Parent	54%	33%	13%	536
	Staff	52%	31%	17%	58
Frequency read emails	All or nearly all of them	52%	34%	14%	444
	Three-quarters of them	56%	32%	11%	87
	Half of them	56%	30%	14%	43
	Less than half of them	64%	18%	18%	11
Schools child/children attend	High School	63%	26%	11%	242
	Mast Way	50%	38%	12%	117
	Middle School	56%	31%	13%	218
	Moharimet	40%	40%	21%	111
	Preschool	50%	42%	8%	12
Children	One child	52%	34%	14%	273
	Two children	55%	33%	12%	220
	Three or more children	58%	26%	16%	43
Town	Barrington	52%	29%	19%	48
	Durham	56%	29%	14%	236
	Lee	50%	36%	14%	176
	Madbury	53%	40%	7%	75
How long lived in district	Less than 2 years	44%	36%	20%	55
	2-5 years	49%	36%	15%	120
	6-10 years	52%	36%	12%	129
	11-20 years	58%	30%	12%	139
	More than 20 years	61%	32%	7%	59

Q17#: What types of information did you have difficulty finding on the ORCSD website? (coded)

		<u>After school programs or clubs</u>	<u>Bus schedules</u>	<u>Calendar</u>	<u>Contact information</u>	<u>COVID-19 information</u>
Overall	2021	3%	3%	15%	11%	6%
Role	Parent	4%	4%	16%	11%	6%
	Staff			13%	17%	4%
Frequency read emails	All or nearly all of them	3%	3%	13%	13%	7%
	Three-quarters of them	3%	3%	29%	3%	6%
	Half of them	5%	5%	10%	15%	
	Less than half of them			25%		
Schools child/children attend	High School	2%	4%	18%	8%	3%
	Mast Way	2%	2%	18%	20%	13%
	Middle School	4%	2%	16%	18%	7%
	Moharimet	4%		11%	11%	4%
	Preschool			50%	25%	25%
Children	One child	3%	6%	12%	6%	6%
	Two children	4%	1%	21%	15%	7%
	Three or more children	6%		13%	13%	6%
Town	Barrington	5%	5%	23%		5%
	Durham	5%	1%	15%	12%	9%
	Lee	2%	8%	17%	13%	2%
	Madbury	4%	4%	12%	8%	8%
How long lived in district	Less than 2 years	6%	11%	17%	6%	6%
	2-5 years	10%	5%	10%	13%	15%
	6-10 years	2%	4%	18%	16%	4%
	11-20 years	2%	2%	20%	9%	6%
	More than 20 years	4%	4%	14%	11%	

Q17#: What types of information did you have difficulty finding on the ORCSD website? (coded)

		<u>Grades</u>	<u>Honors program or award information</u>	<u>School board information</u>	<u>School food information</u>	<u>Schoology</u>
Overall	2021	2%	1%	8%	2%	2%
Role	Parent	2%	1%	7%	2%	2%
	Staff			17%		
Frequency read emails	All or nearly all of them	1%	1%	9%	2%	1%
	Three-quarters of them	3%		9%	3%	3%
	Half of them	5%	5%	5%		
	Less than half of them	25%				
Schools child/children attend	High School	3%	3%	8%		1%
	Mast Way			4%	4%	2%
	Middle School	1%		6%	1%	3%
	Moharimet			7%	7%	7%
	Preschool					
Children	One child	2%	1%	10%	4%	2%
	Two children	2%	2%	5%	1%	2%
	Three or more children					6%
Town	Barrington			5%		5%
	Durham	1%	3%	6%	2%	4%
	Lee	3%		12%	2%	
	Madbury	4%		4%	8%	
How long lived in district	Less than 2 years			6%		6%
	2-5 years	3%		13%	3%	3%
	6-10 years	2%		4%	8%	2%
	11-20 years	2%	5%	6%		2%
	More than 20 years	4%		14%		

Q17#: What types of information did you have difficulty finding on the ORCSD website? (coded)

		<u>Sports information</u>	<u>Student-specific programs</u>	<u>Other</u>	<u>Nothing</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	8%	1%	31%	1%	4%	239
Role	Parent	8%	1%	30%	1%	5%	217
	Staff	4%		43%			23
Frequency read emails	All or nearly all of them	6%	1%	34%	1%	5%	176
	Three-quarters of them	15%		24%			34
	Half of them	10%		30%		10%	20
	Less than half of them	25%		25%			4
Schools child/children attend	High School	11%	1%	31%	1%	6%	118
	Mast Way		2%	24%	2%	4%	45
	Middle School	7%	1%	31%		3%	90
	Moharimet	11%		36%		4%	28
	Preschool						4
Children	One child	12%	1%	28%	2%	6%	109
	Two children	3%	1%	32%		3%	92
	Three or more children	13%		38%		6%	16
Town	Barrington	14%		32%	5%	5%	22
	Durham	7%	1%	28%		6%	109
	Lee	7%	2%	28%	2%	3%	60
	Madbury	12%		36%			25
How long lived in district	Less than 2 years	6%	6%	17%	6%	11%	18
	2-5 years			25%		3%	40
	6-10 years	6%		29%	2%	4%	51
	11-20 years	12%	2%	32%		3%	66
	More than 20 years	7%		32%		11%	28

Q18: Overall, how would you rate the quality of the ORCSD website?

		<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	13%	49%	28%	6%	1%	3%	592
Role	Parent	13%	50%	28%	6%	1%	3%	536
	Staff	16%	48%	26%	7%	3%		58
Frequency read emails	All or nearly all of them	15%	47%	29%	5%	2%	2%	443
	Three-quarters of them	7%	60%	24%	6%		3%	88
	Half of them	7%	49%	23%	16%		5%	43
	Less than half of them		45%	36%	9%		9%	11
Schools child/children attend	High School	9%	46%	33%	7%	1%	3%	242
	Mast Way	16%	54%	23%	4%	2%	1%	117
	Middle School	8%	53%	28%	8%	1%	3%	217
	Moharimet	15%	56%	19%	4%	1%	5%	111
	Preschool	33%	33%	33%				12
Children	One child	18%	45%	27%	6%	0%	4%	272
	Two children	8%	55%	29%	5%	1%	2%	222
	Three or more children	2%	50%	26%	14%	2%	5%	42
Town	Barrington	17%	46%	31%	2%		4%	48
	Durham	11%	47%	30%	6%	2%	3%	238
	Lee	13%	52%	26%	6%	1%	2%	173
	Madbury	12%	54%	22%	8%		4%	76
How long lived in district	Less than 2 years	19%	65%	11%			6%	54
	2-5 years	12%	55%	23%	4%	2%	4%	121
	6-10 years	13%	44%	34%	7%	1%	1%	129
	11-20 years	9%	46%	30%	11%	1%	3%	140
	More than 20 years	12%	49%	37%	2%			59

Q19#: What, if anything, would you like to see improved on the website? (coded)

		<u>Better organization</u>	<u>Better visuals</u>	<u>Directory or contact information</u>	<u>Easier to navigate</u>	<u>Improved search function</u>	<u>More info for specific grades or schools</u>
Overall	2021	17%	6%	5%	12%	3%	2%
Role	Parent	17%	4%	5%	14%	3%	2%
	Staff	17%	28%			6%	
Frequency read emails	All or nearly all of them	15%	7%	6%	16%	3%	1%
	Three-quarters of them	29%				6%	
	Half of them	18%	9%				9%
	Less than half of them	50%					
Schools child/children attend	High School	20%	5%	3%	11%	2%	
	Mast Way	11%		5%	21%		
	Middle School	17%	4%	6%	8%	2%	4%
	Moharimet	28%	6%	11%	11%	6%	6%
	Preschool						
Children	One child	16%	2%	6%	18%	2%	2%
	Two children	16%	4%	6%	12%	4%	2%
	Three or more children	25%	8%				
Town	Barrington				40%		
	Durham	20%	4%	5%	13%	2%	2%
	Lee	7%	3%	7%	13%	3%	3%
	Madbury	30%	5%	5%	10%	5%	
How long lived in district	Less than 2 years	17%	17%				
	2-5 years	22%		6%	17%	11%	
	6-10 years	16%		6%	23%		6%
	11-20 years	17%	7%	5%	2%		
	More than 20 years	15%		8%	23%	8%	

Q19#: What, if anything, would you like to see improved on the website? (coded)

		<u>More up to date information</u>	<u>School calendar</u>	<u>Other</u>	<u>Nothing</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	18%	5%	16%	2%	16%	128
Role	Parent	18%	5%	14%	2%	16%	111
	Staff	17%		22%		11%	18
Frequency read emails	All or nearly all of them	19%	4%	17%	2%	9%	95
	Three-quarters of them	12%	6%	18%		29%	17
	Half of them	9%	9%	9%		36%	11
	Less than half of them	50%					2
Schools child/children attend	High School	23%	9%	12%	2%	15%	66
	Mast Way	21%		16%	5%	21%	19
	Middle School	17%	4%	23%		15%	52
	Moharimet	11%		17%		6%	18
	Preschool					100%	1
Children	One child	14%	8%	10%	4%	18%	50
	Two children	20%	2%	18%		14%	49
	Three or more children	25%	8%	17%		17%	12
Town	Barrington	20%	20%			20%	5
	Durham	23%	4%	9%	2%	18%	56
	Lee	17%	7%	27%	3%	10%	30
	Madbury	5%	5%	15%		20%	20
How long lived in district	Less than 2 years			33%		33%	6
	2-5 years	17%		17%		11%	18
	6-10 years	16%		13%	3%	16%	31
	11-20 years	26%	10%	12%	2%	19%	42
	More than 20 years	8%	15%	15%		8%	13

Q20#: What, if anything, would you like to see included on the website that is not currently there? (coded)

		<u>After school programs or clubs</u>	<u>COVID-19 information</u>	<u>Current events</u>	<u>Directory</u>	<u>General information</u>	<u>N</u>
Overall	2021	9%	3%	3%	8%	11%	88
Role	Parent	11%	3%	3%	8%	12%	76
	Staff		8%	8%	8%	8%	12
Frequency read emails	All or nearly all of them	10%	4%	4%	6%	14%	70
	Three-quarters of them	11%			11%		9
	Half of them				17%		6
	Less than half of them						
Schools child/children attend	High School	5%	5%	5%	8%	8%	39
	Mast Way	23%			15%	31%	13
	Middle School	12%			9%	9%	33
	Moharimet	20%	7%		7%		15
	Preschool						1
Children	One child	8%	3%	3%	8%	17%	36
	Two children	13%	3%	3%	6%	6%	31
	Three or more children	11%			11%	11%	9
Town	Barrington			17%		17%	6
	Durham	11%	3%	3%	8%	8%	36
	Lee	5%			10%	19%	21
	Madbury	23%	8%		8%	8%	13
How long lived in district	Less than 2 years	40%					5
	2-5 years	19%		6%	6%	6%	16
	6-10 years	13%			13%	17%	24
	11-20 years		9%	5%	9%	14%	22
	More than 20 years					13%	8

Q20#: What, if anything, would you like to see included on the website that is not currently there? (coded)

		<u>Previous communications or newsletters</u>	<u>Sports information</u>	<u>Other</u>	<u>Nothing</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	8%	14%	33%	7%	3%	88
Role	Parent	8%	14%	33%	7%	3%	76
	Staff	8%	8%	33%	8%	8%	12
Frequency read emails	All or nearly all of them	7%	13%	31%	6%	4%	70
	Three-quarters of them		33%	44%			9
	Half of them	17%		33%	33%		6
	Less than half of them						
Schools child/children attend	High School	5%	15%	38%	8%	3%	39
	Mast Way	8%	8%	8%	8%		13
	Middle School	18%	21%	27%	3%		33
	Moharimet	20%	13%	20%	7%	7%	15
	Preschool		100%				1
Children	One child	3%	6%	39%	8%	6%	36
	Two children	6%	23%	32%	6%		31
	Three or more children	33%	22%	11%			9
Town	Barrington		17%	33%		17%	6
	Durham	6%	14%	39%	8%		36
	Lee	5%	19%	33%	5%	5%	21
	Madbury	23%	8%	15%	8%		13
How long lived in district	Less than 2 years	20%	20%	20%			5
	2-5 years	6%		44%	6%	6%	16
	6-10 years	4%	17%	25%	13%		24
	11-20 years	14%	18%	27%	5%		22
	More than 20 years		25%	50%		13%	8

Q21: The district is considering constructing a centralized school district calendar including dates for all district events. How helpful do you think a centralized school district calendar would be for you to keep up with things happening in the district?

		<u>Very helpful</u>	<u>Somewhat helpful</u>	<u>Not very helpful</u>	<u>Not at all helpful</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	59%	30%	5%	2%	4%	617
Role	Parent	59%	30%	5%	2%	4%	560
	Staff	60%	31%	3%	2%	3%	58
Frequency read emails	All or nearly all of them	60%	30%	5%	2%	4%	462
	Three-quarters of them	59%	31%	7%		3%	88
	Half of them	61%	24%	4%	4%	7%	46
	Less than half of them	31%	38%	8%		23%	13
Schools child/children attend	High School	57%	27%	8%	2%	5%	254
	Mast Way	63%	31%	3%	2%	1%	120
	Middle School	63%	29%	3%	1%	5%	221
	Moharimet	61%	29%	3%	1%	6%	119
	Preschool	60%	33%	7%			15
Children	One child	58%	30%	6%	2%	5%	281
	Two children	58%	30%	6%	2%	4%	233
	Three or more children	67%	26%			7%	46
Town	Barrington	58%	23%	6%	4%	8%	48
	Durham	60%	30%	4%	2%	3%	247
	Lee	58%	31%	6%	1%	4%	179
	Madbury	58%	29%	6%		7%	85
How long lived in district	Less than 2 years	65%	27%	3%		5%	60
	2-5 years	59%	30%	5%	4%	2%	132
	6-10 years	58%	33%	4%	1%	4%	137
	11-20 years	56%	32%	5%	2%	5%	146
	More than 20 years	60%	24%	10%	2%	5%	62

Q22: As a parent or guardian, how much would you say you engage with the Oyster River School District?

		<u>A lot</u>	<u>Some</u>	<u>Not very much</u>	<u>Not at all</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	25%	54%	19%	2%	1%	557
Role	Parent	25%	54%	19%	2%	1%	557
	Staff	50%	50%				2
Frequency read emails	All or nearly all of them	29%	53%	16%	1%	1%	415
	Three-quarters of them	16%	64%	19%	1%		77
	Half of them	9%	57%	34%			44
	Less than half of them	15%	15%	46%	23%		13
Schools child/children attend	High School	26%	50%	22%	2%	0%	254
	Mast Way	24%	59%	16%	1%	1%	119
	Middle School	30%	57%	12%	2%		219
	Moharimet	27%	57%	14%	2%	1%	118
	Preschool	27%	40%	27%	7%		15
Children	One child	19%	53%	25%	2%	0%	278
	Two children	29%	56%	13%	1%	1%	234
	Three or more children	38%	49%	11%	2%		45
Town	Barrington	11%	49%	34%	4%	2%	47
	Durham	27%	54%	18%	1%	1%	245
	Lee	24%	59%	15%	2%		179
	Madbury	29%	47%	21%	2%		85
How long lived in district	Less than 2 years	12%	62%	22%	3%	2%	60
	2-5 years	25%	51%	20%	3%	1%	132
	6-10 years	23%	63%	13%	1%		137
	11-20 years	30%	54%	15%			145
	More than 20 years	32%	35%	32%	2%		63

Q23: How easy is it to find ways to engage with the Oyster River School District?

		<u>Very easy</u>	<u>Somewhat easy</u>	<u>Somewhat difficult</u>	<u>Very difficult</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	22%	47%	20%	3%	8%	554
Role	Parent	22%	47%	20%	3%	8%	554
	Staff	100%					2
Frequency read emails	All or nearly all of them	24%	45%	19%	3%	9%	412
	Three-quarters of them	19%	55%	21%	1%	4%	77
	Half of them	20%	43%	25%	2%	9%	44
	Less than half of them	8%	62%	23%		8%	13
Schools child/children attend	High School	21%	48%	20%	4%	7%	253
	Mast Way	26%	44%	20%	2%	8%	117
	Middle School	20%	47%	21%	3%	8%	219
	Moharimet	28%	50%	14%		8%	118
	Preschool	21%	50%	21%		7%	14
Children	One child	22%	45%	21%	4%	9%	278
	Two children	24%	48%	19%	2%	7%	231
	Three or more children	16%	53%	18%	2%	11%	45
Town	Barrington	15%	46%	21%	6%	13%	48
	Durham	25%	45%	19%	3%	8%	241
	Lee	21%	48%	22%	2%	7%	179
	Madbury	22%	48%	18%	2%	9%	85
How long lived in district	Less than 2 years	22%	42%	20%	3%	13%	60
	2-5 years	25%	44%	21%	4%	6%	131
	6-10 years	18%	47%	24%	1%	10%	135
	11-20 years	23%	52%	17%	2%	6%	145
	More than 20 years	22%	49%	19%	3%	6%	63

Q24: Would you like to engage more with the Oyster River School District in the future?

