

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, August 8, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/exy-jnnv-nem

Audio: [+1 219-213-6327](tel:+12192136327) PIN: 146 733 299#

All videoconferencing options may be subject to modifications. Please check www.sau63.org for the latest information.

- I. CALL TO ORDER-Dennis Golding-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. ADJUSTMENTS TO THE AGENDA**
- IV. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.
- V. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Superintendent's Report
 - ii. Principals' Reports
 - iii. Curriculum Coordinator's Report
 - b. Letters/Information**
 - i. Enrollment
 - ii. General Assurances FY 24
 - iii. School Board Goals Document
- VI. ACTION ITEMS**
 - a. Approve Minutes of Previous Meetings**
 - b. Approval of Projects from Capital Reserve**
- VII. POLICIES**
 - a. 4th Reading**
 - i. BBBF-Student Board Members
 - b. 1st Reading**
 - i. JICK-Pupil Safety and Violence Prevention-Bullying
 - ii. DAF-6-Inventory Management Equipment And Supplies Purchased With Federal Funds
 - iii. DAF-11-Sub-Recipient Monitoring And Management
 - iv. BEDDA-Board Meeting-Rules of Procedure & Order
 - v. JLCD-R-Procedures For Administering Medication To Students
 - vi. JLCA-Physical Examinations Of Students
 - c. Withdrawals**
 - i. JLCA-R-Family Physicians Report of Physical Examination
 - ii. JAA-Allergy Management Policy
- VIII. SCHOOL HANDBOOKS**
- IX. COMMITTEE REPORTS**
 - i. Technology Committee

- X. RESIGNATIONS/APPOINTMENTS/LEAVES**
 - a. FYI-New Hire-Kathleen Mikavetz-ABA Therapist/RBT**
 - b. FYI-New Hire-Megan Nantel-Food Service Director**
- XI. PUBLIC COMMENTS**
- XII. SCHOOL BOARD MEMBER COMMENTS**
- XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (C)**
 - i. Review the nonpublic minutes
 - ii. Student Matter
 - iii. Personnel Matter
- XIV. ADJOURNMENT**

INFORMATION: Next School Board Meeting-August 22, 6:30 PM at WLC

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Wilton-Lyndeborough Cooperative School District

School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
603-732-9227

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

Superintendent Report

- While our schools are typically quiet during July, there has been quite a bit of activity going on from our Summer Academy at FRES and all of the facility projects, to working with our two new building principals! I would like to take a moment to recognize some of our staff who quietly just get the job done! Our **facility team** should be commended for their work this summer. As always, the buildings and grounds are looking great, and they have worked well as a team to stay on schedule and meet their expectations ... despite everything we are always adding to their plate! We are grateful to have **Buddy** in our district! We have asked a great deal from him, and he has been effective balancing the numerous maintenance and capital improvement projects this summer, while also getting our buildings ready for students and staff. Our district **administrative assistants** as always have been the rock that keeps our district moving forward during the summer and school year. We would like to recognize and simply THANK them for their consistent productivity, collaboration, and positive attitude! And thank you to all of our **staff** that have supported our students this summer, completed professional development, and participated in planning meetings for the upcoming year.
- We continue to work actively to fill our **open positions**, to include exploring other options if we are not able to fill our open certified positions. We have met with Milford school district and High Mowing this summer to discuss how we can develop a partnership between our schools, to include exploring potential instructional needs. We currently have the following positions open:
Middle School Math and Science, WLC Computer Science, High School Math, Title I tutors, two para educators, and FRES social worker.
- Kristie and I met with the Wilton Select Board on July 25th in an effort to receive their support for a **School Resource Officer** (SRO). The meeting was mutually supportive. We were asked to provide additional information to them. A decision to support/or not support our proposal was not made at that time.
- Our district leadership team has reviewed our current WLCTA **Collective Bargaining Agreement** and prepared feedback. We are anticipating the formal negotiation process to initiate soon and are prepared to support the School Board Negotiating Team as necessary.
- The following is a **quick facilities update**:
LCS: Siding project is complete. Extensive rot was repaired on the parking lot side of the building as well as on the SAU wall in the rear courtyard area, which increased the cost of the project by \$5,875. Total cost from FY23 funds was \$45,875. New bark mulch in playground.

FRES: In the process of replacing bridge in the playground

WLC: Art room and kitchen vent hood on schedule. Prime roofing is on site replacing the science wing roof. Track project is underway. The original scope as presented did not include any drainage repair/replacement work that became problematic this summer. With the added cost of drainage, the project will be about \$10,000 over budget. Buddy recently met with an architect from MB Net Dezin, walked through the locker room project, and provided blue prints. We are in the process of scheduling a subsequent August meeting.

Thank you -

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WLC Principal's Report
August 8, 2023

Special thank you to our Facilities Crew - Dynamic group of individuals, working hard inside/out. Some items include but not limited to: Striping and waxing floors, Wiping everything down walls included, Upgrades to art room, Outside landscaping

I've hosted meetings with: our facilities crew, parents, students, teachers, WLC Leadership team, Milford HS principal, High Mowing leadership, Wilton Police Chief, Wilton Fire Chief, PTO representatives.

Summer Math Academy: Three students attended regularly.

- iReady pre-assessment and post assessment: All students gained confidence in skills
- Areas of Focus: Numbers and Operations, Algebra/Algebraic Thinking, Measurement and Data, and Geometry. All students improved in the areas of focus between 0.5 and 1.25 grade levels. Final activity - visited Canobie Lake Park



Advanced Placement Scores

Subject	1	2	3	4	5	Total
Biology		1	1	2		4
Computer Science					1	1
US History		1	1			2

**** Scores of "3" or higher often may receive college credit.**

Staffing:

- Need four to fill all positions: Computer Science, HS Science, HS math and MS math
 - Investigating options, including changes to the schedule, combining classes, partnerships with Milford and/or High Mowing

Athletics:

- Cam Taber, Athletic Director (AD)
- Revising and updating our Coaches Handbook.
- Team start date August 14th
- AD to host Coaches Meeting to share expectations
- AD to host parent informational night
- Will be working closely with a mentor from the NHIAA

Meet & Greet:

6th grade 8:00-9:00 August 22, 2023

9th grade 8:30-9:30 August 22, 2023

Book Study - Common theme/focus this year.

- How Instructional Leadership Works

Personally, as a school leader:

- Read: Visible Learning for Teachers by John Hattie
- Read: Questioning for Formative Feedback; Meaningful Dialogue to Improve Learning
- Attending New Hampshire's Leadership Institute (NHLI) math workshop August 8th with Bill Comeford. First Quarter all math teachers will be meeting together to discuss best practices, review data, and create goals
- Attending Keene State College's Educator Conference 8/10

Updated Student Handbook and Program of Studies (Summa Cum Laude, NH Civics Law)



Dance Team!