		<u>Yes</u>	<u>No</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	43%	22%	34%	548
Role	Parent	43%	22%	34%	548
	Staff		100%		2
Frequency read emails	All or nearly all of them	46%	19%	34%	409
	Three-quarters of them	41%	24%	35%	75
	Half of them	27%	39%	34%	44
	Less than half of them	25%	50%	25%	12
Schools child/children attend	High School	37%	28%	36%	250
	Mast Way	51%	23%	26%	115
	Middle School	41%	20%	39%	217
	Moharimet	47%	19%	34%	118
	Preschool	57%	7%	36%	14
Children	One child	45%	21%	34%	275
	Two children	44%	22%	34%	229
	Three or more children	27%	34%	39%	44
Town	Barrington	36%	23%	40%	47
	Durham	43%	22%	35%	241
	Lee	47%	21%	32%	176
	Madbury	41%	24%	35%	83
How long lived in district	Less than 2 years	60%	11%	30%	57
	2-5 years	53%	20%	27%	131
	6-10 years	43%	16%	41%	135
	11-20 years	33%	30%	37%	144
	More than 20 years	37%	31%	32%	62

Q25: How often have you watched ORCSD board meetings (in-person or online) in the past year?

		<u>All of the time</u>	<u>Most of the time</u>	<u>Some of the time</u>	<u>Rarely</u>	<u>Never</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	3%	12%	32%	26%	27%	0%	612
Role	Parent	3%	11%	31%	27%	29%	0%	556
	Staff	9%	23%	42%	12%	14%		57
Frequency read emails	All or nearly all of them	3%	12%	32%	26%	26%	0%	458
	Three-quarters of them	2%	14%	36%	23%	24%		86
	Half of them		7%	26%	35%	33%		46
	Less than half of them	7%	7%	7%	14%	64%		14
Schools child/children attend	High School	4%	12%	32%	27%	26%	0%	253
	Mast Way	2%	8%	29%	32%	29%	1%	119
	Middle School	4%	15%	35%	26%	21%		219
	Moharimet	1%	12%	31%	25%	32%		118
	Preschool			20%	47%	33%		15
Children	One child	1%	9%	28%	27%	35%	0%	278
	Two children	4%	11%	33%	28%	24%	0%	233
	Three or more children		20%	40%	24%	16%		45
Town	Barrington	4%	8%	23%	19%	44%	2%	48
	Durham	3%	11%	32%	27%	26%	0%	244
	Lee	2%	11%	31%	27%	29%		178
	Madbury	2%	9%	31%	32%	26%		85
How long lived in district	Less than 2 years	2%	2%	28%	22%	47%		60
	2-5 years	3%	9%	28%	26%	33%	1%	132
	6-10 years	1%	13%	30%	32%	23%	1%	136
	11-20 years	4%	12%	36%	29%	20%		146
	More than 20 years	2%	16%	37%	19%	27%		63

Q26: At any point in the past year have you been unable to watch ORCSD board meetings (in-person or online) when you wanted to?

		<u>Yes</u>	<u>No</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	18%	64%	18%	602
Role	Parent	17%	65%	18%	548
	Staff	25%	62%	13%	55
Frequency read emails	All or nearly all of them	18%	65%	17%	451
	Three-quarters of them	18%	67%	15%	85
	Half of them	11%	67%	22%	45
	Less than half of them	23%	46%	31%	13
Schools child/children attend	High School	20%	64%	16%	249
	Mast Way	13%	68%	19%	117
	Middle School	20%	60%	20%	217
	Moharimet	15%	70%	15%	117
	Preschool	13%	67%	20%	15
Children	One child	16%	63%	20%	273
	Two children	17%	68%	14%	231
	Three or more children	18%	57%	25%	44
Town	Barrington	11%	65%	24%	46
	Durham	14%	67%	19%	242
	Lee	21%	62%	17%	176
	Madbury	22%	64%	14%	83
How long lived in district	Less than 2 years	8%	71%	20%	59
	2-5 years	18%	61%	21%	131
	6-10 years	16%	64%	20%	135
	11-20 years	23%	65%	12%	144
	More than 20 years	16%	69%	15%	61

Q27: Why were you unable to watch a ORCSD board meeting? (Please select all that apply)

		<u>Board meeting was at an inconvenient time</u>	<u>Had another commitment</u>	<u>Online streaming of the board meeting didn't work</u>	<u>Was concerned about COVID-19 pandemic</u>	<u>Was unable to find where to watch online streaming of the meeting</u>	<u>Other</u>	<u>N</u>
Overall	2021	22%	50%	42%	5%	37%	10%	106
Role	Parent	23%	53%	39%	5%	37%	9%	92
	Staff	8%	31%	62%		38%	15%	13
Frequency read emails	All or nearly all of them	21%	51%	38%	6%	33%	11%	82
	Three-quarters of them	14%	50%	50%		29%	14%	14
	Half of them	40%	40%	60%		80%		5
	Less than half of them	67%	67%	67%		67%		3
Schools child/children attend	High School	16%	51%	47%		39%	10%	49
	Mast Way	40%	47%	20%	13%	20%	7%	15
	Middle School	26%	63%	42%	7%	33%	9%	43
	Moharimet	31%	75%	50%	13%	38%	6%	16
	Preschool		50%	50%		50%		2
Children	One child	24%	42%	38%	2%	42%	11%	45
	Two children	18%	59%	38%	10%	31%	5%	39
	Three or more children	38%	88%	50%		38%	13%	8
Town	Barrington	20%	20%	40%		60%	20%	5
	Durham	21%	45%	45%	6%	48%	6%	33
	Lee	24%	54%	35%	3%	32%	5%	37
	Madbury	24%	76%	35%	12%	18%	18%	17
How long lived in district	Less than 2 years		80%	40%		20%		5
	2-5 years	30%	48%	30%	9%	52%	4%	23
	6-10 years	29%	62%	29%	5%	38%	5%	21
	11-20 years	18%	48%	52%	6%	33%	15%	33
	More than 20 years	20%	50%	40%		20%	10%	10

Q28: How likely would you be to attend community forums if they were held by the ORCSD?

		<u>Very likely</u>	<u>Somewhat likely</u>	<u>Not very likely</u>	<u>Not at all likely</u>	<u>Don't know/Not sure</u>	<u>N</u>
Overall	2021	7%	50%	26%	9%	7%	604
Role	Parent	7%	51%	26%	9%	7%	550
	Staff	13%	45%	22%	15%	5%	55
Frequency read emails	All or nearly all of them	7%	52%	25%	8%	8%	453
	Three-quarters of them	11%	49%	31%	6%	4%	85
	Half of them		45%	27%	20%	7%	44
	Less than half of them	7%	29%	29%	29%	7%	14
Schools child/children attend	High School	10%	44%	29%	10%	6%	251
	Mast Way	5%	57%	27%	5%	5%	117
	Middle School	7%	55%	22%	7%	9%	217
	Moharimet	3%	58%	25%	9%	5%	118
	Preschool		33%	40%	20%	7%	15
Children	One child	8%	47%	28%	8%	9%	274
	Two children	7%	55%	24%	10%	4%	231
	Three or more children		53%	27%	11%	9%	45
Town	Barrington	6%	36%	43%	6%	9%	47
	Durham	8%	51%	23%	11%	6%	243
	Lee	6%	58%	23%	8%	6%	177
	Madbury	6%	43%	33%	6%	12%	82
How long lived in district	Less than 2 years	7%	62%	20%	3%	8%	60
	2-5 years	2%	58%	23%	11%	6%	132
	6-10 years	7%	53%	27%	6%	7%	135
	11-20 years	10%	42%	29%	12%	8%	146
	More than 20 years	13%	48%	27%	8%	3%	62

Q29: For how long have you worked in the ORCSD school district?

		<u>Less than two years</u>	<u>2-5 years</u>	<u>6-10 years</u>	<u>11 to 20 years</u>	<u>21 to 30 years</u>	<u>More than 30 years</u>	<u>N</u>
Overall	2021	14%	14%	29%	27%	11%	5%	56
Role	Parent			50%		50%		2
	Staff	14%	14%	29%	27%	11%	5%	56
Frequency read emails	All or nearly all of them	16%	12%	26%	30%	9%	7%	43
	Three-quarters of them		20%	40%	20%	20%		10
	Half of them	50%		50%				2
	Less than half of them		100%					1
Schools child/children attend	High School			50%		50%		2
	Mast Way							
	Middle School			50%		50%		2
	Moharimet							
	Preschool							
Children	One child							
	Two children			50%		50%		2
	Three or more children							
Town	Barrington							
	Durham			100%				1
	Lee					100%		1
	Madbury							
How long lived in district	Less than 2 years							
	2-5 years							
	6-10 years							
	11-20 years			50%		50%		2
	More than 20 years							

Q30: How satisfied would you say that you are overall with your job at ORCSD?

		<u>Very satisfied</u>	<u>Somewhat satisfied</u>	<u>Not at all satisfied</u>	<u>N</u>
Overall	2021	64%	34%	2%	56
Role	Parent	50%	50%		2
	Staff	64%	34%	2%	56
Frequency read emails	All or nearly all of them	72%	28%		43
	Three-quarters of them	30%	70%		10
	Half of them	100%			2
	Less than half of them			100%	1
Schools child/children attend	High School	50%	50%		2
	Mast Way				
	Middle School	50%	50%		2
	Moharimet				
	Preschool				
Children	One child				
	Two children	50%	50%		2
	Three or more children				
Town	Barrington				
	Durham	100%			1
	Lee		100%		1
	Madbury				
How long lived in district	Less than 2 years				
	2-5 years				
	6-10 years				
	11-20 years	50%	50%		2
	More than 20 years				

Q31: For how long have you lived in the ORCSD school district area?

		<u>Less than two years</u>	<u>2-5 years</u>	<u>6-10 years</u>	<u>11 to 20 years</u>	<u>21 to 30 years</u>	<u>More than 30 years</u>	<u>Don't live in ORCSD school district area</u>	<u>N</u>
Overall	2021	11%	24%	25%	26%	9%	3%	3%	552
Role	Parent	11%	24%	25%	26%	9%	3%	3%	552
	Staff				100%				2
Frequency read emails	All or nearly all of them	12%	25%	26%	24%	8%	3%	2%	411
	Three-quarters of them	8%	19%	23%	36%	8%	4%	1%	77
	Half of them	7%	23%	26%	23%	16%		5%	43
	Less than half of them		31%	23%	23%	15%		8%	13
Schools child/children attend	High School	6%	13%	15%	41%	17%	3%	5%	252
	Mast Way	14%	34%	36%	9%	3%	4%		118
	Middle School	9%	23%	32%	31%	4%	2%	0%	217
	Moharimet	15%	41%	31%	14%				118
	Preschool	33%	47%	7%	7%	7%			15
Children	One child	13%	20%	21%	24%	15%	3%	4%	274
	Two children	9%	27%	29%	27%	3%	2%	2%	233
	Three or more children	4%	27%	27%	38%	2%	2%		45
Town	Barrington	13%	13%	4%	26%	13%	2%	28%	46
	Durham	9%	29%	24%	29%	6%	3%		245
	Lee	12%	23%	31%	19%	13%	2%		177
	Madbury	12%	18%	27%	35%	6%	1%	1%	83
How long lived in district	Less than 2 years	100%							60
	2-5 years		100%						132
	6-10 years			100%					137
	11-20 years				100%				146
	More than 20 years					78%	22%		63

Appendix B

Q3_97_TEXT: "Why do you typically not read the emails you receive from ORCSD" - Other (Please specify) - Text

- either too long to sort through to find pertinent info OR info has to be downloaded to open and I don't want to clutter my hard drive/storage. I want to be able to open it online instead
- Emails are way too long.
- Emails seem to be too long and overwhelming
- I will only read if info is immediately available in the email. Do not want to follow a link or have to download a document.
- Typos annoy the CRAP out of me especially from people teaching my children to read and write.....

Q4_97_TEXT: "Why do you never read the emails you receive from ORCSD?" - Other (Please specify) - Text

- No responses

Q13: "What, if anything, do you consider to be the biggest weakness with communications from ORCSD?"

- -Last year I tried multiple times to change my phone number for the School closure calls and texts, to no avail. The secretaries didn't know how to do it, and the SAU said she did but nope, I continued to get calls on the wrong number. Also, please streamline it so I don't get four calls for four kids. A text is better than calls, please. -Communication often doesn't identify which school or classroom it refers to, which can be confusing when you have multiple children in multiple schools or multiple children in the SAME school. Please put this pertinent info in the subject line. I often don't know which kid or which school news refers to. -Communication is often a download that needs to be downloaded in order to open, or pdfs with links that are hidden in plain sight, which I almost always miss in my quick scan of the email. -Please follow Rebecca Noe's method to make information quick to read and find what applies to your own kids, without lengthy documents to download and fill up the hard drive or that are impossible to read on a phone. Ask yourself, how would this content appear on a phone, and go from there. -Dr. Morse's emails are the exception to keeping it short and sweet-- I appreciate the thoughtful detail he includes when he writes to families.
- 1) Notable difference between schools within the district with frequency, clarity, and style of communication (from principals, nurses, teachers, etc). 2) Readability level of certain emails is too much for some families. Look at the percentage of students with reading challenges, likely their parents struggle as well. Accessibility is important. 3) Lots of discussion about SEL but parent communication regarding this topic is sparse.
- Accidentally removed from list and could not re enroll without assistance....
- Advanced notice about events. I know they go out in Advance but it would be helpful (as a working single mother) if the notices went out weeks or months out. I realize that is not

always possible but the sooner the better so working parents can make arrangements with their employer.

- After school club teachers pick the time often conflict with each other. Most clubs are on Tuesday and Thursdays. So students have to pick one from them even they might be interested in other clubs. I hope the teachers can communicate more with each other to set a schedule works better. Also like some teachers did, could make a survey with parents (whose kids that interested in the club) to see what time is better. Thanks
- All along, we've been told by the media, politicians, medical field, school officials that we are to base decisions re Covid based on the science. I think that more of us would have liked to have actual covid #'s sent to us in texts/emails/ voicemails on a weekly basis. By covid #'s, I mean weekly positive cases identified in our student and staff populations.
- Almost never hear from high school teachers, unless there is an issue/problem or we request to communicate.
- An introductory letter from each teacher at the start of the semester should go to parents with their attached classroom expectation sheet. Also, parent-teacher conferences would be good in order to hear how the teacher feels the child is doing in the class.
- As a faculty member, I am not copied in my principal's communication out to families. Unacceptable. I have to search the website for this material, and our website is poorly designed and woefully ignored by webmasters.
- As an employee and parent, communication comes to both my school and personal emails combined. When important emails are sent to my school email - they often go to my other inbox and I miss them completely. Sometimes I receive meeting notes that go to my home email. They are so interchanged and it can cause me to miss things.
- As kids get older, teachers communicate progressively less.
- as student get older families are left out of timing, events, and details that make an impact and often result in scrambling and frustration that could have been prevented with better communication from the school and teachers
- At times announcements are made too close to the event dates, which doesn't leave enough planning time for our family.
- Biggest issue I have is there should be a SUBJECT line or list TOPICS that are included in the email- so when I am busy I know if I need to open the email right away and if it pertains to my interest,- what subject is in the email and is there anything timely?? For ex an email with misc school events should be titled in such a way ("school happenings") or "club info" "sports info" or time sensitive info" or "survey" - something more specific) versus an email that might have a survey in with a deadline and in the past that info might be the last line of a 3 paragraph email! Many other parents complained about the same issue- "where did you see that?" we ask each other because we invariably miss something important that was too far down on an email or that was part of an email that did not seem to concern us when we get inundated with emails from all over.
- Biggest weakness in communication is from the high school with particularly poor communication coming from the guidance department.
- Blanket emails from all three schools every week do not get read as it's just too much.
- Clearer subject lines would help

- college application info, military info, and anything for preparing for post graduation.
- communicating about what is happening in buildings after and during hours. Custodians do not get clear information on what is happening and some things are not on the schedules.
- Communicating important information about school requirements and tuition. Parents are not given ample time (or notice) to comply. Everything is last minute and it is extremely frustrating.
- Communication about events and happenings are not given in a timely manner or are sometimes hard to find. Sometimes not even a week's notice is given and I would like more time to adjust work and home schedule as needed so my child can participate. I would like for that type of information to be included in the regular updates/emails, rather than having to keep up with social media or check websites daily to know what's going on
- Communication from district and high school are great. Middle school principle good, teachers just generalized and not specific. Elementary school ok from principle, rare from teachers. So, I would prefer more communication from middle and elementary school
- Communication from ORCSD encompasses 4 schools, an administration, and numerous subcategories of ancillary departments/offices that help to support our student body. It is difficult to rate the communication from ORCSD because each of those entities can vary in their style and frequency of communication. As a parent of students in 2 different schools, I receive weekly emails both from the elementary and middle school building administrators but the content, length, and focus of those emails can be drastically different. I generally feel as though I have a handle on what's happening at the elementary level. However, that's not always the case at the middle school level. Teachers and the administrators are responsive to parent questions but I wish more general information was available consistently.
- Communication from ORMS and ORHS principals doesn't wow me at all. No warmth - all business and not always very well written.
- Communication from teachers in middle school and high school. Some MS teachers respond/update parents. There is zero communication from HS teachers.
- Communication is not timely. For example, I received information about a meet and greet for Ms. Noe and Mr. Webb the NEW principal and NEW counseling director with less than 24 hours notice. I am a parent of a senior and this was an important event that I was unable to attend due to the limited notice of it. I can't simply turn my schedule around with a days notice. Information about all that is required for seniors is not comprehensive. It would be reasonable for the high school to provide parents of seniors with a comprehensive list of all of things they will be required to do and the deadlines with it and keep resending it every time there is an event/activity they need to submit or attend to. A document with everything from date that senior pictures need to be submitted, dates that senior quotes are required, date that cap and gown need to be ordered, diploma information, prom, etc. The information gets sent out in dribbles, a little bit this summer, a random posting on facebook by a fellow parent. Just put it all together in one document and send it to parents of seniors.
- Communication tends to occur with very little notice prior to an event occurring

- Communications come from everywhere at any given time. This is very confusing and things can get missed. Parents would benefit from having a coordinated communication approach. Principal Noe does a great job (an improvement for sure) communicating on a weekly basis to the HS community. She sends an email at the same time every week, using the same format every single week - so it is easy for parents to scan and find the information they need. I have never received a communication like this from the Middle School principal. I don't recall ever getting a standard communication from ORCSD about school district updates - I only get sporadic emails communicating specific things. Sports updates for teams use the worse communication tool I have ever seen - Final Forms. I have no idea if we pay for this technology in our district but it is terrible. The comms from our sports teams is not good at all. Why can't the athletic dept pull a weekly communication much like Principal Noe with the same exact format that communicates information on our athletic teams...this might even promote more attendance from our parents. Information like try-outs, weekly game schedules, athletic honors that our students receive etc. I don't ever recall seeing information about our Clubs either - maybe they could share an email with the athletic department and it could be inclusive of all Teams and Clubs. Finally....please stop using Social Media as a way to communicate to our district...not everyone is on social media. Thank you
- Communications to parents if there is a concern about your child. If a teacher is concerned they should reach out to the parent through email or phone call. Some of my kids teachers have been amazing at this others have really dropped the ball.
- Consistency in how attachments and needed information can be searched and accessed after the email is read.
- Email attachments are clumsy. The "secure" method requires extra steps, even when looking for updates about clubs, sports teams, etc
- Email tends to go into "promotions" or "spam" rather than my inbox and I don't receive a lot of social media posts in a timely manner
- Email threads don't always indicate when a new response was sent, so previous messages sometimes get missed. Schoology emails come through in "other" mailbox so they don't always get viewed. They also are missing graphics, etc, so I don't know if I'm always receiving everything. Also, as a new employee, I'm not sure if I'm on all of the important email lists or receiving everything I should.
- Emails sent as links to PDFs, so you can't use search terms to find information later. Assumptions that parents already know things, e.g., what sports are available in which season (MS). Outdated website with old information.
- Emails sent via PowerSchool and from ORCSD always go to my spam folder.
- Emails way too long, I get same message from multiple sources, they are sent in a really weird format I have to download or click a link to access.
- First, I'm not sure I even understand this survey - are you referring only to ORCSD or entities within ORCSD? If entities within ORCSD, then I get one from each child's teacher, the school principal/school, the PTO weekly - it's actually a lot but we read them. If ORCSD itself only then we don't get as much and it tends to be issue based -- also, annoyingly, it's usually an

attachment I have to download which is cumbersome (especially on mobile) and harder to find things later on

- For some reason rather than just putting some thing in the email you make us download a document and then open it up to read. Does not make any sense. The fastest most immediate access to the information is the best If you want busy people to actually read it.
- For weather we are notified multiple ways but this may be the way I have it set up. Would prefer text messages so phone is not ringing at 5 am
- Formatting needs work from Mast Way and ORMS; comms from ORMS are disorganized and intermittent; don't like needing to download separate document- that probably prevents a lot of people from reading. What about a weekly digest of very brief news/updates? With links to further information for those that want it?
- Generally the messages regarding inclement weather have been pretty timely, but when the buses were delayed last week I got a call/voicemail at 9:30am which was useless at that point. Perhaps just double check the timing and functionality of the system?
- Getting a timely response from Mark Milliken
- Getting parents to read/receive it
- Given all of the problems we know about with Facebook/Instagram, I don't want to have to depend on those social media sites for school district news.
- Good info but lots to digest/not a lot directly relevant to information I care about
- Guidance! I have a recent graduate that is in his first year of college and I have a current junior at the high school. I have received very little help and support from the guidance department for college preparation. For both children I had to hire an outside consultant to help me navigate this process. Any help with regards to financial aid, essay writing or transcript preparation came or is coming way too late. Why is this not more timely and why are there are not more meetings set up with the students and parents to help them navigate the college process?
- HARD TO ACCESS ON MY PHONE SOMETIMES WRITTEN AS IF WE HAVE CONTEXT/UNDERSTANDING EQUIVALENT TO A TEACHER
- having more than one middle school student some communication is specific to one grade or even one of them however we have to dig at times to determine this.
- Having newsletters included as attachments to an email make them difficult to read.
- Having to download .pdf files to read messages is inconvenient
- Having to download a pdf to view messages.
- High school communicates little to no info directly to parent. Principal does a nice weekly summary by grade but otherwise we hear absolutely nothing. Children are supposed to start advocating for themselves but if they're failing the teacher should be engaging the parents. Teachers reaching to the parent don't exists. Guidance dept does very very little to communicate to parents about pathway to college application process. We and many others are walking around in the dark bc no one leads the way. We broke down to pay for a consultant to help light the path and it's unfortunate we had to spend thousands when we already pay such high taxes. As parents we don't know what we don't know and by the time we ever saw a few generic emails from counseling it was fall of senior year and applications were done or well underway. Would love to see a more pro active approach to engaging the

parents bc kids don't always know or communicate things at home. We got the help we needed when we asked but sometimes we don't know what to ask.

- honestly, the main communications I don't read are the ones that require me to download the content. I really despise that. With so many online storage and communication methods available, forcing a parent to download something to one device just to read it is a waste of time, storage space, and effort. Send me a link that directs me to the content or to the landing page of the content. Then all the communications are found in one location. I can look back at past info easily, quickly located info and reread from any device, rather than having to potentially download it again to a different device (phone, ipad, laptop, desktop) from the original download. The other thing about communications that cover a vast array of topics is to condense them to headings that can be expanded if it's of interest to the reader. Sifting through anything longer than a quick scan for important details is wasting the readers time. Give the reader the option to read each section or scan for highlights.
- I am currently going through some craziness about testing my double-vaxxed daughter when she has the sniffles. There is no rapid test, the testing I've done through Rite-Aid has gotten lost and I'm really, really trying to stay a good citizen and keep her out of school. But the lack of discussion about how to test children when they have cold symptoms has not been clear and we're scrambling on our own. Please help by giving us clear guidance, especially now that rapid testing is not available. Thank you!
- I am less likely to read a communication if I have to open an attachment.
- I am not on social media and sometimes miss information that is only posted on Facebook. All information should be emailed to the parents.
- I believe the biggest challenge facing the district with Covid over the past few months is communicating procedural changes that may take place throughout the school day. I know it has been extremely challenging for the schools and they normally do not need to communicate changes in daily routines to parents BUT during Covid there should be an exception to this: one example would be multiple parents reached out to teachers/staff regarding lunch/snacks and how they would be held...suddenly parents found out through their students that procedures had changed. I have never reached out to Dr. Morse or any of the elementary administration/staff and not received a quick response and this had been appreciated. As far as the School Board I answered that I am happy with the current level of communication but I personally will try to go back and watch the meetings/read the minutes. It may be a good idea for the School Board or the ORCSD to send out the link to the minutes when they are posted with a brief outline or the original agenda.
- I believe there is a resistance to talking on the phone (or in person). I think it's important to recognize when a conversation is the correct method of communication.
- I can't remember where I saw or read something. I can't go find it again or reference it. Some things are on social media, some via email, different email addresses that send them so when I try to take action or reread I can't find it. Very frustrating. Consistency in communication would be helpful. Also better subject lines. One place on the school website to see all communication that was sent and clear subjects would be helpful if you could search it. Even if longer emails got broken into smaller pieces for ease of search. Thank you

for asking for feedback. Sports typically use one form of communication to parents unless an emergency. Makes it easier to follow and reference.

- I dislike having to download every email to read it. It should be accessible for preview. The Guidance department was not evaluated, but I feel they are generally under-communicative.
- I do not prefer using schoology as a main source of communication. Email is plenty to check on daily basis.
- I do not receive any information through email from the School Board.
- I don't like that the emails come as a separate document that has to be downloaded. It makes it difficult to search for things later.
- I don't like the fact that we have to download newsletters but this is better than the non mobile friendly newsletters I get from Dover being a part of the CTE program. Their emails are too long and not conducive to reading on the go from my phone and that's the tool I use to keep abreast of things. I'm also irritated when I go to the Athletics page and the results are from 3 years ago. If the district is going to go to the trouble of hosting a website for any group...by all means make an effort to keep it current!
- I don't get all emails and don't know how to get myself on the list so I do get all emails.
- I don't have Facebook and don't like that so much communication talked place in social media. I often find out about important things later than the people who use Facebook.
- I don't know
- I feel it is fine for the most part. Regarding Covid, I think most communications could/should take place via e-mail unless the message is more time urgent in which case it should be text or phone message.
- I feel like the weekly newsletters this year at ORHS from the principal are an awesome addition and very helpful. I have NEVER ONCE received an email from any of my child's teachers (positive or negative) since he started in the district last year unless I started the conversation.
- I feel that the ORCSD could communicate better by being more informative within their titles.
- I feel that this year it is better. Last year I began to dread opening my email because there was so much communication from the schools. I appreciate communication, but it was too much.
- I get no information from the teachers. I would like the teachers to communicate more.
- I get the same email from Jim three times, from Jim directly, forwarded by Misty, and posted by the technology person in Schoology. Just once is enough.
- I get way way too many emails. Several per days. It covers sports to teachers to weather to everything else. My biggest issue is sorting out what is meant for the students directly (charge your computer, meet the bus..) and what I need to do (register kids for this or that, or sign a waiver). The emails, typically do not start with whom it is intended, and to what kid it relates (yes most parents have multiple kids in ORCSD....). Overall I am flooded with information, which is a problem.
- I guess I'm just confused with the communication-sometimes I get a text, sometimes it's an email, sometimes it's me and other times my husband gets an email. If there was one place

we could sign up for it all to make it consistent between sports/admin/teachers, that would be awesome.

- I hate having to download your letters. There are too many emails.
- I hate it that updates are on schoology. Half the time I can't log in
- I have a high schooler so I don't expect weekly communication from all of her different teachers. When she was elementary school, I loved receiving daily/weekly emails or written newsletters from teachers but I hated how communication was up to each teacher. I think the format and amount (daily, weekly, biweekly) should have been universal throughout the elementary school (MOR). I also feel that the teams at the Middle school should also have a universal way of communicating with parents similar to as described above. In terms of the school board, I do feel like there is a huge weakness in how everything is communicated- I only see information on social media and I don't always see it and struggle to find it.
- I have been disappointed with communication from the middle school. I feel like I don't receive notices in a timely manner.
- I have been very impressed with the level of communication. It is thoughtful, thorough, and our family feels well informed.
- I just haven't received that many and my neighbors are usually telling me something I missed
- I never hear from teachers and some teachers don't respond to emails.
- I rarely heard anything from the middle school. They need to increase communication. High school communication has been excellent! Love all the ways principal Noe engages and informs parents and the general community. The elementary school (Moharimet) is hit or miss. Some years, I've received just the right amount of communication, and other years, I can't even get an email back from a teacher. This hasn't been an occurrence with just one teacher there, it has happened with several. Absolutely unacceptable in my opinion. And, the principal doesn't seem concerned. Go figure.
- I rarely/never hear from my student's teachers.
- I really dislike it when I have to download and open a pdf before I can read a message. I would prefer to have the message be in the text of the email itself. I also don't like going to a separate portal (e.g., Schoology) to get updates.
- I receive excellent communication with my daughter's kindergarten teacher, but very infrequent communication from my daughter's 3rd grade teacher. I also think if Mrs. Leifer posts updates through email, why do we also have to login to schoology for those same updates? It seems redundant. (But I received a sheet that said something to the effect of "We see that you have not logged on to your Schoology account. . . yet I didn't feel the need to considering we received Mrs. Leifer's updates via email.) Otherwise, I feel like overall the district does a pretty great job of communicating with parents. Thanks!
- I receive multiple of generic for my 3 children. Specific to each child/grade are not identifying so I have to poll my children. HS principal email is a link that rarely has info I want/need. Most of the "good news" seems forced. I'd rather see admin leaders AT events then retelling me what I saw myself
- I see no weaknesses

- I seem to be missing information about decisions (not topics) from school board meetings and after school opportunities.
- I think during the school year, information is ok but before school- summer it is really BAD- like I never know what is coming up for the start of the year and basically just send my kids the first day without any of us knowing what is going on. I just wish I knew about things just a little earlier so that we could plan ahead. Often my kids miss out on events because we don't know about them until the last minute.
- I think it would be easier if there was a standard header on and email maybe color-coded or something to make it obv who it's from (district, school, teacher, board, PTO etc) at a glance. There's too much content in the letters we have to click to, to remember everything pertinent or take any action on. I know I ended in preposition, sorry. There doesn't seem to be any standard format for subject lines of emails or email addresses either.
- I think that ORCSD tends to try to always paint a positive picture to put forth to the community and I find it frustrating that I often eventually find out about the negative/unpleasant things that have happened within our District from either other parents or occasionally from my high schooler.
- I think the district surveys that have been used in the past year have been confusing and/or misleading.
- I think they need a parent to read over their emails/communications b/c they don't know how to translate the particular topic to their target audience (parents). The communications sometimes feel rushed & there are mistakes that happen b/c of that.
- I think this year has been uniquely difficult going from a remote classroom where we were in constant contact and communication to now having our first child in school for the first time (nothing to compare it to) and barely receiving information has been challenging/a change.
- I will often get the same info relayed through the superintendent and then also at the school level. Feels repetitive.
- I would like more communication about what my children need for online homework and their progress.
- I would like the subject line to be consistent and specific...such as "weekly (monthly, etc) message from Dr. Morse (or principal, or teacher)" OR "important message from Dr. Morse (principal, teacher)" rather than just "message from ORCSD"
- I would like to know more (aggregated to the building level) participation and results of the sass testing program.
- I would like to receive more timely information about school activities.
- I would love to hear more from the teachers!
- I'd like to have more communication regarding curriculum being taught in the classroom and the syllabus. We've always been privy as parents to hear from the teachers at openhouse about what our child will be taught in the coming year. The awkward virtual open house this year did not provide that opportunity. And if they weren't able to provide that info virtually, I would've expected an email. I still have not seen or heard anything about what my son is going to learn about this year.

- I've asked to be put on the High School Newsletter email list, but only receive the newsletter on occasion. I honestly think I'm missing lots of info that is sent out by the HS Principal, but don't know for sure as there is no way of knowing unless another parent posts something on social media. I'd love to figure out a way to know for sure that is not based on circumstance.
- I've sent quite a few emails that never received a response; lack of communication regarding school practices/expectations regarding simple procedural things (e.g. how to check child in and out for an appointment); No communication about behavioral challenges that may be disrupting a class or a grade (such that parents are getting incomplete stories or rumors from children); no communication when a child is struggling with academics
- I'd like more specific information from the teachers as to what is actually being taught and projects the kids are doing. Fluff emails or messages don't help me know what's happening in the classroom. School has been in session for nearly 3 months and I have very little knowledge of what is going on. The teacher meeting provided the first real information but didn't include any sample of my child's work. It was not much of a park into what's happening. The teacher says to email any time and classroom responsive but I don't feel okay emailing ever 2 weeks or so asking what's happening in the classroom. When I asked a few times at the beginning of the year I was told that they are intentionally working with the kids to be independent learners and not much else was shared. It wasn't until we had some remote days for our child that I saw any papers they are asked to do.
- Implying that everyone has Facebook for information and updates. I don't have any social media and I feel I'm missing information and updates, especially from PTA
- Important emails require a person to log into the system to see. A method to notify people that an important email is waiting to be read would improve communication speed. My job function does not require that I log into ORCSD website on a daily basis. A text alert would help me read the message in a more timely fashion.
- Inconsistency. Some teachers communicate well and often, others poorly and sporadically. Same for principals. Middle school school-wide news could improve a lot. I almost never hear from school board - should I?
- Inconsistent from school to school in quality, method and level.
- Inconsistent
- Incorrect information and the need to send another email
- Information is in too many different places. I just want to go to the main calendar for each school and see everything from plays, to sports games, to school board meetings. I want to be able to find what I need in one central place when it's school or district news. Right now I feel like I have to check social media, the orcsd website, school websites, emails, Pto sites, schoology, etc. if it's not coming directly from our teachers then I need everything to be centralized.
- Information on middle and high school when my child is in the elementary school.
- Information on my students class work. How well or poorly he is doing. Is he really behind or keeping up? Schoology is difficult for me to navigate. When I do ask about assignments in there he says they are still being worked on.