Appreciation goes out to Mel Jones for her time and commitment. 7 students went to camp. 3 trophies; 21 Ribbons. 2 bids to advanced competitions: Citrus Bowl and Nationals (FL)

**FLORENCE RIDEOUT ELEMENTARY SCHOOL
LYNDEBOROUGH CENTRAL SCHOOL**

18 Tremont Street
Wilton, New Hampshire 03086
(603) 732-9229
www.sau63.org

Bridgette Fuller, Interim Associate Principal
Christina Gauthier, Administrative Assistant FRES

Samuel Metivier, School Counselor
Sherry LeBlanc, Administrative Assistant LCS

**Associate Principal Report
August 8, 2023**

FRES and LCS have been busy places this summer. Since the week of July 10, 2023, LCS has hosted the Preschool Extended School Year and FRES has hosted Summer Academy and a Special Education Extended School Year. All three programs have been well attended and staff have worked hard to keep the students engaged and the curriculum targeted.

The maintenance staff has been busy waxing floors, painting walls, cleaning work spaces, and moving classrooms. Every day, staff is working diligently and goes out of their way to ensure that when teachers and students arrive at the end of August, they will have a school that is safe, shiny, and ready for learning.

The administrative assistants at both LCS and FRES should be recognized for their hard work and efforts. In addition to working to get students registered, supplies ordered, and materials organized, both Ms. Gauthier and Ms. LeBlanc have dedicated time and energy to learning about leveraging more from our district wide student information system, PowerSchool. The time and effort put into rostering students, scheduling classes, and inputting competencies will ensure that in the coming months teachers will be able to pilot gradebooks and in the future, use the SIS to generate report cards. A special thank you goes out to the many folks at WLC who have taken the time to help support us with this process.

Our report card committee met this summer to address the need to switch our report card from Publisher to a more current application. To gauge satisfaction with our current report card and to gain perspective about potential changes, we developed and sent a needs assessment to families. Using feedback from respondents, our committee drafted an interim report card. Our plan is to use the interim report card while we transition to a PowerSchool report card. I will update the board with our timeline in a coming board report.

We have several new staff members who are joining us this school year in both schools. Our Mentor Coordinators, Ms. Dignan and Ms. Gosselin, have been working hard to develop a New Teacher Orientation that ensures new teachers feel welcomed, informed, and supported. Additionally, teachers from all grade levels have spent time this summer collaborating and planning with their new team members. The energy and enthusiasm for the new school year is high!

Our district administration team has been working hard to ensure that we are aligned in our goals for teaching and learning and are clear about our expectations for students. We have set common goals for our academic culture (evidence based practices for teacher clarity and formative assessments) and school culture (making data driven decisions to support student's emotional-behavioral needs). We also reviewed and edited our parent and student handbooks to reflect more of a vertical alignment. [Click here](#) to view a draft of our edited Parent-Student handbook and [here](#) to review the original handbook with strikethroughs.

IMPORTANT DATES

- **August 7, 2023**- Letters about the upcoming school year will be mailed to families and students
- **August 10, 2023**- Last day of ESY and Summer Academy
- **August 16-17, 2023**- New Teacher Orientation
- **August 22, 2023**- Meet and Greet for LCS (12:30-1:30) and FRES (1:30-2:30)
- **August 21, 2023**- First day for staff
- **August 28, 2023**- First day for students

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Peter Weaver
Superintendent of Schools

Samantha Dignan
Curriculum Coordinator

Kristie LaPlante
Business Administrator

Curriculum Coordinator Report August 8, 2023

Professional Learning

Professional Development

The building-level administrative team is participating in a book study. Reading a book based on John Hattie's research, who is a renowned educational expert on reading and compiling educational research. This book takes several of the practices that are research-based to support good student learning and breaks them down to how leaders can support teachers in building these types of good practices into their academic culture. We still have a lot more to learn about, but this book has catapulted some really excellent dialogue at the administrative level.

The New Hampshire Learning Initiative (<https://nhlearninginitiative.org/>), is an organization of former educators looking to support teachers in receiving quality professional development. This organization has used grants to fund two professional development opportunities some of our staff members have been lucky enough to attend. The first is the OGAP training. OGAP stands for Ongoing Assessment Project. Essentially, this training is supporting teachers in how to use formative assessment (assessment that informs their teaching) in math. This was a 4-day in-person training that will meet virtually several times this fall as follow-ups to the summer learning. The second opportunity is the New Hampshire Place training. This training is offering a deeper understanding of Competency-Based education, as well as how to align this type of learning to our state standards. Both of these training sessions were things we mentioned as part of our plan to move forward this spring. The teachers who attended these training sessions are going to share their learning out at staff meetings and IMPACT/PLC meetings in their respective buildings.

New Teacher Program

With there being a large number of new staff in the district this year, Katie Gosselin and I are taking on the New Teacher Program together. The New Teacher Orientation is taking place August 16th and 17th from 8:30-3. We are already embedding several of the strategies we are learning about in our book study at New Teacher Orientation next week. We have built a schedule for the days they come in around what the teachers need to be successful in supporting the students of the WLCSD. They will have time to look at curriculum, get a tour of the towns, learn about iReady, get to meet their mentor teachers, and hopefully have a little bit of fun while doing so.

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Curriculum

I'm excited to say that if you look at our district website, the Scope and Sequence and Competency documents for Math (1-12), ELA(6-12), and Social Studies (6-12) are uploaded. The Scope and Sequence document contains the order in which units are taught as well as the basic outline of what content is covered. The Competency documents are the skills students will obtain by learning about these units. The next step in the process is to get the Unified Arts (called Specials at FRES/LCS) scope and sequence and competency documents up.

FRES

Mrs. Fuller and I have worked collaboratively this summer on a great deal. We have revised the Parent/Student handbook. She has provided a copy to the board for review. We worked on developing a master schedule that allows for both remediation and accelerated learning. This schedule is integral in our ability to maintain what we are already offering for WIN and special education services, but also add the accelerated learning component.

Miscellaneous

Since the last board meeting, the administrative team has worked collaboratively to ensure that we are following through on the ideas we generated this spring as areas to improve upon for the coming school year. Teachers have attended (and will continue to attend) professional development in the area of math, at WLC the PLC model has been adjusted, and we now are starting the year for the first time ever with a WIN time K-12. We continue to meet and monitor our progress toward our list of action steps.

Wilton-Lyndeborough Cooperative School District

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
 - (a) Per 2 CFR 200.330 the non-Federal entity is required to submit reports at least annually on the status of real property in which the Federal Government retains an interest.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions '*Federal Awarding Agency*') with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;

- (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
 - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
 - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
 - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
 - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
 - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
 - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."

- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.

- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2023. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 37) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy & Procedure	2 CFR 200.317-327		

Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A
Policy/Procedure Name	In Accordance With	Policy	Procedure
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy & Procedure	2 CFR 200.430		
Records Retention Policy & Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

3. Internal Controls

The subrecipient must:

- Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- in payment of obligations incurred during the approved project period;
- in conformance with the approved project;
- in compliance with all applicable statutes and regulatory provisions;
- costs that are allocable to a particular cost objective;
- spent only for reasonable and necessary costs of the program; and
- not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHED Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHED template provided by the BFC for audit findings related to NHED funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHED funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the

subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301** Or via email to: federalcompliance@doe.nh.gov
- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2023**. A copy of the forms will be provided to each subrecipient by the NHED via email.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace.
 - o The recipient's policy of maintaining a drug-free workplace.
 - o Any available drug counseling, rehabilitation, and employee assistance programs.
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement.
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or

other appropriate agency.

- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHED must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHED program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

10. Gun Possession (Local Education Agencies (LEAs) only)

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrative officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHED in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its

instructions.

- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

New Hampshire RSA 15:5 - Prohibited Activities.

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

12. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

13. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHED.

14. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

15. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge

of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

16. Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

17. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Small purchases
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

18. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHED] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.

- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.
- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (*See* RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHED. **No payment for project/grant awards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHED Bureau of Federal Compliance at federalcompliance@doe.nh.gov

Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on _____, _____, that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: 63 District or SAU Name: Wilton-Lyndeborough

District UEI : 4AR326AXYJL3 UEI(Sam.gov) Expiration: May 1, 2024

Peter Weaver
Typed Name of Superintendent
or other Qualifying Administrator

PW
Signature

7/14/22
Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Typed Name of School Board
Chair (on behalf of the School Board)

Signature

Date

Please email a fully executed copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

School District Mission Statement

Wilton-Lyndeborough Cooperative School District provides a safe and educational environment that promotes student exploration, critical thinking, and responsible citizenship.

*Below is a **draft** of the district's 2023-2024 goals as discussed at the previous school board meeting. Once accepted, school leaders will develop evidence and data points to answer the question: How do we know if we are being successful? As importantly: If we are not being successful, what are we doing about it?*

- Academic Achievement

To improve overall student academic performance and competency by supporting evidence-based teaching strategies, differentiated learning approaches, and promoting a positive learning environment

(This goal would include standardized scores, grades, attendance, graduation rates, etc.)

- Education Culture

To continue to improve the education culture by establishing a safe and respectful environment where all students are valued and supported, strengthening relationships with families and community, and developing and supporting the professional culture of our staff.

(This goal would include recognizing and celebrating students and staff, improved communication, community partnerships that promote student success, recruitment and retention, etc.)

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 13, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

The videoconferencing link was published several places including on the meeting agenda.

Present: *Dennis Golding, Brianne Lavallee, Matt Mannarino (online until 10:50pm), Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen, Diane Foss, Jonathan Lavoie*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principal Sarah Edmunds and Associate Principal Bridgette Fuller, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler

I. CALL TO ORDER

Chairman Golding called the meeting to order at 6:30pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. STUDENT SCHOOL BOARD REPRESENTATIVE REPORT

Ms. Edmunds gave an overview of the report in the student's absence. She spoke of many activities that are going on and the students are gearing up for finals. They thanked the Board for the air conditioners and they are excited for the field trips they are taking. There was excitement when they were writing the report and apologize for not being present this evening. Even though it has been cooler weather, the air conditioners are working well on humid days like today.

IV. PRESENTATION-SCHOOL RESOURCE OFFICER

Police Chiefs Rance Deware and Eric Olesen were present and here to provide information regarding a School Resource Officer (SRO). Superintendent voiced we gathered information and wanted to ask what the next steps should be, the most critical is how to fund it. (Slides can be found with the minutes.) Chief Olesen voiced the individual chosen is a member of law enforcement that likes to interact with the teens and youth and become involved with the school and community in several ways. He has spoken with other SROs and they want to be involved and see the school and community flourish. Chief Deware added it is a community-based partnership. They don't just participate in the school atmosphere but school functions and they have to be flexible with their schedule to accommodate this. The SRO would educate with drug and alcohol prevention, education is 95% of what we do. Having an SRO makes it easier to facilitate to get things done in a more timely manner they have access immediately. They help with anti-bullying, and law related curriculum, and emergency planning which is something we do over the summer. They would help with ALICE training which we are working on now. They build trust through relationships with staff and students. Chief Olesen spoke of a situation that the SRO played a key role in. He spoke of the police coming to the schools for pop in visits and the students and staff being supportive to having them here. There is a decrease in calls to the police department when there is an SRO in the schools as they take care of it. A question was raised what happens if the SRO is absent, what is the plan for this. Chief Olesen would research that and speak to see an SRO to see what they do in that situation. Chief Deware added, we would develop a job description and include that. Mr. Allen voiced that he works with SROs and hears of the tertiary effects of having one such as bullying etc. although he does not find any data on this. He asked if there is any data. Chief Olesen would speak with other SROs to see if they have data and would get back to him. Superintendent voiced the number 1 priority for the SRO is to keep the school system safe and he does not want to lose sight of this; it is hard to find data on it. A question was raised if one of the reasons it is difficult to find data is because it is anecdotal. Ms. Foss spoke of her experience with an SRO in the Merrimack School District, they are really part of the community and she was impressed with the relationship the kids had with him. Superintendent responded there are so many factors, anecdotal is certainly one. He notes there is a lot to work out but it is beyond just security although that is the priority. He believes the community benefits, there is a triangulation there and the SRO ties it all together. There are families that are struggling and they might talk to the SRO. Ms. Lavallee also found that there are no statistics. She spoke of the increase of students with IEP and increase in mental health concerns and the SRO has a 48-hour training program, should the person hired have specialized training in something like mental health or are we looking at a broader range. Chief Deware responded in order to be an SRO in NH you have to be certified. They have training for 40 or 80 hours and have advanced training. If we put someone in here, we will train them; they have to be vetted and trained. Chief Olesen added they are completely vetted and go through what we went through as law enforcement. A question was raised if it is hard to find candidates. They do not have this information at this time. A question