- Information should be easier to find on the district's website. Website is not user friendly. Have to really search for information that you want.
- Initially when going back to school in the 20-21 school year began, there were so many changes for so many reasons, that communication was constant. Between the two school buildings, the district, and two sets of teachers, the emails about random things was ridiculous. This year has most certainly calmed down. Most of the time we feel well informed but not overwhelmed with information. Occasionally we feel under informed (ie walking field trip permission slip coming home the day before the trip). But overall I feel as though most of the important things are well communicated.
- It is all very good....Thank you.
- It is hard to say because I often times will read something from the admin and it will seem clear to me then I see online a bunch of parents scrambling around trying to decipher what the principal was trying to say. Then I think that some people aren't open to seeing that everyone is trying to do their best during the pandemic. So for communication. I guess simplicity. We have a lot of highly educated parents but they go crazy over anything that requires something from them or their child needs to sit in the gym to have lunch/masks/etc. So the biggest weakness I would say is the need to make things more simple. I would also like to hear more about if someone in the school has covid. Not their name or grade, but just that there was a case. I believe this is being done, but I don't know if my child may have played with someone that has it but only sees the person once in a while.
- It is very frustrating that communications come in a pdf and don't come from a consistent address (eg. some addressed as ORMS and some directly from the principal). The combination of these two things makes it COMPLETELY IMPOSSIBLE to go back to find important information that I know I've been sent but need at a later point in time. Trying to search my email for something that I need can't be done because it's not in the text of the email (in a pdf) and it could have been sent by multiple different email addresses so I can't search that either. It is SO FRUSTRATING.
- It would be helpful to have longer emails broken down with the most important information in bullet points
- It would make for easier access if the Superintendent sent emails without links to click on for the actual information.
- Lack of cohesive message
- Lack of communication from teachers at the high school level. There is minimal, if any communication. I would prefer more information and updates, at least from the head of the department or something similar. Also, communication about opportunities for students is often very late, as in it gets sent out a very short period of time before applications are due such as only with 1-2 days notice. This needs to improve significantly.
- Lack of timely response to direct emails to ORHS Principal and select teachers. There should be a mandatory within 24 hours response to at least indicate message received and if needed, more time to fully respond. Silence is not acceptable. Also school board is terrible about disseminating information - most of what I learn is via social media. The ORMS weekly school letter has definitely improved, but could be better still. Thankfully the ORHS

PTO does a great job relaying information from ORHS. The ORHS Counseling Office could do much better about communicating information needed for college application process.

- Length.
- Less communication with our children's teachers now that COVID has hit. We don't know any of our children's teachers in Middle School. We are not likely to check Schoology with the frequency expected.
- Little to no teacher communication at the middle school level. Our parent teacher conferences were non existent. I do care about the curriculum but want more information about my child's progress specifically. Schoology updates are difficult to view/ access.
- Lots of assumptions that we know about things as if people who live here are all familiar with processes and activities. But for new people or even newer to the area people we don't know these ways of doing things. It would be helpful to assume the reader doesn't know or hasn't experienced such and such activity or process before.
- Many (most?) emails from ORCSD have security / officialdom wrappers. In general, these are unnecessary and annoying. Unless an email contains privileged, private, or confidential information, PLEASE REMOVE THE WRAPPERS.
- Mast Way is great! Have heard very little from ORMS.
- Meeting minutes. I really enjoy the new format the principal uses for the newsletter. I make the time to read it because it's so easy to read. I can't say enough good things about it.
- Middle school administration could do a better job of keeping us updated of school wide information. Individual classes do great, but feel uninformed about general stuff.
- Middle school emails are inconsistent and hard to read.
- Moharimet is excellent. Middle school teachers are great communicators helpful for fifth graders. Much less clarity in communication at middle school-what is offered after school, who are the nursing team? Are adults allowed inside? Can we get a tour of new building?
- More advanced notice about things taking place at the high school.
- More communication from teachers to parents at the high school level.
- More information for those that want it, after an easy to read summary
- More organization around action items by grade, school, or topic could be highlighted within current emails. New HS principal's emails are a good example of this. Brief, and I know what she needs me to pay particular attention to each week.
- Multiple platforms to keep track of school work / information
- My house phone has stopped accepting calls from the school as they are now considered "Potentially Bad" by Xfinity. Each number has to be entered separately to have it accepted and I don't have EVERY number that might be used. I am currently struggling to get each number into our "Accepted" list. Would like to see pressure from the Schools/State to fix this labeling. Currently all calls to the house from the school have been getting blocked with the new system. Fortunately the mobile phone calls can still get through.
- My son was a freshman in 2020. I realize that it was a very difficult time for administration, teachers and staff but the lack of guidance on how to navigate remote learning and a new school was not great. He is still playing catch up.
- My student feels that she is and the student body are not addressed/communicated with.

- N/a
- N/a
- N/a
- N/A
- N/A
- N/A.
- Na
- NA
- NA
- Need to hear from teachers more
- News which may cause anxiety in some people shouldn't be put on social media before an email has been sent that can be read and has all information in it. Also changes in school protocol (distance in classrooms, outside lunch) shouldn't be changed without letting parents know.
- No important weaknesses. Sometimes it is difficult for me to get to messages in a timely fashion due to an overwhelming volume of emails on non-ORCSD subjects. Certainly not the fault of ORCSD, nor is it a simple matter to remedy the situation, unfortunately. But I think that ORCSD is doing as well as can be done within the constraints.
- No more attachments. Please send all communication in the email body. It is a hassle having to download every single message before you can even view it.
- No updates or communication from teachers at ORHS at all
- None known so far
- Not being on social media, I don't have any PTA info
- Not clear. Report cards should be sent home. Grades would give a better idea of student progress than standards
- Not clear or consistent. In OR, the squeaky wheels get the oil and everyone else has to force the district leadership (not the board) to do the right things.
- Not enough communication about COVID cases in the district and success/failure around mitigation and currently policies in place.
- Not enough of it. I feel very out of the loop. Middle school boys aren't the best communicators. We moved here during the pandemic and don't feel involved or knowledgeable about what's happening at school.
- Not having a dedicated person to help with communication.
- Not much from teachers. I don't think teachers want to talk to parents. At all
- Not much response to our emailed concerns from HS teachers.
- Not providing communication timely. Being reactive instead of proactive.
- Nothing
- Nothing to date.
- ORCSD has been exceptional with communication.
- ORCSD thinks it's ok to communicate without actually meeting in-person w students, parents/caregivers. I would never recommend ORCSD to any new families looking to reside in NH. The Superintendent is horrendous with leadership. I have a senior in the high school and as a parent have NEVER met her teachers in about 3 years, all because of the over-the-

top paranoia of covid by ORCSD School Board and Superintendent. Shame on them - they are more worried about their own self-interests instead of the overall mental and social health and wellness of the youth they are supposedly serving. Respectfully,

- Over the past two years, there is just too much email traffic. I recognize that Covid-19 created many challenges, but as time went on, it would have been helpful if the schools had been more organized and communicated more effectively to families. In my case, I have children in the middle school and high school. Each time there was a Covid-related change, I got one email from the middle school, and a second from the high school. Then I would receive the vonOeyen addenda for both the middle and high school, to explain that the orchestra students weren't going to follow the guidelines the schools had just sent. Then after the vonOeyen emails, which are so long I no longer read them, I would get separate emails from some of the language teachers saying that they couldn't follow the new schedule either. At least those were shorter. Email communication has been better this academic year so far, but to be honest, I am so exhausted from the constant changes and emails from last academic year, I sometimes just can't even read them all.
- Overall, I think the communications from ORCSD are well done. One suggestion is to make sure the subject line of each email that goes out is clear and describes what the email is about.
- Overall, in this environment, I think Administration and the teachers are doing a very good job. I don't hear much from the school board but I can watch their meetings which is a great way to keep informed. Overall, good experience.
- Personally, with our student included, we have experienced some miscommunication with individual teachers, had communication been more timely the outcome could have been better.
- Please keep us updated on where we can including schools get fast covid testing. It's going to be an ongoing issue this winter. Thank you and keep up the good work!!
- Prefer text in email rather than links to pdfs or docs - makes it harder to search afterward if I have to open a bunch of pdfs and skim through them
- Principals
- Prioritize! The principal emails where you have to follow an attachment and the. Every item includes following a link—WHO is setting aside the time to do that? We have jobs too. A link to follow is NOT sharing information. Tell us what is important and link for further details—but just link a free link after link is irritating and ineffective. I've never heard a WORD from the district about covid numbers or anything—except the vaccine clinics.
- Rank and file employees aren't included in communications
- Read pdf without having to download, clutters up computer. Information about the number of COVID cases and grades so we can protect our children. Haven't information from the school level up extolling the accomplishments of sports teams, club efforts-bridge, robotics, music, art.
- Regular administration newsletter is a big improvement from last year. This survey leaves out the Guidance/School Counseling Office (school counselors) entirely which in my opinion is the biggest weakness in communication. Ironic that it isn't even addressed-- perhaps because they know this. There is still a lot of assumed knowledge in the Administration and

newsletter info (acronyms not being spelled out-- for example-- recent newsletter refers to "YRBS" survey for all students (had to ask my kids what YRBS was.) I have found that in almost all cases of big student academic issues like a student having an F in a class, other than the progress report that went out to me, I got no direct communication via email from the instructor as a parent. I had to email the instructor to ask for input and to let them know we were working with my son on improving his Trigonometry homework getting turned in appropriately. Don't really feel like it is a communication partnership with his instructor, however-- I feel the need to apologize for sending one email all of Quarter 1. In summary: Biggest weaknesses in communication would be Counseling Office/Guidance and some teachers (dependent on style of course, but with a failing students it should be a given regardless). Since Rebecca Noe has arrived as principal the social media and newsletter communication has been much more regular and energized (but it honestly just seems to be all her effort!). Appreciate opportunity to respond.

- Repeated information which seems outdated and sometimes not thoughtful.
- School Board, I'm sure info is out there but would be nice to know when there is something to look at such as minutes from meetings. I am clueless of when there meetings are, what they discuss and their outcomes.
- School board. Finding minutes or decisions from the school board is difficult
- School counseling needs to step up their game- schedules, picking classes, changes to schedule, start of school year are never communicated in a timely manner. Grade 9 orientation has been a disaster for all three of my children.
- Since we have to click on a link for the weekly newsletters, they are difficult to read on my phone (but, I just read them once i am home on my computer).
- So communication from the high school I appreciate this year, I like the format of the emails. The communication from the principals from the Middle school isn't as great. Especially with the new building coming, would love more info on that..
- some administrators send meaningless emails. Usually the same people who do not respond to emails promptly when they expect the teachers to respond within 24 hours.
- Some are too long, some are nonexistent.
- Someone needs to copy edit the communications before they are distributed because too often pieces of information are missing or there are confusing aspects that need to be clarified by a parent.
- Sometimes the demands of teaching doesn't allow me to read emails as soon as I wish I could
- Sports and club scheduling
- Sports schedules should be advertised more so that the community can attend. We need good things to rally behind!
- Stop the duplicate communication coming from Schoology.
- Surveys are the greatest communication weakness within the district. The surveys are often poorly written and biased in the question phrasing. Due to this, data from the survey were often unreliable, and yet were ostensibly used as a decision-making tool. The middle school communication is terrible. I cannot stress this enough. The updates from the individual teachers are largely fine. The administration communication is abysmal. I found

out from my child yesterday that they can no longer go outside for recess. They are no longer allowed to eat outside (and many of them are yet unvaccinated, where the safest place to be is outside). None of these items are communicated to the parents. Nothing is presented in a thoughtful manner to the parents. Decisions without context seem capricious and arbitrary. As such, many parents are writing emails to ask for this context. Those emails are very rarely answered. Newsletter-like communications from the administration are largely a gloss. We enter the middle school in 170 days without any discussion of things that are happening now that may be challenging. Not talking about it does not mean that it does not exist. Information that does come from the middle school is often unformatted, provided in word or excel formats (instead of taking the additional step to save as a PDF) and are provided as individual download links instead of 1 global newsletter. The items are often not proofread. I am extremely unhappy with communication from the middle school and I suspect you will find that I'm not the only one. Middle school athletics are also poorly communicated during the signup time frames. Individual coach communications are fine. For other communication: Administrator level: the communication is maybe a little low. I learn more about district-wide issues by watching the school board meetings. School board level: the communication is nearly non-existent beyond reading the minutes.

- Teacher communication to parents is lacking. I missed the virtual open house but maybe if there were other delivery methods I would have known.
- Teachers from middle school do not communicate often enough, especially 5th grade. This is a big transition year coming from elementary school so I would hope to get frequent updates on how the kids are doing. Parent teacher conferences don't happen until January which I believe is too late. In person meetings with parents and staff should also be reinstated.
- Teachers updates and sports updates
- Teachers who do not upload grades in PowerSchool so that a parent can see where their child stands in a class. Teachers who do not respond to emails asking about this situation.
- Teachers. My son was not turning in any work during remote learning, and only 1 of his 5 teachers reached out ahead of progress reports to see what was going on. I recognize that I can check PowerSchool and Schoology. But what happened to teachers being personally involved in the success of a student? My son was in a mental health crisis, and not one teacher said a word.
- Thank you
- Thank you!
- The absolute lack of having multiple plans in place. Instead of looking at the bigger picture and having multiple games plans in place they take their time and wait till last minute to inform families of anything. Which makes it very difficult for working single parents or even working married parents to be able to plan.
- The biggest weakness is in communicating to the Barrington students who are transitioning from 8th to freshman. The district seems to "forget" that we are here. They assume that everyone is on schoology or whatever platform they are using when this is not the case. It's can be a stressful time for parents and students! Please, please remember we are totally

new to your district and way of doing things. Floundering and hoping you haven't missed anything is not a fun way to transition!

- The communication between councilors, nurses, and teachers is practically non-existent. My kids have emailed their teachers and not heard back for weeks. It's really unacceptable. Then, told one thing by one, and something totally different by another...
- The communication from Moharimet - teachers and administrators - has been great. My son is a 5th grader, and I am disappointed in the lack of communication or last minute communications from the teachers and principal.
- The communication is done well. I'd like more communication on what my kid is learn and less on political things like COVID-19.
- The communication plan between buildings varies GREATLY. I can't answer this survey accurately, as I have kids between buildings and the communication plans are very different. Happy with communications from the elementary administration. Disappointed with communications from the middle school administration.
- The communications from Administration are pretty worthless. The amount of info over the DEI and Covid issues is ridiculous. Post it on a specific website or area within ORCSD website specific to that topic so that the people that care can just go there. Emails are not necessary.
- the formatting in the middle school newsletter makes it difficult to skim for topics that apply to us directly. it definitely feels like an afterthought in terms of communication.
- The high school communication with parents is the biggest weakness. Primarily the counseling department and knowledge of school events and activities.
- The high school relies heavily on FB for communication— I don't think that is a reliable way. Many emails go to spam too. Not helpful
- The High School this year began using a new weekly newsletter format. It is excellent and the best of our schools should model themselves on it.
- The messages from the board frequently seem to have a condescending tone. They seem to constantly say or imply how lucky we parents should feel about being in this school system. They don't ever seem to acknowledge that parents are an equally important and worthy and knowledgeable contributor to their child's education. It always feels like they want us to just sit down and be quiet and listen and accept what they say because they know best.
- The methods are outdated, pdfs and behind log ins when I've already provided my email address. Maybe set some expectations about what will be communicated to parents from various departments, message delivery is inconsistent across various teachers. Provide a class in clear communication, items are often too wordy, or not enough words. Perhaps you ought to have a template and checklist for how content can be clearly and concisely delivered. Think about how people are seeing their emails- small phone screens. I know you can't please everyone. Get yourself a district communications person to tighten it up and you'll please a bunch more! Go Oyster River! Thanks for asking.
- The principal emails from mast way are vague, late, seldom sent, and not helpful.
- The school board would be the biggest weakness with communication.
- The spread of covid in our school. The graph is not sufficient. My child had someone with covid in the classroom And we never found out.

- The State (Governor Sununu) gives weekly press conferences about the number of Covid cases and outbreaks. It would be great to know what those statistics are weekly for the schools and the community (UNH, HS, middle school and elementary schools). We can then Properly prepare for local covid surge or decrease.
- The superintendent and teachers are great about communicating with parents and letting parents know what's happening in the district and classrooms. The school board barely communicates with parents and stakeholders. I usually hear about school board information from other parents or social media. My children are at Mast Way, and communication from the principal needs improvement. Communications from Ms. Lowe are not clear and are usually untimely. For example, parents were told that students would not be permitted to wear Halloween costumes on October 29th the evening before school, and the stated reason was to promote inclusivity. However, it appears Mast Way was the only school in the district with this policy. There was no advance communication to parents, and I'm still uncertain as to how not wearing costumes promotes inclusivity. There appears to be a lot of confusion among Mast Way parents when it comes to events and happenings at the school because Ms. Lowe fails to keep the community informed.
- The teachers lack in communication, we have had little to no interaction at all with our child's teacher/teachers. It's very disappointing
- The timeliness of communication
- The way messages are written can be an issue. At times simple, to the point messages are more effective than large over detailed messages that you have to try and search through for the actual point the person is trying to relay. Clear, concise information is the way forward.
- The website is never up to date
- There has been some contradictions about Covid quarantine protocols. Dr Morse says one thing and then it seems the individual school can make up their own minds. Some standard would be good.
- There is not an easy way to reply with questions
- There is nothing about the state of our children as they transition back from a year and half away. I KNOW there are struggles, yet there's no engagement of the community and exchange about this. I find this lacking in communication from the schools - I have no idea what the principals see as challenges and strengths right now or ever. The communication that we get is about traffic patterns changing and PSAT's needing to be taken. I could find that on a website... **CONNECT WITH US ABOUT THE QUALITY OF OUR CHILDREN'S EDUCATION AND THEIR WELLBEING!!**
- There's not enough communication about what happens when kids move up from one school to the next. Parents are pretty lost if they've never been through it before and it becomes increasingly difficult to know where to address questions.
- they are too long and don't get to the point quick enough, so I open them and then think. "I don't have time for this."
- They come as documents I have to download. I would prefer to just get an email.
- They come in different style and forms and not consistent sometimes missed through all emails we receive.