was raised what kind of relationship an SRO would have with guidance. Chief Olesen spoke that they have a great relationship with guidance now in all the schools, whoever is approved would need to mesh with guidance. In these environments, we understand there are IEP's and confidentiality is key. Discussion was had regarding the SRO, visibility and safety are primary day-to-day responsibilities and the other things that come along with it are what we are trying to achieve by being here. Ms. Cloutier-Cabral spoke of researching this in 2019 and spoke of a case in Maine where the SRO played a key role in an unsafe situation for a student and prevented it from happening. This made her realize how important the position is. She had spoken with many students in other districts such as Milford, Nashua and Concord who have an SRO and did not hear any negative feedback. Chief Olesen spoke of the many school shootings and mass shootings, which have increased since 2018 and provided some data. A question was raised that Milford has an SRO, did anyone speak with that SRO. Chief Olesen did not because we are a cooperative but he did speak with Hollis-Brookline. They are favorable and funded a second position. He also spoke with Bow and can have a SRO come to speak to the Board to talk about what they do. A question was raised how many instances would an SRO have helped in or prevented had we had one and what is Chief Olesen's opinion if it would help his department having one here. Chief Olesen said many things we are coming up for he believes would probably been avoided if an SRO had been here although will not go into specifics. If an SRO were here in a lot instances, it would not happen. You have someone walking the halls and monitoring things. He notes they do like coming into the schools, popping in to see what is going on, walk the halls, and talk to teachers and students etc. Ms. LaPlante spoke of cost options. It requires a partnership with the police department and it has to be someone in Wilton to be able to take action. They spoke to the Town Administrator in Wilton regarding what the salary and benefits are and provided the options. There would be 180 days committed to the school (70%); the budget estimated cost range is \$115,000-\$142,000 depending on experience. Option 1, the district pays 100%, 260 days a year, which ensures the district, has an SRO, 80 days would be employed with Wilton PD. That option has some technicalities with the DRA. Option 2, district pays a proportionate share, 180 days at a cost of \$80,000-\$99,400, traditional school district/community approach and requires the support of Wilton community and PD. That option most communities do with a MOU. Because we would ask Wilton to pay for a portion, 35% of the cost, it requires conversation and dialog, Wilton benefits but if they don't need one, it is hard discussion. Option 3 is a private armed security guard, cost about \$35 per hour, approximately \$50,400 that allows for added security at a lower cost but the role is limited to security and accountable to the private employer. It does not give us the ability to work with the person, we would have to go to their supervisor and it may increase Wilton's involvement up here, as they may not be trained to deal with schools and students. The last option is status quo we take no action. They have looked at grant opportunities and they do not fund the creation of it but will fund overtime for some things. Chief Olesen voiced having an armed security guard is not a good idea. Who vetted the security company, what kind of training has the person had with kids, with a firearm. If something is not going on in the school you will get nothing for your \$35 per hour except an individual standing there with a gun, there is no interaction with the kids or community. Mr. Mannarino echoed Chief Olesen's concerns against an armed security guard for the same reasons he mentioned. Chief Olesen confirmed a discussion or presentation would have to go before the Wilton Select Board to receive their thoughts and direction if moved forward. A question was raised when it comes down to hiring a person will the Board or Superintendent have a say in who was hired. Chief Olesen does not think that would be a problem at all. A question was raised if we could hire someone who wanted summers off and have more of school year schedule and only pay for that. Chief Olesen said he would have to think about that, typically, they are full time police officers and when they are not in school, they are on patrol, which keeps them fresh, and it affords them the time to do any required training. In 2023, NH mandated they do 60 hours of additional training above their normal training. Superintendent voiced there may be cost savings opportunities; we would need to talk to the Select Board about that. It was suggested to see what other districts are doing to save on cost. He noted one district that was unable to fund it and subcontracted with the state police and local PD but it is not the same person and eliminates the opportunity for the other things we spoke of. Chief Olesen confirms if we move forward the MOU we have in place would need to change. He has examples of that and will share those. Ms. Foss expressed she is not in favor of having a security guard, she feels our kids deserve more. A question was raised if Wilton needs another officer. Chief Olesen responded we could always use more officers whether or not we need it. When we are at full capacity, we have 8 officers, which is enough for patrol and all that we do. Adding a 9th to be an SRO, he believes we could use. A question was raised if we fund it through the budget both towns would have to vote and are we sharing with Lyndeborough on certain days. Chief Deware confirms that the SRO would still do thing at LCS but the other 30% of their time belongs to Wilton. We have mutual aid and his town administrator and selectman are 100% on board with this. A question was raised if it has been discussed with Wilton. Superintendent confirms they have spoken twice, the next step is to have direct conversations with the select board but we wanted your blessing before we did that. With your support, we would set up a time to meet with Wilton and the Town Administrator. He would come back to the Board with feedback \ and to determine how/if to move forward. He would like to have the meeting prior to July 1. Ms. Lavallee voiced she supports having the meeting but suggests to have a Board representative attend, one from Wilton and one from Lyndeborough. Ms. Anzalone and Ms. Cloutier-Cabral volunteer to attend.

A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to adjust the agenda and move into public comment before a vote on the SRO subject.

Voting: via roll call vote, all aye; motion carried.

• **PUBLIC COMMENTS**

The public comment section of the agenda was read.

Ms. Tatiana Franko, Lyndeborough voiced having an SRO is a preemptive approach to criminality and she is greatly in favor of that as there is plenty of crime that has been committed in our community. Having an SRO would help to nip crime in the bud. I hope that all parents in Wilton and Lyndeborough are looking to raise law-abiding citizens as she is. She questions if the Board submitted applications for grants to Homeland Security or any other agency and have you exhausted all options. Superintendent responded that he and Ms. LaPlante did and worked with the Chiefs and applied for a grant but it was only for existing SRO programs. We are still looking and are hopeful. It would have been easier to come before you if we had the funding available.

Mr. Thomas Schulz, Wilton thanked administration for this subject up. He has pursued this with Wilton since 2007. In 2004, they discussed it and it did not move forward. In 2009, he spoke of this during district meeting regarding having an SRO involved. Both the Boards declined to pursue it. In 2012, he brought it in front of the Board. He read part of his statement from that time. At that time, he reviewed other surrounding districts who had SROs at that time. It has been discussed for 19 years without resolution to have it done. He spoke of a study/survey done by UNH that showed teachers and students gave SROs high marks. He provided additional results from the survey. This is still available on line, quantitative data showing the value of having an SRO. It reported students and teachers felt much safer when an SRO was placed in school. Teachers reported less drug activity, less bullying, less gang activity and disruptive behaviors etc. The Chief did note that school shootings are on the increase in this country. The value of an SRO has been quantitatively shown here in NH by a survey from the University of NH across multiple school districts have been supplemented also by the fact we have a serious issue in this country with gun violence and need to think about providing qualified protection, law enforcement, not security guards in our schools. A previous Superintendent of this SAU who was a Superintendent in Monadnock School District, Leo Corriveau had been noted in the Union Leader as seeing SROs as not only a deterrent and someone could coordinate emergency responses, help with truancy, and educate students and teachers about safety along with a range of other activities. Not only has the University of NH found this to be of value but also your own previous Superintendent found it valuable and was promoting it. This has been discussed for 19 years in this district and I really hope we don't go to years 20 or 30 before we take action. He is glad to see it on the agenda and hopes you pursue it.

DJ Garcia, Wilton, he is a Selectman. He came here tonight because he heard of it 3 weeks ago and he reached out to some board members and had a discussion in private with them to see what they knew. It was what he had heard that there would be an approach to Wilton to help fund this. He thought it would be good to get involved and be prepared. What he is hearing pleases him that your meetings go similarly to his where things show up and you have to maybe respond to it. He encourages you to take time to read into it and make your own decision and assumption. It is a bigger issue than a police officer or SRO. He believes it is a resource issue. That is something a lot of people and communities lack is the necessary resources and if we had stockpile of officers or money to draw on to do all the things that everybody needed we would do it probably pretty readily and easily. He didn't prepare any of this, he wanted to come here and hear what you had to say. The last point is in his own research is it came to his attention last summer was a Bill, signed by the Governor; HB1178 does not prevent anyone from having a firearm in this building, even an 18 year old student. He thinks it creates a mixing pot for a situation that whatever SRO was here may need to be prepared to deal with. He shudders at the thought of anyone allowed to have a firearm in this building or weapon; they would have to be intercepted by the SRO and what that situation could mean. On a funding aspect, there could be a situation where the SAU could decide how this SRO best serves the school. There could be details made available where officers of Wilton and Lyndeborough or potentially surrounding police departments could take those details up like a simple math equation, The pay for a detail is roughly, \$75 an hour for 180 days a year from start and end of school day would be roughly \$35,000 and you can decide when you want to have an SRO. He can see during the day that the SRO is just kind of there and you may have staff to do those things but maybe that is something you can consider further when you actually need a person here to do those tasks and maybe make it as a detail first and see how that sticks and take it from there.

Mr. Jonathan Vanderhoof, Lyndeborough, spoke we have a small district with multiple buildings spread out. He is not against an SRO but as just explained funding, is an issue. He heard a lot of bad mouthing of security guards; his main concern is the school

shooting issue. Sometimes you have to call the PD that is the way it is in a small town. The Chief brought up examples of how they are trained and those are questions you should ask when you hire a security guard. We don't want you to just pick a place; you have to ask all those questions. You get a lot out of it, at minimum deterrence. If you look at previous shootings they are not random acts, they are preplanned, they are looking at the schools, looking at soft targets. Given you have multiple building he does not think you should shut out the security guard yet given the expense of the SRO. If all you get out of it is deterrence, it is something that I as a parent would appreciate.

Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment.

Ms. Deb Mortvedt, Wilton, commented that DJ brought up that people are able to carry guns at school that is not how she read the Bill. She thought our schools were gun free zones. She spoke to school board members and thought there was a sign outside that says that and that pupils are not allowed to carry guns at school or could be expelled up to a year. She questions if the SRO at the beginning of the day would be checking students as they come into school.

Ms. Sara Straw, Wilton, is pleased that Wilton is finally looking into an SRO. As a parent, it is an important resource to look into and as a teacher in a neighboring town; she has seen the great benefits of it.

Chairman Golding asked if a motion is needed to continue discussing it. Superintendent suspects that if the Board were ok with them moving forward to get more information and researching some things and with their support, they would like to meet with the town administration and selectman. There was no objection heard. The Chiefs were thanked for their time and attending.

V. PRESENTATION-INTERDISCIPLINARY UNIT 9TH GRADE

Teachers Erin Rosana and Stephanie Erickson along with student Tyler in the 9th grade presented the 9th grade interdisciplinary unit on World War II. (A copy of the slides can be found with the minutes.) We tried at the HS to do more integrating. When we started talking about curriculum, we realized we could make a connection in a disciplinary unit. She reviewed what the students get out of it, academic conversations from a range of disciplines, promotes engagement and accountability, broader understanding of the concept/concepts etc. The presentation included the unit overview and that these things were being done at the same time in the different classes. The state standards were included in the presentation. The learning portfolio included 2 pocket folders with an assignment list for each student. They had formative assignments for both World History and Integrated Science. There was a common assessment rubric so they knew they would be assessed. All the World History and Integrated Science activities were kept in the portfolio and turned in at the end of the unit for grading. Both course units began with an active reading assignment. They did battle stations in Social Studies that were collaborative; one side had historical battle information and the other side had integrated science information. In science, one of the tasks was about the ecological impacts of the Pacific Theatre Battles. Students had a Google Earth tour learned about the different environments that could have been impacted and the endangered species of each of each Pacific Island Battle. They reviewed the assignments and activities students did. That included looking at what was going on in the atmosphere, temperature changes from 1930-1955. The major task for freshman was to write a lengthy research paper and pick any topic of WW II. They did a great job. While they did this, they wanted to bring in other classes like algebra and English. They have received some feedback to make it better for next year's freshman. Tyler, 9th grade student spoke about what he got from the portfolio process. We learned about treaties, battles and all the stuff for social studies and the weather effects of Hiroshima. He liked that they were given one for each class and both were on the same unit. We learned about weather in both classes. He like it. Ms. Erickson said some students said they enjoyed that it showed different aspects of the war, it goes more in depth on the topics. A question was raised to Tyler, what is sticking with him as the most impactful. Tyler responded all that happened, the impact of the Holocaust and impact of Hiroshima and how all the radioactive stuff that came our effected the climate and gasses, it was interesting to read about. Ms. Erickson said it is the first time since she has been here that the 9th grade has done this and they are trying to do more of it. They were all thanked for their time it was impressive.

VI. ADJUSTMENTS TO THE AGENDA

Superintendent requested to add an adjustment of an additional appointment of MS English teacher.

*A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to accept the adjustments to the agenda.
Voting: via roll call role, all aye; motion carried.*

VII. PUBLIC COMMENTS

See above.

VIII. BOARD CORRESPONDENCE

a. Reports

i. WLCTA Report

Ms. Becky Hawkes was present and reviewed her report of events in the district. State testing was completed across the district and teachers had their data analysis days in early June. Kindergarten is screening new students for early literacy/math skills, speech, and OT needs. Fifth grade graduation is on June 20. Step up day was on June 8th and 5th grade visited the middle school. There were many field trips including Seacoast Science Center, Peabody Mills, NH State Capitol, Squam Lake, Canobie Park and Lake Winnepesaukee. Field day is on June 16 with a rain date of June 19. She spoke of LTRS training; the first cohort is ending units 1-4. There are 20 teachers doing it and it is worth 12 graduate credits. It is a big deal and she wanted to give a shout out to how wonderful it is.

ii. Superintendent's Report

Superintendent gave an overview of his report. He spoke of the leak from the sprinkler under the stage, more water seeped through the gym floor and it needs to be replaced. We are fortunate we are able to replace it for the deductible cost of \$1,000. It will be tricky to do that and as the other projects being done and expect it will run into September. It will give the PE classes an opportunity to get outside and we will use the cafeteria for other things. We will have a new floor, a new divider and a new motor. The next thing is the banners need to come down, cleaned and organized. Likely July will be when we can start on the floor. He informed the members that Olga Thompson, HS math teacher has retracted her acceptance of the position and it has been reposted. He reviewed the open positions. Ms. LaPlante spoke of the WLC dishwasher. She reviewed the ventilation system does need to be replaced and it is complicated and costly. She suggests putting off the replacement of the dishwasher as it is in decent shape and the biggest problem is the seals. Although we would love to replace it, it requires a ventilation system to pull moisture outside. The Board approved \$28,000 and this quote is running about \$35,000 and does not include the trades needed such as electrical. She asks if the Board wanted to approve \$35,000-\$37,000 or do the projects one at a time. The dishwasher is functional and with new seals, we will get about a year out of it. She suggests doing venting now and properly budgeting for the rest. It is in the best interest of the taxpayers to focus on what we need and budgeting for future needs that are not dire at this time. She does not believe it needs a vote, just for you to know we are pursuing the project a little differently there was no objection heard.

iii. Director of Student Services Report

Mr. Pratt reported he sent the Board a lot of material; it is comprehensive. The items contained are standards for school psychologists and social workers. He hopes it helps to answer some of the questions members had. We identified funding; it is a contracted service position without benefits. He spoke of being excited to service all kids noting we have discussed last time about the climate and how things have changed over the years and how important it is to provide services for our kids, schools and families. He is asking the Board for a vote to move forward this evening. This was a lengthy discussion. Ms. Anzalone spoke of it being a lot of information and has not had a chance to go through it. She is requesting more time for the Board to review it. Mr. Pratt responded that he would not be at the next meeting to answer questions. Mr. Allen echoes the request for more time as he has not had a chance to go through it and it is a lot of material. He is asking that it be tabled. A question was raised if it is tabled, will it impede Mr. Pratt from moving forward. Mr. Pratt responds yes.