- Timeliness is poor. It takes a long time for minutes to be posted. The website, overall, is absolutely horrendous. Organization is poor and nonintuitive. Updating is glacial. Information that is on a time deadline needs to be easily found on the front page. A lot of the site, especially the covid page, is not optimized for cell phones. Communication from Moharimet principal is good. Communication from ORMS principal is virtually nonexistent, and when it happens, it is typically unclear, confusing, or actually wrong.
- Too long, letters as attachments to emails are hard to read. Order of items in letter/email should be order of importance - don't bury important items at the bottom of an email. The surveys (besides this one) are horribly designed and allow respondents to take more than once.
- Too long, too dense, too hard to tease out what is most important or what I must act on immediately. The covid restrictions and awful red sign posted on the high school doors is WAY overboard, draconian, rude, unwelcoming, assumes negative intent, and is enough already. I'm not a trumper and I believe in science and I'm vaccinated and I wear a mask when asked even though it is ridiculous at this point. Our kids are suffering from severe mental health issues due to constantly killing flies with hammers and this needs to STOP and common sense needs to prevail. My growing son does not even feel like he can eat a snack at school when he's hungry! This is INSANE!
- Too many and too long
- Too many and too long so the important messages get lost in them
- Too many emails. One email per week that gets straight to the point.
- TOO many teacher updates. We survived childhood with parents not getting letters from the teachers about everything done that day. It gets overwhelming to the point I miss important things because I assume the daily updates are just what they learned that day.
- Too much communications on socially fashionable issues like environmental politics, lbgt issues, not enough practical info for the average student
- Too much email. Send a text with a link to the website if I need more information on a particular topic.
- Too wordy, school board minutes should be provided in bullets/high level. Some communications seem defensive while sweeping certain things under the rug
- unclear snow policy for students and staff. Do we work remotely? Do students work remotely?
- Unclear, rambling, main point buried in too much text.
- Unless you can watch the Board meeting, I have no idea what is going on.
- Updates from school board. Communication from HS principal used to be much less consistent but appears to have improved this year.
- Updates from teachers
- Variance in teacher communication year to year. Barely any this year. Lots last year.
- Variation in amount and quality. Why is there almost nothing from students, perhaps student or club officers to give a sense of what actually happens at school and what may be helpful support from parents. Secondly often there is little time between the message and the expectation of a response (usually money, forms, etc.)
- Verbose - drone on and so I start to skim and miss details I needed

- Very limited communication with teachers
- Very little communication directly from the teachers to parents at the high school level. I get it that teachers are burned out, but this year is difficult on students also and parents may be able to help get things back on track.
- Very little from teachers
- Way too long emails
- We are very happy with the communication. I do think think that the preschool gets left out of a lot of discussions at times: This was seen in school board meetings and Dr.Morse's emails during COVID. Other than that our family is very appreciative of her efforts out forward by the staff.
- We don't hear much from the MS/HS teachers. Info in the HS updates is often old/passed or very late notice. I'd like to see more pictures of what the kids are doing in school. Of anything - science, music, gym, recess, art, reading books, looking at maps, ANYTHING! There's so little connection with only virtual open houses and minimal communication. I have little idea what my kids are doing at school or who their peers or teachers are.
- We never hear from teachers unless we notice a problem and reach out. Communication to new students about technology was a little weak, especially around what to do if something was not working.
- We often don't know about decisions being put in front of the school board until after they have been decided upon, with the exception of Covid 19 related decisions.
- Web sites aren't as updated as I'd like. Unfortunately (or fortunately) I can't think of an example of what hasn't been updated.
- Website- please improve the website. I love Schoology
- Websites are not housed with the most up to date information
- Websites are not well maintained. Updates are painfully slow and a lot of information is dated when you dig into the weeds of the site. Usually the home page is maintained only. Directories are not accurate. Very hard to find the middle school nurse email. On district health page it has not link to an email. The only school links that don't work. (One example)
- When it comes to high school, I feel like the communication just stops. Treating out 14-18 year olds like they are already responsible adults who must communicate school info at home isn't working.
- When you send an email, please put the content in the text instead of in a pdf that I have to download. Reduce the number of clicks to get to the content, keep my downloads folder clean!
- With so many emails and not enough time, important information will get over looked. Perhaps provide a link for information that might be nice to know and email when action is required or it is something important.
- Word documents are hard to read on all platforms - everything should be in email or PDF
- Working with special ed the communication is sometimes harsh. And the follow up is weak.
- Would like a little More contact from teachers about my child even if it's just a quick - she's doing well and just letting you know.

- Would prefer to receive updates with the information in the body of the email versus having to open up a very long attachment. Maybe the email could contain brief paragraph about each topic and you could click on the topic to Readmore
- x
- zero communication from teachers.

Q17: "What types of information did you have difficulty finding on the ORCSD website?"

- 1. The school lunch menu for the current month 2. Instructions on accessing Schoology
- A month ago I tried to find info on senior pictures....general details, form and deadline. I found nothing.
- Access to all of the different parent/student technology platform "log in" pages and a simplified example of type of info we receive there-- see below daunting list. It would be helpful for us to know as parents what info we find at each platform: 1)Schoology (late work updates, notifications from teachers?) 2) Scoir (senior teacher letter of recommendation status? career info? college planning?) 3) Powerschool (official progress and final quarter grade reports?) 4) ParentSquare (info from Athletics, messages???) 5) FinalForms (Athletic forms and liabilities waivers, etc.?)
- Access to schoology/other platforms (star assessment and info regarding who to contact when having access issues (last year, really)
- Actual email addresses rather than an automatic a link to email from an unspecified source.
- After school programs
- After school programs/clubs
- Almost everything.
- annual school calendar covid stats
- Athletic info
- Athletic schedules for the Middle School
- Athletic tryout information or open gym information and team rosters Getting to the program course of studies is a couple of clicks...maybe also list under parent tab Daily announcements? Those should get emailed to every student and parent/guardian daily
- Athletics schedule and info
- Available after school programs at the elementary level
- Available awards for seniors and juniors.
- Bell schedule, what day is it, monthly calendars, what clubs are available and when do they meet. The sites are never up to date, and 'what day is it' calendars aren't loaded in a timely manner and aren't printable. The "news" is often old news.
- Board agendas
- Board info. Contact info. Very cumbersome
- Board meeting links, addenda and specific past meetings. If the meeting is not in season it's hard to find and looking for minutes from more than one meeting ago is hard to navigate.
- Board notes
- Breakfast menu :-)

- Bus routes and calendar information did not appear to have certain things on it. But looks like this has recently changed at least on the ORMS website.
- Bus routes and school board meetings online access
- Bus schedule COVID policies
- Bus schedules
- C
- Calendar
- Calendar and covid dashboard. It might have been the high school website specifically. I had to scroll around to find it.
- Calendar does not always seem to have all events posted. Faculty and staff lookups convoluted process when you don't know their name.
- calendar items are missing, school board minutes not posted or hard to find.
- Calendar, HS schedules, teacher contact info
- Calendar!
- Calendars, conduct rules...the categories fair Students and For Parents aren't good
- Calendars, events
- calendar function was difficult at times
- Can't remember
- Can't remember specifics - it's just a general theme
- Can't remember specifically
- Child's class information
- class schedules/listings, scholarly programs, sports schedules,
- Classroom information, upcoming events and activities
- Closures, blue/white days, school specific information is absent, class information.
- Club information on the ORMS website
- Clubs
- Clubs and extra curricular
- Clubs at the middle school
- clubs info teachers' emails
- Clubs such as ski club received it through email
- College application information Senior portrait requirements and deadlines
- College info., grade info, activities calendars and info, resources
- College visits
- Consistent policies related to grading and assessment practices.
- Contact information
- Contact information, calendar items, school specific items like if there is an after school homework "club" or late bus running, what time breakfast is open, how the Covid testing is being handled (what class would my student miss if I signed them up for it)
- Could not find the attendance line info. Ended up finding on a paper from orientation.
- counseling information
- COVID 19 related information
- Covid cases

- COVID info, event info (that wasn't on calendar)
- Covid metrics
- CoVid numbers
- Covid numbers/dashboard; teachers exact email addresses and phone # to leave teacher voice mail;
- Covid policies
- Covid policy
- Covid policy, schedule and protocols were not kept current.
- COVID protocols NHS information
- Covid-19 information and changed school policies and public health information.
- Current COVID screening questions.
- current emails that were sent should be available calendar is not always up to date
- Current info
- Current information and updated events.
- current sports calendars/information
- Dates that there were no school, signing in issues, bus times
- Day of the week, Club activities, modified schedules. Email address for principal.
- Days scheduled off
- Department information, How to access Student helps
- details on bus routes
- District calendar, up to date info
- Early in the year things like correct schedules, or event times were not posted in a timely fashion.
- Email addresses aren't simply written out anywhere, they're linked to a mail app and if you don't use this, it can be difficult to locate contact info. For example, one of my daughter's teachers has a hyphenated last name and, even though I know it's first initial followed by last name, I wasn't sure how to format this name. I have also had the experience multiple times of information being outdated.
- Email addresses for administration, board members, staff
- Email addresses. Cannot really remember the other things right now.
- Email of a teacher
- Events, no clear calendar. I feel it would be helpful if there was a calendar link that is clear and concise
- Everything. It is not very intuitive.
- For the middle school, I've been unable to locate email addresses for the nurse and the front office, dates and locations for sports practices (before signing up), and procedures on how to pick up a child early.
- Forgot
- Forms, documents, information on information specifically related to all things ORHS.
- found some inconsistent information about who the nurses are at the middle school; current start/end times of the school day (since they're different this year)

- General information is some times difficult to find. Seems obvious once I find it but can take some time to get there.
- General updates, calendars for events, and information about a particular department.
- Girls on the Run information was extremely difficult to track down for the Mast Way site.
- Grades. Missing assignments. Teacher comments. Submitted assignments.
- handouts from presentations that I missed
- Homework info
- Honor society
- Hours start and end
- How to access grades
- How to get information on enrolling new students.
- How to set up a 504 plan - who to talk to.
- I can't remember
- I can't recall right now, it's been awhile
- I cannot remember, but more than once I had to google the information I was looking for about the school (your search engine is not great)
- I couldn't figure out who to contact specifically about a 504. I also couldn't find a list of after school clubs at the middle school.
- I couldn't find start and end times of the school day.
- I don't remember.
- I find it a maze to try and get to the information I need. Finding the teams website for ORMS was super hard. Finding transportation information was difficult. School closures are never posted online in a timely fashion. It feels like all information needed to be found is buried under several links and clicks.
- I have not been able to find the place where you can add money to your child's account for snacks.
- I love that the url is short...easy to remember if it's not bookmarked. Also I have to go to several separate websites especially athletics ones including Portsmouth Football and then Dover CTE. It's just more difficult keeping everything organized.
- I thought unified arts schedule would be posted. Couldn't find it.
- Info on seniors, counseling, sports schedules and locations (have to go thru a lot of links and even then the info isn't complete or up to date)
- Information about NHS. Updated school calendars Contact information for school board members
- information for the school counselors, college information nights, testing, etc.
- Information related to the school board including meeting links, agenda links, meeting minutes, etc. Some links don't work, some links are buried within the depths of other links. Very confusing. The athletic website is inconsistent from one sport to the next, practice and games times are not up to date, location of events is difficult to find or not available at all.
- It is very clunky to navigate. Difficult to find staff email address.
- It is very difficult to navigate. Hard to find anything I am looking for.
- It seems that staff/teacher directories are often out of date or not all are included.

- It's difficult to navigate to and through the school pages to find what I need.
- It's difficult to use the mobile website. The desktop version is a bit easier, but still just not easy to find school hours, but routes, the calendars are never active with info.
- Items on calendar
- Just quickly accessing common items
- Kids assignment
- Late buses and where sports tryout are being held and what times.
- Latest Covid news, school nutrition info, school closure info, anything timely or up to date
- Latest covid policies, school procedures
- Links to specific people
- Links to watch the school board meetings virtually required some digging.
- Log in horrendous and never certain if we will encounter a blockage.
- lunch menus school calendar staff emails
- MS and HS sports info was very difficult to find. For MS I gave up.
- MTSS SEL programming
- Much is old and not updated. Too many layers to be a good UX
- Na
- New bus routes for Fall 2021.
- New employee contact information. Up to date information from various departments at the school. Outdated forms, inaccurate information that those at school didn't even realize was still on website.
- News or emails
- not sure...just not good with technology so often find myself scrolling around looking for stuff
- Not up to date at times
- One example was that the lunch menus were difficult to find (current month had not been uploaded).
- policies and guidelines
- Policies and technology classes information
- Policies, most recent board minutes, link to live stream SB meetings
- policy information
- Power school Schoology
- Power school I have a hard time login and excess on my phone, and finding the school calendar
- Prior school board meeting recordings
- Registering students Curriculum information
- Regular calendar. Getting to right sports
- Sass testing
- Schedule of events at all schools, including athletics. Contact information
- Schedules and sports details.
- Schology parent links, calendars are hard to find, each of the various schools should be a simple click not a scroll

- School board agenda and minutes Videos school board meetings
- School board and info/ decisions on covid
- School Board decision items and contracts
- School board info
- School Board info and policies Covid Dashboard info on a particular day or week.
- School board info, college prep info, class choices
- school board info.
- School board information - once you understand the directory structure, it's fairly simple. But, the initial pass is not intuitive. Facility request page is not up to date - Alice is still listed though she no longer works for the district.
- school board meeting live stream
- School board minutes
- school bus schedule
- school calendar
- School calendar
- School calendar
- School calendar and info regarding days off
- School Calendar, UA calendar
- School calendar. End of quarter/grades closing.
- School calendars.
- School holiday calendar
- School lunch info
- School lunch money information
- School portal Closures Class /teacher assignments
- Schoology
- Schoology link, after school program options, Covid dashboard
- Schoology login, teacher directory,
- Seems like whenever we get grade reports I have to go through a bunch of steps in order to find it or download it.
- Some athletic information and other various documentation that I just felt was disorganized. I access mostly through mobile app.
- Some of the items I am looking for either didn't have headers/links or were under ones I would not have associated the topic with at first.
- specific contact information
- Sports Planned events General info
- Sports across the district, when school board meetings having something I need to really look out for, and substitute shift portal.
- Sports and club eligibility and schedules.
- Sports info COVID testing at school
- sports info and school info to make us feel involved in the HS community when our teens don't share so much! anything other than what was in menu to right or in front page area there should be more sports and drama/arts info for school spirit and engagement

- Sports related information
- Sports schedule
- Sports sign ups
- sports updates; days off for teacher workshops and holidays
- Staff and office contact info
- Staff email addresses - it doesn't actually list them - it tries to open an email and it doesn't work.
- Staff email/ contact info
- Staff info, organized in a way that allows for different types of searches would be helpful
- staff names without knowing what school they were at.
- streaming meetings and events
- Student registration. I cannot access anything now, my login and password doesn't work, and I'm sick of calling the school for help in this matter. Kids often can't access information they need as well, or the information there is incorrect...
- Sustainability work.
- Teacher contact info.
- Teacher contact, forms, they are there but hard to find
- Teacher contacts, school phone numbers
- Teacher email addresses no longer available without going through a messaging system.
- Teacher emails
- Teacher information
- Teacher information/ email addresses (rather than just the link) Information about upcoming events
- Teacher updates, forms & info, up to date announcements
- Teacher's email addresses, specific Covid policies and current metrics, the time of a Zoom open house
- Team information
- Team information, staff emails
- Team sites
- The Annual Report of the District
- The calendar of events is not up to date. I have checked the calendar to find dates of certain events that we're not listed on the calendar.
- The calendar, the school board meetings, curriculum and content
- The calendar!!! It is never updated. And it is always a struggle to find the annual district calendar which should be in the regular calendar, but usually isn't
- The extra curricular activities and bus routes were very difficult to discern from the website this year.
- The pull down tabs are small and the navigation around it - sometimes it kicks you out entirely
- the schedule for specific sports teams
- The school calendar
- The school calendar

- The Unified Arts schedule
- The web site is terrible & not a clear way to get info. Needs a lot of improvement
- Things get buried
- Time for sporting events, date/time for special activities. The calendars were not up to date.
- Transportation number easily when buses were late, school leader emails, menus district calendar
- up to date contact info on staff up to date forms that need to be accessed up to date platform links resources that can be found on Schoology but conflict with info on website from the past.
- Up to date sports schedules and some forms
- Upcoming events Navigating parent bus student information
- Upcoming events are limited. School calendars are buried. District news on the home page is a joke - the top 3 updates from from 9/10/21, 6/4/21 and 3/26/21.
- updated academic schedule, up to date covid data within the school district
- Updated school calendar
- When high school students are open to ELO/CTE options. School picture codes
- which days are blue/white personal schedules for child basically, very hard to find things when I need them (have not tried this school year because too frustrating)
- With Remote learning, it was difficult to get used to. However with the iPad being sent home that really helped a lot.