A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to table the "Behavioral Resource Center".

A question was raised, if it I tabled, what would the consequences be. Mr. Pratt responded the first meeting we have is in August and it will be hard to find someone in that short of time and it is unlikely the program would be able to start September 1. He has started programs during the school year but there are a number of students who need this right off. Discussion was had that this a program brought to the Board to approve, they had a handful of questions and they received a lot of information to review with nothing highlighted. A question was raised how did Mr. Pratt expect they could approve it. Mr. Pratt believes the questions had revolved around gray areas. It was noted that the information provided should have been focused on that. Mr. Pratt reviewed the amount of information was not meant to be a distractor but to give you a clear understanding of the gray areas that these social worker and psychologist deal with on a daily basis. He cannot give you definitive answers because there is none. The Code of Ethics and expectations from both the professional organization and state regulations are clear. It is a collaborative endeavor; it is not an isolated relationship. He voiced that he cannot tell you with every certainty when parents would be notified by school counselors, social workers or school psychologist, as he cannot with staff. As administrators, we are obligated to make sure our staff follow the behavior they are supposed to based on their licensure and the laws and regulations of NH. Do I ever envision a situation where a student would enter the program or spend time in the program without parent's authorization, no. Do I expect a situation where parents would say, there is no way I want my child in this room, yes I do and they wouldn't be. We will hire someone with good judgement and who follows the Code of Ethics. This is designed to help students not only in school but also outside if they choose to see a therapist. He adds I cannot answer all the gray areas, I have to depend on the ethics and laws put forth. He was asked what specific regulations did he want to point out. He responded that he provided that for the social worker and school psychologists.

Ms. Lavallee called Point of Order.

Mr. Allen and Ms. Anzalone WITHDREW the MOTION.

Discussion continued. Mr. Pratt directed the group to documents, NH Code Admin. ED 507.08, school psychologist and 507.14, school social worker. Discussion included receiving feedback from people whose opinions revolve around what we are talking about on both sides. It was expressed that concerns heard are that Mr. Pratt has declared you can't envision when a time a child

would be in there without consent but the reality is the parent could have zero say if their child is in that program or whether they are told this or what is being discussed. It was noted there is no policy regarding this and they are just directed to the standards. Mr. Allen spoke that NH court ruled those standards are not applicable in all cases and these are the concerns he is hearing. Based on that and the inability to do the research, and no policy that directs us he is not comfortable moving forward. Mr. Pratt spoke that as Director of Student Support Services he is to bring issues to the Board and Superintendent when he knows of them. We vetted the type of program that is necessary for elementary and may be necessary for WLC as well with the entire administrative staff and school counselors. In the 4 years he has been here, he has been asked to create programming on the fly and has proven through the amazing work from the staff to be effective. I bring this to you tonight because we have an immediate need. I bring you ideas for programs I hope you will support and if you choose to not support them I understand and respect that but understand that I have to address the needs for students immediately, which means finding other places to put them. He understands there is not a lot of time to review the material; the packet goes out about a week in advance before the meeting. He apologizes he cannot be at the next meeting. Regardless of the decision, he will do the right thing for the kids and make sure they get the help. The cost for out of district placement is about \$130,000 including transportation. This is an attempt to not do those things; the best place to have our kids is closer to home with their friends. I need to make sure our kids get the services they need. Ms. Lavallee added last year they voted on HB 1244 and it passed which states we have to notify parents, they have to opt-in for any medical treatment. Mr. Pratt confirms that is correct. She questioned if the data Associate Principal Fuller had mentioned previously about collecting if it weighed in on this, do we have data that supports this program. It was confirmed there was some tracking being done since December at FRES. The data collected was considered in the decision of this programing. Mr. Pratt confirms we do have data to support this. At FRES, we are getting more area referrals for 1st and 2nd grade and more in class episodes in 1st and 2nd grade. It is happening in preschool and kindergarten too. Our students are having some issues and it is much worse than it has been in his career. He is used to seeing it in MS and HS but not in the elementary grades and lower. Often parents are saying I don't know what to do. I try to get outside help and we can't see anyone for 4 months and are on waiting lists. In my position, I am supposed to support students and if we can do something to help them with lower costs, I will ask. Ms. Lavallee noted, it sounds like the hiring process would be affected if we do not move forward tonight. She referred members to policy JLD that is the school guidance and programing policy and JLDBA, which is the behavioral management, and intervention policy, which were last updated in 2010. Given the Board is looking for guidance in a policy, would it be appropriate for us to take on those 2 policies to make sure it has safeguards for state law and task administration to come up with a procedure/program outline provided to us with details you are asking for. It is important for us to know what it will look like and taxpayers want to know what they are paying for. She voiced support for this and also in supports more information for parents to feel more comfortable and for taxpayers. She asks if that would make it more likely that we could move forward tonight. Discussion continued including that opting into programs varies, the law says parents have no right to that information, it is not like taking your child to a therapist it is much different for us to bring that into the school, lack of information exists in both instances, and the law is whatever it is now, that does not change it. Ms. Cloutier-Cabral voiced support for the program. She adds if you don't want your child this program you can opt-out that is what the situation is. Mr. Allen disagreed with that. Mr. Pratt clarifies there would not be a student in this program without parents knowing that. He expressed right now we have kids seeing the school psychologist and social worker and we navigate with parents those conversations and it will be similar here. He pledged to the Board this is not a program where we will put kids in and say oh by the way your kid is here, it will not happen in this district. He has been the special education director for 4 years and feels he has proven to focus on kids and be fiscally responsible and make sure the kids can thrive in school. Discussion continued including there is a shortage in mental health services, kids are on waiting lists and may never be seen, we should not deny a child, parents are working double shifts trying to manage sometimes the unexpected, we have people in the community who don't and want their child involved. Ms. Cloutier-Cabral shared her experience and voiced that she has faith that Mr. Pratt will follow through, she spoke of tabling it would being more of a denial for those who need it; people have other situations and lets be thoughtful before tabling something when we need it, there has never been more of a need for it. Ms. Anzalone voiced that she is concerned about making sure there is not information being withheld from the parents and why as a parent would she not have the right to know everything about my child, I am the expert on my child, you are the expert on your child. She is concerned that it sounds like there may be information withheld, what will the professional hear that I won't hear about. She is concerned about those gray areas. This was discussed. Mr. Pratt voiced gray areas are hard to define, the bottom line comes down to if we are in a situation where the parent wanted the child to be part of the program it is a response to what is happening in school and if the parent says I don't want this, we terminate. When we work with the kids, we have to respect the individual parent. When it is a safety issue, when a child is in direct harm, here in school, community and in home if that is the case you pretty much know something is happening and DCYF or the police are coming to visit you. We are not going to be in a situation where I will put people in a situation where their own licensure is jeopardized. Ms. Lavallee voiced the program we are talking about; parents do have the right to not have their child participate. That being said she understands the apprehension and concern. Her experience with social workers, which is the position we would be looking for, is their role is to help the individual to promote how to have positive family relationships. They will involve the parents in those conversations. They promote and guide the child in having discussions with their parents. She sees the apprehension but also sees a positive benefit of having this program. Part of having these safeties in place is that all the key people are in place. Are there gray areas where parents would not be notified there are and she knows that because if there is an incidence of abuse or potential harm to the student, it is a legal obligation to report that. She notes she is also aware of how infrequent that is. Ms. Foss voiced she was grateful that Mr. Pratt is going to the trouble to look at something like this; he is in special education and has his hands full. COVID put us in a situation where we need to look at this with a broader lens; she didn't realize kids as young as he said were having issues. In her work in hospitals, she is aware

that they have stringent rules and has no doubt they will follow those rules and has less concern but has concern that the students are so young. As a speech pathologist, she is a mandated reporter and she has to report any potential abuse. She is not the only professional who has to do that. You have to tread lightly and follow the law. She supports moving forward with the program in some capacity and not in favor of tabling it and losing the momentum. She thanked Mr. Pratt. The rules are extensive and there for a reason. Mr. Pratt spoke this is the toughest part of his job, the mental health aspect and one family has different expectations than the other. He 100% understands what we are talking about today and your concerns and benefits and respects the Board's opinion whichever way they go.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to move forward with the project ("Behavioral Resource Center").

Discussion continued including there are obvious benefits to the program, some people think if there is a problem at home we don't want them to get in trouble, there are some gray areas, pronouns are all over the place now and that can be a gray area, are we focusing on the right gray areas, overall it is meant to be positive, and people in the community wonder about the gray areas. Mr. Pratt referred to the standards for school social workers the part regarding diversity. He believes that covers what you are talking about, pronouns. They take each situation, reflect, and give the best counsel to the student and best counsel they can give to the family. A question was raised if that is kept from the family in any way. Mr. Pratt responded, it could and gave the example, if they tell the social worker they are part of a diverse population but fear they will be hit by the parent. The social worker has to be careful or if the student says they use different pronouns, we have to gauge what is the responsibility to the student. He confirms in the mental health world we are relying on the mental health provider. He spoke of understanding it is scary and we don't want to pain our families and the great support they give us. It is easy to not bring this forward but what he is faced with now is students who need help now. He is not even sure if there is any out of district placement available. He spoke of behavioral issues, the BCBA having to deescalate children and sometimes that affects the entire classroom. He is not blaming the child, it is reality and some students we have daily issues. Ms. Cloutier-Cabral voiced what a child may or may divulge is a nonissue if say you don't want your child in there. She spoke of a form being the first thing they give you to sign. We are offering resources and giving more is not a bad thing. Ms. Anzalone noted she does not feel having a policy after the fact is doing her due diligence. She would also want to see the form and make sure it is perfectly clear. Mr. Mannarino spoke that he has been in healthcare for 7 year and Mr. Pratt is sugar coating the deficiency in resources. He has heard several nurse managers say all nursing is mental health nursing and having resources for kids in a safe place where they can speak freely is a net positive. He echoes what Ms. Cloutier-Cabral said and he defers to Mr. Pratt on this. Mr. Allen spoke and questioned where does our role as a school fit with this and what we are supposed to do with the funds. He is still in a spot where he feels he has not had enough time to research it and that is not because he doesn't support it. Mr. Pratt confirms it will be an evolving program if approved, a team effort with the entire counseling staff and most important will be teachers, ABA/RBT's and families. Ms. Lavallee spoke in order for any person to learn and apply information we have to be in a good place physically and mentally. Although this is not direct education, she sees the need of it. She spoke of hearing over the years from teachers that it is hard to teach a class when you are also the counselor; if we can provide support to our kids, she is hoping we can retain more teachers because the kids are really struggling and teachers are not trained mental health providers. Associate Principal Fuller and Ms. Dignan were asked to speak to how it will be used and the benefits of it at FRES. Associate Principal Fuller gave some examples, the teacher has to try to manage behaviors while maintaining the structure of the classroom now that child has a place to go and be calmed down. She sees that every day. Ms. Dignan added for some kids it is hard just to come to school and the parents know and ask us for help. We want to give them resources. The parent know and everyone is already on the same page, they just can't get the help. Mr. Lavoie voiced some may say they are going overboard with the gray area questions. Maybe we are going a little far for elementary kids but we hear things in social circles and online and it may not be what we are trying to do here. It sounds like it is more behavioral issues. Associate Principal Fuller provided data; we had 40 major behaviors between December and March. That is not just the day-to-day stuff that is major stuff, aggression, not to the level of HS physical aggression though. Ms. Anzalone voiced, I think it is great; the teachers have enough going on in the classroom. Her concern comes in when you are talking about talking to a counselor. She understands there is a waiting period but her concern is signing up her child and the parent being fully informed about what is being discussed. This is just the first part; she assumes it will go up to WLC. She supports it up until the counseling part. She is not clear on what she will told and what she won't be told. Chairman Golding asked for any additional discussion, none heard.

Voting: via roll call vote, five ayes (Mr. Lavoie votes aye only on the stipulation that it stays with FRES only); one nay from Ms. Anzalone, motion carried.

iv. Principals' Reports

Associate Principal Fuller reported the WLC Motorcade with seniors came to FRES to handout the 1st grade t-shirts. They are in awe of the seniors and can't wait for their day. The rain date for Field Day is June 19; the kickball game is schedule for the night of Field Day from 5pm-7pm.

Principal Edmunds noted this is her last report to the Board. We had an awesome Senior Awards Night, it is her favorite night being able to see all the wonderful things the community does to support the kids. There was \$85,000 in scholarships given to

WLC students. There were some sound system issues for graduation but everyone graduated and was happy. Our students are doing fields trips; we will have MS Field Day and have a dunk tank and are taking volunteers for the tank. We have 8th grade promotion on Thursday. It is a very joyful end of the year. She is grateful for her 5 years in this district and thanked all for allowing her to have this time here. Members thanked her and voiced appreciation for her service to the district and students.