Q19: "What, if anything, would you like to see improved on the website?"

- -Updated directory of teacher and staff emails -details information on picking up early and dropping off late -details on extracurriculars
- 5 top searched items
- A better way to find things
- a link from any of the schools or the SAU office site to the webmail. Last year I went through the High School link. This year I am going through the Mast Way site. In the fall, I thought that the system was done and did not realize that the access had changed. So changing the method to gain access to the webmail should have been publicized well in advance to the actual change. And doing this during the summer, while might be ideal for IT, causes confusion.
- A Swiss Army knife can be handy, but it is a lousy knife.
- Ability to access/navigate more easily on a phone (nearly impossible with the navigation bar on the left)
- Access to school board meetings
- Accurate calendar More information about student activities and events
- Again - website intention varies between the buildings. Clear expectations of what intended usage for the website from each building would be appreciated.
- All staff member pics up.

- Already answered. Organization/nesting and searchability need improvement. Timely information needs to be posted regularly— shouldn't have to go through 5 menus to find sb minutes
- Banner with headlines/updates/notifications for each school; better organization
- Better menu
- Better navigation
- Better organization
- Better organization or different organization
- Better organized, more current info
- Better organized. Easier to find information. More frequently updated.
- Better UX, more celebration of good news, updated in a more timely fashion.
- Calendar
- Cleaner, simpler design
- Consistency from one school to the next, currentness of data on the websites, makeover of the athletic website at both the HS and middle school level.
- Contact info is annoying to navigate. I needed the email address for the librarian, which isn't easily found under "Library" but has the link in the class directory. However, I've used that email link before and was told it wasn't always reliable. You'd think the email link would provide you with their address, but no. Just a random form that apparently sends your communication into the ether and it shows up in their inboxes when it feels like it. I'm not sure why email addresses wouldn't just be put on there. I'm assuming that someone had a good reason, but the email addresses are public info anyway. So instead of using the contact info from the Moharimet website, I just googled her and her email address popped right up. In the grand scheme of things this isn't a huge deal but it was annoying because finding her email address took longer than writing the email. It didn't ruin my day or anything, but the whole time I just kept thinking how ridiculous the system was. You could probably just cut that whole "contact without getting any info" program out and just put their email addresses. Also, (again, real small issue) but in the Meet the Teachers (MTT) section some of the info is wrong and the grand Meet The Teachers is just their names? You'd think at least it would be a link to the silly contact system but nope. So since the contact system already has a way of looking up people by job title (helpful!) why even bother with that whole MTT thing since you could just use the contact list to see who those people are and someone wouldn't have to bother updating the meet the teacher pages at all. A better calendar. It is currently formatted in a way that no other calendar really is. Especially for mobile maybe it could just be a regular calendar. It has been easier just to use the quick link for lunch menu and open that pdf because it shows the whole month and let's you know when there's no school. tl:dr the contact system is not great, calendar is wacky.
- Coordination between cellphone, webpage and social media
- Current events on calendar, quick links to common resources like menus and bus routes
- Don't use it very often to give any input.
- Ease of finding up to date information Links to school board info
- easier search
- Easier to find Covid 29 info as it pertains to each school

- easier to find the school bus schedule, ensure that school bus schedule is accurate (presently the bus arrives five minutes ahead of published schedule), make the school calendar a little easier to understand
- Easier to navigate
- Easier to navigate
- Easier to navigate
- easier to navigate for parents
- Easier to use. Proper information.
- Easy ways to find class portals & important forms, organized sports info to figure out where practices & games are taking place, coherent calendars that include all days off, vacations, first and last day of school etc
- Email addresses listed instead of links
- Events including seasonal pto
- Fewer clicks to get to what you're looking for.
- For each department to have a spot to highlight information about their dept. We often only see and hear about athletic announcements. Information is missing about performing arts, music, business, epw, art, math team, debate team, and the numerous clubs which encompass all of our students. We seem to only highlight those students who participate in sports.
- Frequently needed info or useful links. I shouldn't have to click more than once to find the school calendar or cafeteria menu.
- Front page is stale. Don't like menu structure for top level of each section. Don't know which info is online, in email, etc.
- grade reports posted and school board live stream link is very hard to find
- graphics, usability, aesthetics
- Having buttons for FAQ's instead of finding it through drop downs.
- Hope to have a place to check all the club information and schedule. And all the activities information.
- I am satisfied and the teachers and tech support are so helpful if I am not able to find the right section on a particular site.
- I dislike having to use a form to reach out to staff via e-mail. I wish there was a record of what I wrote and when I sent it like in regular e-mail.
- I find the web site difficult to navigate.
- I only go to the website to find the phone number when my kids are going to be late or sick or I need to know when days are off from school.
- I realize that the website serves many masters, but School Board info is harder to find than it should be.
- I spend the time to navigate the website but it's not always easy to find info. Some places are better than others.
- I think it would be great to see more frequent, updated pics of all different events going on in the district. The one thing I will say is that ORCSD has not ever been great at promoting itself. So much is happening and we need to show this.
- I would like a more up-to-date look

- I would like to see in person/on zoom meetings with teachers, or at least twice a month e-mail about my student only
- I'd love to see prominent links to the pages/information that parents are likely to need most (and in a hurry). For example, a link to print and download a "one-day note from home", maps/instructions for parent drop-off (for that one day when the kiddo misses the bus and everyone has to scramble), a link to the lunch menu (though I see that now it's on the "quick links" section), etc.
- I'm exhausted by emails, the confounding website, then PowerSchool, Schoology, and Titan for food money—it's an inordinate amount of time spent. I forgot the name Titan—and couldn't find a link anywhere. If I dropped dead tomorrow, my kid would starve because my husband would never be able to find this.
- In general I think the ORCSD website does a good job with their main menu with links to the schools and other departments of importance to the parents. The school websites are helpful but could have some more community news, general happenings in the schools, and team pages (if applicable). I see email communications and the district website working in tandem to keep parents up to date on what's happening both at a micro and macro level.
- Increased resources and info. for college/post-grad guidance, scholarship opportunities; an easier way to contact teachers, calendars of extracurricular events for clubs
- info that's sent in pdfs via email also in pdfs on website so there's no way to search the website for that info
- Information and updated
- Information for incoming students from other towns over the summer season. Summer bridge information was clearly lacking for a ninth grader coming into a new school wanting directions to follow for preparing for incoming freshman year.
- Information targeted to stake holder groups. Like a link on main page that lists out Staff, Parents, Students, Community with several of the links they will need to access.
- It doesn't have a local flow and isn't visually easy to navigate.
- It is difficult to find the teacher's email. The current website setting only allows text messages from the website, not email. I am not sure if the teachers will receive my email because it is almost no response.
- It is kind of "old school" as websites go. There is nothing there about how parents can get involved in district initiatives.
- It is never up to date. I generally don't look at it unless I'm looking for something. Bell schedules and what day is it schedules should be printable. Please list clubs and meeting times on the websites for the MS and HS!
- It needs to be streamlined, visually friendly, easy to find information, and updated regularly.
- It's too dense, busy. Navigation needs to be more intuitive.
- It's weird to navigate. Some things are under sub menus and hard to find. Doesn't work great on phones.
- Keep it current and include more information to help parents understand clubs and after school activities.
- Layout, ease of navigation. Use the website to communicate instead of FB.
- Less click to get places

- Less updates, more info on middle school class projects and activities
- lunch menus easier to find
- make student access links easier to find and access
- Many things we look for are not in the categories we expect them to be in. As a result we have to ask our teen to tell us where to look for pages we need. We don't need many though, so it is not a huge issue.
- Middle School needs more up to date information and regular announcements. Have a giant pop-up that says "It's a blue day." or "It's a white day." A more comprehensive calendar with information on club meeting dates and times, school events, etc... Open houses
- Mobile friendly.
- More accurate calendar of all school scheduled events.
- More current, easier to navigate
- More current, more curriculum info
- More general info, honestly I get more out of a weekly newsletter set to me with highlights
- More grade specific information. . Schoology is also VERY hard to use and understand, like due dates, completing of assignments, grades, etc.
- More interactive about current events and happenings. I don't think of it as a current events resource like a newspaper. Along that lines, I look at it more like an encyclopedia...
- More interactive and up to date.
- More intuitive links to important info
- more intuitive, more teacher interaction
- More obvious placement for common items, less redirection to other places
- More options that are clear and more search words in the search bar to find what you are looking for when looking
- More timely information Team updates
- More up to date information; easier navigation among schools
- More up to date- specifically regarding sports schedules and teacher/classroom information.
- More updates beyond the home page of any of the school/department pages The main page of each area looks to be the only part that is worked on.
- More UX
- N/A
- N/A
- new pictures are always nice!
- no ideas
- Nothing
- Nothing
- One site per school. Breaking it up by parents/staff/students is confusing. I'm a parent trying to find answers that aren't readily available. It's easiest to Google what you want, then the right page appears. Also, the staff directory should have photos. In this day in age a smiling face is necessary.

- ORCSD needs to include more teacher information and content if they intent to keep parents continually away from the in-person interactions.
- Organization overall, too clunky to find things, very hard to use on mobile site
- Perhaps a site map or index to make it easier to find what I'm looking for without clicking through categories.
- Search and communication section
- see past suggestion-on previous page
- See previous comment
- Seems outdated and not visually appealing.
- Simplified calendar that shows what day it is. Has information on schedule on days that are modified; Has a scroll through feature by day/date that has all sports, clubs and special activities on campus. Note school board meetings too.
- Some of the information is out of date
- Specific info on who to contact regarding certain concerns. Example, power school issues.
- The calendar could use to be updated more often and which types of events appear should be consistent across the schools. For example, the ORHS open house appears, but not the ORMS UA/WL open house (which was at the same time).
- The calendar on the website (the posted calendar not the hyperlink to the district calendar) is terrible. Everyone should be required to post all events and important dates on that calendar and visitors should have the opportunity to filter on the type of events they want.
- The Covid dashboard is very hard to read
- The layout and user information be one click away
- The organization is not intuitive at all
- The overall look is dated. Information should be updated.
- The search bar does not always yield helpful results
- the slideshow on the home pages of the schools is not current to the current school year. And it looks like the only congrats announcements highlighted are sports. What about other student achievements like Eagle Scout or Services projects through community orgs. Our kids are greater than our athletics programs
- There is a good deal of information on the website, though the directory structure is not always very intuitive. The most frustrating part of the website is that there are various portions that are not current.
- Timely info on the home page.
- up to date news
- Up-to-date information
- Updated and current info
- Updated each week. Old info on middle school website.
- Updated information at all levels. Appearance that it is worked on beyond the home pages.
- updated the website host
- Updated/easier to access teacher/staff information with photos if possible.
- Updates when things change, for instance, on the athletic site when a practice changes or have more of the activities on the calendar like play tryouts or club meetings (if not feasible, then a link to club calendars or meeting schedules).

- Usability.
- x
- Yes, Improved than last year.
- You have to click on too many menus to navigate to important things.

Q20: “What, if anything, would you like to see included on the website that is not currently there?”

- -Easily accessible absence reporting -Lunch menu updated daily
- A better way of handling newsletters.
- A link or page directing to after school programs for parents who don't know to go to town websites
- A lot of great work happening with sustainability, DEI, miss, SEL, etc but you don't see it
- A quick and easy way to let the school know about absences, late arrival, early dismissal. Right now I have to fill out a paper form the day of that then goes into my kid's backpack with wishes and high hopes that my child will remember it and it will make it to the teacher so the teacher can pass the note to the office so the attendance person has it documented. So, kid is late--attendance directly. Kid is absent--attendance directly. Kid is leaving early--paper form sent to the teacher so that the teacher can then let attendance know. Attendance already let's the teacher know in the morning if the kid will be late or absent, but cannot tell the teacher if the kid is leaving early. I once tried to proactively contact attendance directly but was told that I can't do it that way. This is not a knock on the attendance person since she's really great and very nice and didn't make up this system. It's just an odd way to do it since the tech is there to do this.** It would be great if I could just contact attendance via email/system and then it's at least documented somewhere. More than likely this would involve a completely new software program with buy in needed from too many cooks but maybe this is an idea you could put in your back pocket. ** I fully realize that most of my rant in directed at the process which is not what you are looking for here, but hopefully it illustrated why technology would be a helpful solution and why I would like it included on the website. tl:dr it's just more complaining.
- After school activities calendars,
- After school clubs/programs
- Anything that was sent in a principal or orcsd email needs to be on the website too. With so many emails, it's hard to find something if you missed the email. Having it on the website too could address this— provided it's easy to find
- As a parent of school athletes, I have to say that athletics are often over-emphasized. I would like to hear equally about the arts, academic subjects/projects, etc.
- Athletic schedules
- Better search functionality of the site
- Board appointed committees should submit their minutes. It is hard to know what they are doing.
- Breakfast and lunch open times and what “other” options are available not listed in the monthly lunch calendar that only lists the one daily option. Email addresses so we can

contact someone. The current way does not result in an email being received by the intended recipient.

- Celebrations. Mouth of the River articles, events, things happening in the spaces (clubs, sports etc..)
- Certain things should not require "drilling down" like the school calendar. High frequency items should be more easily accessed.
- Clarity around what info we receive from all of the different platforms they use (or perhaps they don't want to list it because it is a long list???). If you have a child from another district or school and they use additional platforms that list goes up even more, so as a parent I could have up to 10 platforms to log into to see different information about my kid.
- Cleaner, more stream-lined
- Clearly outlined extracurricular options at the elementary level
- Club and activity meetings, signups, information; teacher contacts and bios
- Clubs
- Clubs! What day is it is too hard to find on the ORHS site. Is it there anymore?
- Community resources. The nurse just sent an Email to families about services for those who need financial and food assistance. This would be great on the website. And universal access. Use the technology that is out there so that individuals with disabilities can access the content where they are. Disability Rights Center provides instructions and guidance on social media and accessibility.
- Consent forms fillable, on line. Ability to tell office info to send to students (bus, pick up, walk info)
- correct information
- Cross-cutting themes: sustainability, diversity, supporting every learner / MTSS - our district brand.
- Current events, updated photos
- Current events. The calendar does not show upcoming events for students or parents. It also doesn't have any info on the location, timing, etc of the weekly covid testing
- Current info, calendars, etc
- details on bus routes
- Directory (accessible to parents only) - maybe it's on schoology for security
- Don't use it very often to give any input.
- Easier access to sports tryouts, club calendars and general info. ORCSD calendar doesn't include all events and it's frustrating to have to look in multiple places for info
- Easier to find Covid 29 info as it pertains to each school
- email addresses
- emails that have been sent
- Emails to contact nurses without having to look through the staff directory. Maybe they are there, but I haven't readily been able to find them.
- Good news, student involvement and recognition
- Honestly, just needs to be easier - what it is now is awful.
- Honor roll
- How to get tested for Covid. It's now cold and flu season!

- I can't think of anything.
- I think a section devoted to sports on the website would be nice. That way we can catch up on the sports we may be interested in.
- I would like to see current and future school activities such as spirit week, dances, etc.
- I would love to see pictures and short bios of my kids' teachers
- I'm not sure if this already there but I find it tricky to navigate and find information and sporting events/schedules and after school clubs. If it's an issue of privacy maybe those items can be accessible via a parent portal.
- If we are going to highlight sports and athletics (which are important) we should give equal if not more air time to other achievements as well (academics in particular as well as other activities such as the arts, music, drama etc).
- Info about school physicals...what form is required/what info is required and for whom
- Integrate grades and assignment due, and with as few clicks as possible. Include time stamp for each teacher comment or grade posted.
- It's hard to find the sustainability work and I know they do a lot.
- Links for Titan and other programs, easy to find teacher contacts
- links to live athletic events so as to live stream
- Links to parent groups/committees; no real sense of what the district is going around diversity, equity, and inclusion.
- links to social media
- Links to teachers
- More about clubs/after-school offerings and advisors for these programs.
- more event specific information- like what's coming up for kids to attend and club information for them to access.
- More friendly mobile version
- more information from the middle school - both for academic and sports related activities confusion around grade reports and competency based learning - still confusing to understand when you go into schoology to check grades - the 3/4 is confusing - the inclusion of a % grade in addition to competency grades is confusing - it would be really helpful to receive more information on reporting out at the middle school - I am still confused about how much effort my child is putting into school based on their meets the competency grade. I'd love for subject area teachers to let us know how our child is doing - not through the rubric, but with more details. It really is confusing to understand if a child ends the year at a 2/4 - in a specific competency - if they need additional summer supports since they didn't meet the end of year competency - if a child does meet the competency - it would be visually clear to see they are a 3/3 rather 3/4. If they exceed the competency - a 4/3 would also make more sense - parents are struggling to have meaningful conversations with their middle schoolers about their progress report because the report itself is very confusing.
- More information on girl sports!!! See previous square also.
- More new activities that the teachers are organizing, good news from students, future changes, etc.
- More pictures

- More resources from the HS guidance department in a user friend format.
- N/a
- N/A
- no ideas
- Not sure if they put special schedules on there (like pep rally day) but that would be good.
- not sure.
- Nothing
- Nothing
- nothing I can think of at this point
- old emails.
- Ongoing communications, newsletters section
- ORMS only seems to have the most recent weekly update-might need to look up info that was in previous week's
- Previously mentioned
- Progress toward CBE especially at the HS. (It is being done in words, but not in practice at all.)
- Quick link to pay cafeteria bills instead of multiple clicks through to find it
- school closure updates at the first page.
- See above, if we had a weekly email with highlights and a link to the website for more info it would be great.
- See above.
- see previous response
- Specific info on who to contact regarding certain concerns. Example, power school issues.
- Sport schedules for the various high school and middle school sports
- Sports events, MOR coffee house and similar events on the calendar as well as religious holidays.
- Sports info. I found out there is some other website that has schedules etc - but nothing on the actual website.
- Sports times and dates. Teacher photos. Calendar of school events, per school.
- suicide prevention/mental health resources
- Teacher access, content, information
- Teacher's email addresses, not just a web form. More information about clubs, including a contact person
- The information is fine.
- up to date news
- Upcoming school events PTO information
- Upcoming sporting events
- weekly covid stats, although hopefully, that is waning and won't be as important in the near future

**Q27_6_TEXT: "Why were you unable to watch a ORCSD board meeting?" (Please select all that apply)
- Other (Please specify) - Text**

- Didn't find out about the meeting until it was over
- Local channel not working.
- Meeting not posted on the YouTube site in a timely manner
- Meeting times not communicated clearly
- NEXT MORING!
- other commitment
- Public channel didn't air it. I try to keep YouTube app off my TV
- Streaming link took too long to post
- the public channel did not air it. We should use this and not just live stream
- Timing was the main issue - whether a conflict with another commitment, in the middle of dinner time. The meetings are already late enough, switching times wouldn't help.
- Videos of board mtgs were not available for a week or two after the actual meeting time.

Q32: "Do you have any other comments about how ORCSD communicates?"

- A good amount of time is needed to properly communicate and make those communications accessible to all stake holder groups. Additional staff is needed to do this properly so that the current staff can focus on their primary job responsibilities.
- Again, communication could be more streamlined and timely. Emails to leadership typically go unanswered or without a thorough answer. Faculty is not copied on communications from leadership out to the community, and this is a terrible look when working in a school to be talked about without knowing.
- Again, I don't want to have to use Facebook or Instagram for communication.
- Bravo to ORHS on the weekly updates that the principal sends. Very clear, specific and easy to read!
- Communication from the SB about meetings (day/times, agendas and minutes) is particularly lacking
- Communication is an absolute strength of the district, and a definite strength of Dr. Morse specifically. Grateful to have him at the helm.
- Communication needs to consider the different ways individuals communicate and the best way to provide access. We are not utilizing technology that exists for universal access. We are late to hear about events and sometimes parents are left out of key communication. We read the updates and we work hard to stay on top of information that is not readily available. Part of this is also that the communication within the school system is not streamlined and accessible across departments.
- Communication this year from leadership is different than years past. I feel that not enough reminders are given. We have a lot we are dealing with right now and to dig to find info is not always possible. I grew used to having the Weekly's sent last year and this was one stop shopping for important info. Hearing back from leadership when you email them with questions or concerns Learning of agenda's or access to materials that need to be reviews prior to the end of day the night before. The agenda of this past PD day was late and

unstructured...it felt like time was lost given all the work that is needed for our students. Learning that suicide prevention was happening at 2:49 the day before with materials to review before 8am the next day is not taking the well being of our faculty into account. Progress reports were very late this fall and almost missed. This is an important alert to help students kick into gear.

- Community spirit should be a centralized theme.
- Consider all of the technical platforms you require us to use as parents. Consider the fact that the school board meetings are painfully long (could they be limited to one hour?), consider the fact that there is no clear way for parents to get involved supporting things (even financially) like Prom, etc. The fundraising for the school over all is done through the PTO and the money seems to go to a general goal. The teachers that are class advisors do not respond to email when they send an email identifying themselves...so it is very hard to help them.
- Dr. Morse's outreach on what CRT "really" is, his reminder of how parents should be reacting to the pandemic in regards to their children, and his emails telling certain parents about their "white privilege" are all overreaches. Although I may agree with some content (most of it not at all), it's unwarranted and "holier than thou."
- emergencies and school cancelations communications are superb! So much easier than the phone trees!!!
- For the high school, it seems as though there is a fair amount of information the kids come home and share with us regarding Changes to Events and activities. Such as changes the principal would like to make with regard to Mr. bobcat or spirit week. It seems like these changes should be discussed in an open format and with feedback from parents and students. Instead it seems like there are a number of changes going on at the high school that are being made at an administrative level without including the students and parents. Although to be honest I'm not sure this is the case, as I have not heard it from any official channels. I think the focus of the communication from Oyster River is on informing the parents and students about what is happening, versus gathering feedback in a collaborative manner.
- For the most part I feel the district does a good job. I am a little frustrated that "school hours" are only until 3:30 or 4 ...especially because ,many elementary school kids don't get home until after 4.
- I am only really in the school system for a another year
- I am very satisfied with district's communication.
- I don't see a point in communication at the school board meeting. Simply just commenting and having the board members just stare at you not saying anything is worthless. The community should be able to engage in fruitful discussions with the school board but they all seem very unapproachable and out of touch with actual parents in the district. It's really disheartening to have such a bad school board in such an awesome school district.
- I feel like communication has improved but it still needs more work
- I know everybody wants what's best for the children administration, staff, and parents. However I got really tired of hearing from everybody last year. Everyone had to express

their own opinion. I feel that it made it difficult for teachers and staff to do their jobs. Thank you for toning it down this year.

- I originally asked a school board member and a principal to do a drive through Vaccination for high school students at the high school in April/May of this year. The school board member said the state runs those we don't have any control and cannot do that kind of vaccination. The principal stated she would bring it up at a meeting in the future. I called the state who said yes absolutely you can do a drive through vaccination at the high school for 1000 people. I contacted the superintendent who made it happen no problem. ***This is a prime example of communication that that takes place within ORCSD. (Especially for an emergency situation such as Covid Vaccination).
- I read most emails from the district but with kids in multiple schools it can be hard to keep track of everything. It would be helpful to have a central repository for school and district emails so I don't have to search for the right email when I'm trying to remember something. It would have to be password protected, so not on the public website. Perhaps on Schoology??
- I think certain aspects of communication need to improve such as less density and better clarity. I think the real issue is a lack of engagement and using communication tools to help with that.
- I think it may have been helpful for the purposes of this survey to have provide clarity around definitions and examples (Administration vs. Principal, for example) and examples of what types of communications originated from which source. With the amount of communication coming from the district (and life in general), it's hard to keep track, so I selected not sure, simply because I can't recall which communications came from whom
- I think the communication from all levels of administration is good.
- I think this survey did not adequately address the communication expectations at the elementary, middle, and high school levels. At the elementary and middle school levels I would anticipate more communication from teachers. At the high school level, I would expect less communication from teachers and more from administration and guidance. I feel expectations of communication change as a student progresses through the school system. This survey did not distinguish between the different grade levels of the schools and I suspect parent/guardian answers would be different depending on where their children are within the school system.
- I thought teacher (team) homework emails were very helpful particularly at the middle school level when kids start to have more homework and more teachers.
- I wish there would be more accurate information on MLS and from administration to custodians
- I work full time Mon-Fri so it is difficult for me to find time to get involved.
- I'd like more communication from the teachers about how individuals are doing.
- I'm a Barrington resident and just sent my kids to ORHS for High School. We will be graduating out after next year Class of 2023 and so I don't anticipate needing to connect with the ORCSD after that point.
- Instead of phone calls about issues (ex: snow days, busses running late, etc.) I'd rather just get a text or email.

- it's DIFFICULT! Everyone has a different favorite way of receiving and processing info. I guess it's best to use a multi-pronged and repetitive approach :)
- It's hard to say. I love the newsletter. I would like to hear more from guidance. I have never heard from them. My son is a junior and has spent no more than 30 minutes with his counselor in total. It would be nice for me and for my son to get some information college planning etc instead of emails referring to college fair and information nights hosted by outside organizations.
- Just reinforcing the communication plan varies so much by building. Transitioning between buildings is very difficult for families and the communication changes, because they are clearly stated upfront.
- Keep it simple. Clearly separate critical from nice to know and minimize paragraphs. Use bullets that don't line wrap to make points. Approach this like Churchill, "to prepare for a two hour speech it takes me 2 minutes, and for a two- minute speech it takes me two hours " (paraphrased).
- Mistakes in grammar and spelling have happened enough that it should be noted that emails should be proofed and edited carefully before sending out. Also, there have been many times one email has been sent out multiple times due to errors and needing correction. This should try to be avoided.
- My youngest student is a senior. For the most part I have found communication to be adequate. I'm not that interested anymore.
- N/A.
- NA
- Need better communication about when the school board meetings will be and, if known, what topic(s) will be discussed
- Need to integrate comms better across schools and use more modern forms of communication (email newsletter vs multiple word docs that need to be downloaded)
- no
- no
- No
- No
- No
- No
- No
- no, but I will have to say that keeping up with powerschool and schoology is not my strength, and the it was very difficult to attend the open house in the way it was put together
- None so far
- Not at this time.
- Nothing to add
- Parent communication about expectations for middle school students would be great. From grade to grade the roles change and if your middle schooler is your oldest, you don't know what to expect. For example, having a student with an anxiety, it would have been nice to know that she would find out her home room assignment the first day of school. Instead,

we were left wondering about where to go, who to see, and where to find this information. A quick phone call was all it took, but a quick “heads up, here’s how to find your teacher for the first day” also would have been easy.

- Please be sure to include details assuming all families are new to the district. Too many events are assumed to be known by community members and those assumptions are unfair to those just coming up in the district.
- please don't send pdfs, put content in the body of email
- Please encourage more communication from the high school teachers to parents. We are in the dark.
- Please get in-person and stop being such extremely pompous privileged germaphobes.
- Please try coordinating efforts. Lots of individual interests. Seems like no one is centralizing info
- Poorly
- PTO adds more items to follow and I get confused with who it's from while reading.
- Re: school board meetings - I was a regular viewer until the tone became contentious and condescending toward staff and admin. The public comment got out of hand. I can no longer stomach it. This too shall pass but I look forward to the return of a more respectful, professional tone at the school board meetings.
- Really like the weekly newsletter from Principal Noe with the Senior/junior/sophomore/freshmen breakdown. This is very helpful.
- See earlier narrative
- See last comment
- Social broadcasting is fine, but Guidance at ORHS has not been responsive in a reasonable amount of time. Old issues such as a lack of responsiveness or addressing concerns with teachers have not improved in years.
- Spelling and grammar could be improved. (Excluding Superintendent communications and usually those from the nursing staff).
- Teacher communication varies between teachers and teams. Use of Schoology is not useful. I feel that I know less about how my kids are doing vs the old report card system.
- Thank for providing this survey.
- Thank you for all that you do.
- Thank you for asking about these important issues. I am inundated with information so streamlining is key. I appreciate that ORCSD is trying to do this.
- Thank you!
- The high school communication is lacking. We receive plenty of info. at the elementary and middle schools levels and nothing at the high school level when it comes to curriculum, classes, teachers, college info., ELO opportunities etc. Students are expected to automatically know how to navigate paths to college and there is almost no notice on deadlines for things like SATs, college visits, scholarships, elections, etc. It takes a great deal of effort and research for parents and students to find info. on any of these and navigating numerous sites from the school website, PowerSchool, SCOIR, Schoology to put anything together. It takes a great deal of effort on my student’s behalf to even speak to their counselor, who has never once reached out to them individually in 3 years.

- The new principal at the High School has improved communications immensely.
- There seems to be a significant difference between the schools, with elementary and high school weekly communications better thought through and organized. In the midst of COVID or other crises, there should be more proactive communications from superintendent. Surveys are often very poorly designed - questions and answers are often worded in a confusing way.
- This survey was unclear in many ways. What do you mean by "administration"? Is this admin staff at schools, Dr. Morse, what? What do you mean by "engage with the ORCSD"? Your results are only as good as your questions, and many of your questions are too vague to rely on the responses. You need to do a better job at defining terms when you are asking questions. The district's communications are equally vague at times, and I often feel like I'm driving blind when it comes to school things. OH, and the question at the end about the district calendar-- YES, please put together a district calendar so I never have to choose between two of my children's important events that are happening simultaneously or back to back nights. Thank you for reading all these comments!!
- Too many methods and from too many people. It is hard to reread or reference it when needed
- Using multiple modes for the same message is helpful and secondary reminders for urgent or time-based deadlines are helpful.
- Very happy with our transfer here, thank you so much!!
- We came here for the school district, but it has never felt like home. There is a sense of superiority or snobbiness that keeps this district from being as good as it could be.
- We cater too much to parents. We need to stop trying to please everyone and use best practice like we do in the classroom.
- Would love to see more direct info from teachers since we can't be in the school

Appendix C

Oyster River Cooperative School District 2021 Communication Survey

Start of Block: INTRO Block

INT

Thank you for participating in this brief survey of Oyster River Cooperative School District (ORCSD) parents and staff. ORCSD wants to gauge satisfaction with communication from the district and results will inform ways to better communication in the future.

This survey is being conducted by the University of New Hampshire Survey Center on behalf of ORCSD. Your individual responses will be kept confidential and results will only be reported to ORCSD in the aggregate, no individual responses will be reported.

If you have any questions or concerns, please contact [ORCSD contact] ([ORCSD contact information]). If you have any technical problems with the survey, please contact Sean McKinley (sean.mckinley@unh.edu) at the UNH Survey Center.

Please click "begin" below to start the survey.

End of Block: INTRO Block

Start of Block: Current Communication



Q1 How often do you typically receive emails from the Oyster River Cooperative School District (ORCSD)?

- More than once a week (1)
- About once a week (2)
- About every other week (3)
- About once a month (4)
- Less than once a month (5)
- Never received an email from ORCSD (6)
- Don't know/Not sure (98)

Skip To: End of Block If Q1 = 6



Q2 And about how many of the emails you receive from ORCSD do you typically read?

- All of them or nearly all of them (1)
- Three-quarters of them (2)
- Half of them (3)
- One-quarter of them (4)
- Less than a quarter of them (5)
- None of them (6)
- Don't know/Not sure (98)

Page Break

Display This Question:

If Q2 = 4

Or Q2 = 5



Q3 Why do you typically not read the emails you receive from ORSCD?

- Don't have time (1)
 - Can find information I need elsewhere (2)
 - Emails are difficult to understand (3)
 - Receive too many emails from ORSCD (4)
 - Information isn't typically relevant or important (5)
 - Other (Please specify) (97)
-

Display This Question:

If Q2 = 4

Or Q2 = 5



Q4 Why do you never read the emails you receive from ORSCD?

- Don't have time (1)
 - Can find information I need elsewhere (2)
 - Emails are difficult to understand (3)
 - Receive too many emails from ORSCD (4)
 - Information isn't typically relevant or important (5)
 - Other (Please specify) (97)
-

Skip To: End of Block If Q4 , 1 Is Displayed

Page Break



Q5 How would you describe the frequency of emails you receive from the following ORCSD entities?

Display This Choice:
If ROLE_parent = Parent

	Receive too many emails (1)	Receive about the right amount of emails (2)	Receive too few emails (3)	Don't know/Not sure (98)
Administration (Q5a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board (Q5b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals (Q5c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This Choice:</i> <i>If ROLE_parent = Parent</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers (Q5d)				



Q6 And how would you describe the length of emails you receive from ORCSD?

- The emails are too short (1)
- The emails are the right length (2)
- The emails are too long (3)
- Don't know/not sure (98)

Page Break



Q7 How clear would you say the emails you receive from the following ORCSD entities typically are?

Display This Choice:
If ROLE_parent = Parent

	Very clear (1)	Somewhat clear (2)	Not very clear (3)	Not at all clear (98)	Don't know/Not sure (99)
Administration (Q7a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board (Q7b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals (Q7c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This Choice:</i> <i>If ROLE_parent = Parent</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers (Q7d)					

Page Break



Q8 In which of the following ways would you like to receive communication from ORCSD about the following things? (Please select all that apply)

	Email (1)	Text (2)	Recorded voicemails (3)	Posting on social media (4)	Posting on school website (5)	Other (6)	Don't want to be contacted about this (7)
Emergencies (Q8a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School closures/Inclement weather (Q8b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General updates (Q8c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORCSD Board meeting minutes (Q8d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely action items (Q8e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good news about ORCSD schools (Q8f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher outreach (Q8g)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports news (Q8h)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information related to COVID-19 (Q8i)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break



Q9 Would you like more or less email communication from ORCSD about the following topics?

	Want more communication (1)	The current level of communication is just right (2)	Want less communication (3)	Don't know/Not sure (98)
Emergencies (Q9a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School closures/Inclement weather (Q9b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General updates (Q9c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board minutes (Q9d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely action items (Q9e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good news (Q9f)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher outreach (Q9g)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports news (Q9h)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information related to COVID-19 (Q9i)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q10 How would you rate the quality of communication you receive from the following entities at ORCSD?

Display This Choice:
If Role_parent = Parent

	Very Good (1)	Good (2)	Fair (3)	Poor (4)	Very Poor (5)	Don't Know/Not Sure (98)
Administration (Q10a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Board (Q10b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals (Q10c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This Choice:</i> <i>If Role_parent = Parent</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers (Q10d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q11 How would you rate the quality of communication you have received from ORCSD about COVID-19 policies and developments?

- Very good (1)
- Good (2)
- Fair (3)
- Poor (4)
- Very Poor (5)
- Don't know/Not sure (98)



Q12 And how would you rate the quality of the communication you receive from ORCSD overall?

- Very Good (1)
- Good (2)
- Fair (3)
- Poor (4)
- Very Poor (5)
- Don't Know/Not Sure (98)

Page Break

Q13 What, if anything, do you consider to be the biggest weakness with communications from ORCSD?

End of Block: Current Communication

Start of Block: Website



Q14 About how often have you accessed the ORCSD website in the past year?

- Once a week or more often (1)
- Once or twice a month (2)
- Once a month (3)
- Less than once a month (4)
- Never (5)
- Don't know/Can't remember (98)

Skip To: End of Block If Q14 = 5

Skip To: End of Block If Q14 = 98

Page Break



Q15 And how would you rate the following aspects of the ORCSD website?

	Very Good (1)	Good (2)	Fair (3)	Poor (4)	Very Poor (5)	Don't Know/Not Sure (98)
Organization (Q15a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up-to-date (Q15b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How easy it is to find things (Q15c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content (Q15d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q16 In the past year, when on the ORCSD website, have you ever had any difficulty finding information that you were looking for?

- Yes (1)
- No (2)
- Don't know/Not sure (98)

Display This Question:

If Q16 = 1

Q17 What types of information did you have difficulty finding on the ORCSD website?



Q18 Overall, how would you rate the quality of the ORCSD website?

- Very Good (1)
- Good (2)
- Fair (3)
- Poor (4)
- Very Poor (5)
- Don't Know/Not Sure (98)

Page Break

Q19 What, if anything, would you like to see improved on the website?

Q20 What, if anything, would you like to see included on the website that is not currently there?

End of Block: Website

Start of Block: Engagement



Q21 The district is considering constructing a centralized school district calendar including dates for all district events. How helpful do you think a centralized school district calendar would be for you to keep up with things happening in the district?

- Very helpful (1)
- Somewhat helpful (2)
- Not very helpful (3)
- Not at all helpful (4)
- Don't know/Not sure (98)

Page Break

Display This Question:

If ROLE_parent = Parent



Q22 As a parent or guardian, how much would you say you engage with the Oyster River School District?

- A lot (1)
- Some (2)
- Not very much (3)
- Not at all (4)
- Don't know/Not sure (98)

Page Break

Display This Question:

If ROLE_parent = Parent



Q23 How easy is it to find ways to engage with the Oyster River School District?

- Very easy (1)
- Somewhat easy (2)
- Somewhat difficult (3)
- Very difficult (4)
- Don't know/Not sure (98)

Display This Question:

If ROLE_parent = Parent



Q24 Would you like to engage more with the Oyster River School District in the future?

- Yes (1)
- No (2)
- Don't know/Not sure (98)

Page Break



Q25 How often have you watched ORCSD board meetings (in-person or online) in the past year?

- All of the time (1)
 - Most of the time (2)
 - Some of the time (3)
 - Rarely (4)
 - Never (5)
 - Don't know/Not sure (98)
-

Q26 At any point in the past year have you been unable to watch ORCSD board meetings (in-person or online) when you wanted to?

- Yes (1)
 - No (2)
 - Don't know/Not sure (3)
-

Display This Question:

If Q26 = 1

Q27 Why were you unable to watch a ORCSD board meeting? (Please select all that apply)

- Had another commitment (4)
 - Was unable to find where to watch online streaming of the meeting (5)
 - Was concerned about COVID-19 pandemic (7)
 - Online streaming of the board meeting didn't work (8)
 - Board meeting was at an inconvenient time (9)
 - Other (Please specify) (6)
-

Page Break



Q28 How likely would you be to attend community forums if they were held by the ORCSD?

- Very likely (1)
- Somewhat likely (2)
- Not very likely (3)
- Not at all likely (4)
- Don't know/Not sure (98)

End of Block: Engagement

Start of Block: Block 3

Display This Question:

If *ROLE_staff* = Staff

Q29 For how long have you work in the ORCSD school district?

- Less than two years (1)
- 2-5 years (2)
- 6-10 years (3)
- 11 to 20 years (4)
- 21 to 30 years (5)
- More than 30 years (6)

Display This Question:

If ROLE_staff = Staff

Q30 How satisfied would you say that you are overall with your job at ORCSD?

- Very satisfied (1)
- Somewhat satisfied (2)
- Not very satisfied (3)
- Not at all satisfied (4)
- Don't know/Not sure (5)

Display This Question:

If ROLE_parent = Parent

Q31 For how long have you lived in the ORCSD school district area?

- Less than two years (1)
- 2-5 years (2)
- 6-10 years (3)
- 11 to 20 years (4)
- 21 to 30 years (5)
- More than 30 years (6)
- Don't live in ORCSD school district area (7)

Page Break

Q32 Do you have any other comments about how ORCSD communicates?

End of Block: Block 3

Office of the Superintendent
Oyster River School District
36 Coe Drive, Durham, NH 03824

INTEROFFICE MEMORANDUM

TO: School Board
FROM: Dr. Jim Morse
DATE: December 20, 2021
RE: OR/Dover Calendar Differences

2022 - 23 Calendar Differences between ORCSD and Dover School District

Differences for Calendar **with February Vacation in line:** (2/20 - 2/24)

Dates that are in conflict for a Teacher Workshop: (6)

September 13

October 7

December 9

January 16, 2022

January 23

March 17

Total: 6

Differences for Calendar **with Opposing February Vacation:** (ORCSD 2/27 - 3/3*)
(Dover 2/20 - 2/24)

Dates that are in conflict for a Teacher Workshop: (6)

September 13

October 7

December 9

January 16, 2022

January 23

February Vacation (5 days*)

March 17

Total: 11

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

2022-2023 SCHOOL CALENDAR

School Board Approved – TBD

Deliberative Session: February 7, 2023*

Voting Day: March 7, 2023

*Subject to Change

AUGUST/ SEPTEMBER 2022					
M	T	W	Th	F	
	TW	TW	TW	X	
X	▲	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

S(19)
T(22)

OCTOBER 2022					
M	T	W	Th	F	
				TW	
3	4	5	6	14	
X	11	12	13	21	
17	18	19	20	28	
24	25	26	27	31	

S(19)
T(20)

NOVEMBER 2022					
M	T	W	Th	F	
	1	2	3	4	
*7	TW	9	10	X	
14	15	16	17	18	
21	22	X	X	X	
28	29	30			

S(17)
T(18)

DECEMBER 2022					
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
X	X	X	X	X	

S(17)
T(17)

JANUARY 2023					
M	T	W	Th	F	
X	3	4	5	6	
9	10	11	12	13	
X	17	18	19	20	
TW	24	25	26	27	
30*	31				

S(19)
T(20)

8/30, 8/31, 9/1 Teacher Workshop Days
 9/2..... No School Day
 9/5..... Labor Day Observance
 9/6..... 1st Day for All Students
 9/7..... 1st Day Preschool
 10/7..... Teacher Workshop -
 (Parent/Teacher Conference Gr K-4)
 10/10..... Indigenous Peoples' Day

11/8..... Teacher Workshop
 (Due to State General Election)
 11/11..... Veterans' Day Observed
 11/23 - 11/25... Thanksgiving Recess

12/26 - 1/2..... Holiday Recess

1/16..... Martin Luther King Day
 1/23..... Teacher Workshop

2/20 - 2/24..... Winter Recess

4/24 - 4/28..... Spring Recess

5/26..... Teacher Workshop
 5/29..... Memorial Day

TBD..... ORHS Graduation
 6/24..... With 5 Built In - Snow Days

Please refer to page 2 for other recognized holidays.

△ First Day of School for Students
 △ Last Day of School - **Early Dismissal**
(unless more than 5 make-up days are required)

TW Teacher District Workshop Days
(no school for students)

X School Closed – Holiday/Vacation/No School Day

* End of Quarter

SD Snow Days (5 Built in)

Anticipated last day for students is 6/24. The calendar allows for five school cancellation days. If less or more than five days are needed to cover cancellations, the schedule will be adjusted accordingly.

September 13, 2021 – State Primary

FEBRUARY 2023					
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
X	X	X	X	X	
27	28				

S(15)
T(15)

MARCH 2023					
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

S(23)
T(23)

APRIL 2023					
M	T	W	Th	F	
				*7	
3	4	5	6	14	
10	11	12	13	21	
17	18	19	20	28	
X	X	X	X	X	

S(15)
T(15)

MAY 2023					
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	TW	
X	30	31			

S(21)
T(22)

JUNE 2023					
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
17	SD	SD	SD	SD	
SD/▲					

S(13)
T(13)

178 Student Days

185 Teacher Days

OTHER RECOGNIZED 2022-23 HOLIDAY

Independence Day	July 4, 2022
Muharram [Al Hijrah New Year] (Islamic)	July 19 – August 17
Rosh Hashanah [New Year] (Jewish) <i>Designated non-workday for observers</i>	September 26-27
Navaratri/Dussehra (Hindu)	September 26–October 5
Yom Kippur [Day of Atonement] (Jewish) <i>Designated non-workday for observers</i>	October 5
Mawlid al-Nabi [birthday of Mahammad] (Islamic)	October 8
Sukkot [Feast of Tabernacles] (Jewish)	October 10-16
Shemini Atzeret (Jewish) <i>Designated non-workday for observers</i>	October 17-18
Simchat Torah (Jewish) <i>Designated non-workday for observers</i>	October 18
Diwali (Hindu)	October 24
Native American Heritage Day	November 25
Hanukkah [Chanukah] (Jewish)	December 19-26
Orthodox Christmas (Christian Orthodox)	January 7-9, 2023
Lunar New Year	January 22
Maha Shivaratri (Hindu)	February 18
Beginning of Lent (Christian Orthodox)	February 22
Ash Wednesday (Christian)	February 22
Purim (Jewish)	March 7
Holi (Hindu) <i>Begins evening of March 7 – evening of March 8</i>	March 8
Beginning of Ramadan (Islamic)- <i>evening of March 23 – April 21</i>	March 23
Ramanavami (Hindu)	March 30
Passover [Pesach] (Jewish) <i>April 6-7, 12-13 Primary obligation days</i>	April 6-13
Good Friday (Christian)	April 7
Easter (Christian)	April 9
Orthodox Good Friday (Christian Orthodox)	April 14
Orthodox Easter (Christian Orthodox)	April 16
Lailat al-Qadr (Islamic)	April 17
Eid al-Fitr [End of Ramadan] (Islamic)	April 21
Shavuot (Jewish) <i>Designated non-workday for observers</i>	May 26-27
Juneteenth	June 19
Eid al-Adha (Islamic)	June 29 – July 2

<https://councilofpresidents.org/2022-2023-holiday-observance-calendar>

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

2022-2023 SCHOOL CALENDAR

School Board Approved – TBD

Deliberative Session: February 7, 2023*

Voting Day: March 7, 2023

*Subject to Change

Calendar grid for August and September 2022. Includes days of the week and dates.

S(19) T(22)

Calendar grid for October 2022. Includes days of the week and dates.

S(19) T(20)

Calendar grid for November 2022. Includes days of the week and dates.

S(17) T(18)

Calendar grid for December 2022. Includes days of the week and dates.

S(17) T(17)

Calendar grid for January 2023. Includes days of the week and dates.

S(19) T(20)

8/30, 8/31, 9/1 Teacher Workshop Days
9/2..... No School Day
9/5..... Labor Day Observance
9/6..... 1st Day for All Students
9/7..... 1st Day Preschool

10/7..... Teacher Workshop - (Parent/Teacher Conference Gr K-4)

10/10..... Indigenous Peoples' Day

11/8..... Teacher Workshop (Due to State General Election)

11/11..... Veterans' Day Observed

11/23 - 11/25... Thanksgiving Recess

12/26 - 1/2..... Holiday Recess

1/16..... Martin Luther King Day

1/23..... Teacher Workshop

2/27 - 3/3..... Winter Recess

4/24 - 4/28..... Spring Recess

5/26..... Teacher Workshop

5/29..... Memorial Day

TBD..... ORHS Graduation

6/24..... With 5 Built In - Snow Days

Please refer to page 2 for other recognized holidays.

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X School Closed – Holiday/Vacation/No School Day

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Anticipated last day for students is 6/24. The calendar allows for five school cancellation days. If less or more than five days are needed to cover cancellations, the schedule will be adjusted accordingly.

September 13, 2021 – State Primary

Calendar grid for February 2023. Includes days of the week and dates.

S(18) T(18)

Calendar grid for March 2023. Includes days of the week and dates.

S(20) T(20)

Calendar grid for April 2023. Includes days of the week and dates.

S(15) T(15)

Calendar grid for May 2023. Includes days of the week and dates.

S(21) T(22)

Calendar grid for June 2023. Includes days of the week and dates.

S(13) T(13)

178 Student Days

185 Teacher Days

OTHER RECOGNIZED 2022-23 HOLIDAY

Independence Day	July 4, 2022
Muharram [Al Hijrah New Year] (Islamic)	July 19 – August 17
Rosh Hashanah [New Year] (Jewish) <i>Designated non-workday for observers</i>	September 26-27
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Juneteenth	June 19
Eid al-Adha (Islamic)	June 29 – July 2

<https://councilofpresidents.org/2022-2023-holiday-observance-calendar>

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT THE
STATE OF NEW HAMPSHIRE
2022
SCHOOL WARRANT**

To the Inhabitants of the Oyster River Cooperative School District of Durham, Lee, and Madbury qualified to vote upon District affairs:

You are hereby notified to meet at the Oyster River High School in said district on the 8th day of February 2022, at 7:00 o'clock in the evening for Session I of the Annual School District Meeting for discussion of Articles 3 through 6 and for any amendments thereto. Warrant articles whose wording is prescribed by law shall not be amended and no warrant article shall be amended to eliminate the subject matter of the article at Session I.

Official ballot voting for school district officers (articles 1 and 2) and on articles 3-6 will occur at town polling locations on Tuesday, March 8, 2022:

Town of Durham	Oyster River High School	7:00 am to 7:00 pm
Town of Lee	Lee Transfer Station {via drive-in only}	7:00 am to 7:00 pm
Town of Madbury	Madbury Town Hall	11:00 am to 7:00 pm

ARTICLE 1: To choose a Moderator for the coming year.

ARTICLE 2: To choose two At Large School Board members for the ensuing three years.

ARTICLE 3: Shall the District raise and appropriate as an operating budget, not including appropriations by special warrant article and other appropriations voted separately, the amount set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$52,133,325. Should this article be defeated, the operating budget shall be \$51,721,541 (Default Budget) which is the same as last year with certain adjustments required by previous action of the District or by law; or the District may hold one special meeting in accordance with RSA 40:13, X, and XVI to take up the issue of the revised operating budget only. *The School Board recommends this appropriation. (Majority vote required)*

Note:

Fund 10 = \$50,668,275 (regular operating budget); Fund 21 = \$824,050 (expenditures from food service revenues); Fund 22 = \$600,000 (expenditures from federal/special revenues); Fund 23 = \$41,000 (expenditures from pass through funds).

ARTICLE 4: Shall the District vote to approve within the provisions of New Hampshire RSA 273-A:3 the cost items included in the collective bargaining agreement reached between the Oyster River Educational Support Personnel Association and the Oyster River School Board which calls for the following increases in salaries and benefits at the current staffing levels:

2022 - 2023	\$ 86,981
2023 - 2024	\$ 75,527
2024 - 2025	\$ 77,505
2025 - 2026	\$ 81,588

and further to raise and appropriate the sum of \$ 86,981 for the 2022-2023 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits required by the new agreement over those that would be paid at current staffing levels? *The School Board recommends this appropriation. (Majority vote required)*

ARTICLE 5: Shall the District vote to approve within the provisions of New Hampshire RSA 273-A:3 the

cost items included in the collective bargaining agreement reached between the Oyster River Para-Educators and Support Staff and the Oyster River School Board which calls for the following increases in salaries and benefits at the current staffing levels:

2022 - 2023	\$ 183,009
2023 - 2024	\$131,958
2024 - 2025	\$136,126
2025 - 2026	\$157,347

and further to raise and appropriate the sum of \$ 183,009 for the 2022-2023 fiscal year, such sum representing the additional costs attributable to the increases in salaries and benefits required by the new agreement over those that would be paid at current staffing levels? *The School Board recommends this appropriation. (Majority vote required)*

ARTICLE 6: Shall the District vote to raise and appropriate the sum of \$125,000 to be added to the Facilities Development, Maintenance, and Replacement Trust which was established in March of 2017. This sum to come from June 30 fund balance available for transfer on July 1. *The School Board recommends this appropriation. (Majority vote required)* No amounts to be raised from taxation.

Given under our hands at said Durham NH this ____ day of January 2022:

Michael Williams, Chairperson

Denise Day, Vice-chair

Thomas Newkirk

Allan Howland

Brian Cisneros

Daniel Klein

Yusi Turell