v. Curriculum Coordinator's Report

Ms. Dignan reports students just finished spring data two weeks ago. (A copy of the slides can be found with these minutes.) Agenda and timeline were reviewed. The iReady benchmark assessment is taken 3 times a year, September, January and May. Kindergarten students are assessed in November, February and May and annual goals and stretch growth goals are set. She read what the colors mean (see slide 5). Slide 7 data shows kindergarten reading for fall, winter and spring with 86% that are at or above grade level in reading according to iReady. Nationally 81% of kindergarten students are at or above grade level. Kindergarten math data shows 78% are on or above grade level by spring and nationally 73% of kindergarten students are at or above grade level. FRES data shows in reading we are doing well, the trajectory is going up. Grades 1 and 2 show an increase of 56%, with large gains across the board. Grade 2 is doing better than both state and national. Grade 1 reading shows 61% are at or above grade level, grade 2 69% are at or above grade level. Teachers have been providing interventions and small groups to support students to close gaps, it is paying off. Third grade reading has increased by 28%, 42% are at or above grade level. Grade 4, 61% are at or above grade level. We are doing better than state or national results. Grade 5 reading, 51% of our students are at or above grade level. We have increased 25% from fall to spring and are doing better than state and national. Teachers at FRES are using "Mypath" for math and informative instruction and working in small groups focusing on math. The trajectory is growing. Grade 1 has increased by 57% and is doing better than state and national. Grade 2 has increased 50% from fall to spring and are beating the state and national. Grade 3 math has increased 32% and 61% are at or above grade level. Grade 4 has increased by 49% and 61% of those students are at or above grade level. Grade 5 in math has increased fall to spring by 59% and 71% of those students are at or above grade level, they are beating state and national. Data for grade 6 in reading shows fall to spring a 6% increase with 35% of students at or above grade level and grade 7 has increased 7% with 56% of students at or above grade level. In grade 8, 35% are at or above grade level. In math, grade 10% has increase from fall to spring with 23% of student at or above grade level, national is 37%. In grade 7 45% of students are at or above grade level, national is 46%. In grade 8, 30% of our students are at or above grade level In January, we spoke at the high school level that we didn't have the seniors take the test. The data is decreasing over high school grade levels, which she brought to the group questioning why we are seeing this. She also spoke to a colleague in Milford who said this is what they are seeing. Our administration team also discussed this and are making plans for next year. In January, grades 9 and 10 used "Mypath" for 30-45 minutes a week to work on personalized instruction. Mypath only goes up to 8th grade but still used it to work on skills below grade level, which is what they needed. We also utilized W.I.N. block. Grade 9, 38% of students are at or above grade level. Grade 11 decreased drastically. The seniors were not tested again. She is not sure if juniors opted out to take the test or not. Principal Edmunds spoke regarding the results and stated motivation is one of the reasons they did poorly on the test. The other part is these kids were doing PSAT and SAT prep instead of iReady. Regarding goals, the annual goal is the goal for a student based on their baseline score in the fall and is the typical growth the student makes. The stretch growth goal is an ambitious goal and requires a lot of intervention to get them to that goal. She reviewed slide 25, K-8 reading, which shows an overall view of how much growth our students had. We had a lot of growth with this and for K-8 in math. Slide 28 is the timeline for PSAT and SAT. There were 26 10th graders who also tested in 9th grade in ELA. Even though it is the same grade, the students are drastically different. The biggest factor was attendance. Sophomores in math, 42% are meeting the benchmark, 55% are not, the same group takes math the following march had 22% meeting the benchmark and 59% are not. Juniors ELA, at first testing showed 65% meet benchmark and at second 55% meet benchmark and 40% are not. SAT data shows 39% meet benchmark and 48% do not. In math, juniors in 2021 show 65% not meeting benchmark, first set of data shows 65% not meeting benchmark and second shows 75% not meeting benchmark. SAT data shows 91% not meeting benchmark. She reviewed the action plans, which start on slide 35, which includes utilizing data protocols to review and analyze data, ongoing PD about iReady and effective instructional strategies in reading and math and instructional pathways plus providing Title 1 tutoring in math at the MS and at FRES. The action plans also include integrating math and ELA into other content areas when possible. W.I.N. block will be utilized K-12, using small group instruction and using Mypath instructional pathways. FRES and LCS will include Summer Academy based on Data Team discussions, kindergarten screening, pre-k teacher input and PD in science or reading and accelerated learner programming. At WLC, we will be moving the personal finance elective to a required course, continue after school homework club, offering advanced placement course in math for 7th and 8th grade and continue work on interdisciplinary curriculum. The master schedule has been adjusted to accommodate math and ELA teachers being grouped. We are rearranging the way PLCs are structured and format classroom assessments so that they mirror the type of assessments that they will be taking. Discussion was had regarding it looks like the 11th grade is 3 years behind; concern was raised regarding some of the results they are seeing. It was confirmed they could use Mypath. A question was raised why we don't have summer school for math or are there kids who should not progress to the next grade and should have the summer catch up. Principal Edmunds responded summer school is an excellent idea. She confirm no one moves on if they fail a class, we have competency recovery and we did have summer school using ESSER funds previously. She confirms in HS if you fail a class you don't get those credits, you have to double up on your classes. These are high stakes tests and are timed tests. When students are in class, the teacher is available to go over thing with you and provide remediation when you get things wrong. Ms. Dignan voiced the teachers have the same questions, how are the students passing classes and that is why we want to look at the data and look at all the pieces. It was noted the citizens would demand results. It was suggested it would be helpful to see the performance in the classroom vs. testing. How many students participated in the homework club and did any make larger gains than anticipated or any gains. How many students are getting

follow up from the parents, there needs to be buy in from the parents. Is there something we can do as a Board to help facilitate, are there any areas we can help. Are students still leaving for junior privileges if failing a class? Incentives are important and so are consequences. Discussion was had where were the 11th graders a few years ago, that was the start of the pandemic. Discussion continued about the results including we are just starting to bring a culture of data to our district, the team at FRES is sharing what worked for them, and consistency is key. Superintendent spoke of this being a struggle and the data does not make us happy, as a school we have to look at everything. We are a competency-based school and you only get one try at a test. We are trying to create a culture where it is important and we have to do a better job. We have to look at our grading. The kids may have passed the class but the foundation is not strong enough. Mr. Comerford is looking at the data, looking to integrate algebra earlier, and making algebra 2 more accessible. He adds that WLC is losing about 50% of their staff but we are fortunate to have teachers like Mr. Comerford who are staying. A question was raised how we involve parents and community, how do we engage that and bring it in. What are we doing to involve face-to-face interaction and not just giving students a website? Superintendent spoke of being in districts where they had a curriculum night for parents and a night when parents can come in and talk iReady data. We can do a better job communicating with parents when kids are being successful and when they are falling short. He noted we would get math teachers together to have grade level impact meetings and talk about what is happening in the classroom. Why is one teacher getting through and not another. Those are the types of conversations we will be having.

vi. Technology Director-Data Governance Plan/Vape Devices

Mr. Buroker spoke of the Vape Detectors, which he was directed to look into by the "Bathroom Committee". He reached out to several neighboring districts and a handful of vendors to look at and received 3 quotes. It is reasonably new technology and not cutting edge; we would be early adopters of this. It costs several hundreds of dollars. We should be getting firmware updates and software updates for them. A lot of his colleagues supported false positives. He is recommending the Flysense Vape Detectors and recommends starting with 10 due to cost savings by buying in bulk.

He reviewed the Data Governance Plan, which is required to be brought to the Board annual per policy EHAB. He asks that any recommendations be emailed to him. He notes if you have an SRO, they will be added to the data team. His predecessors completed a lot of this work. He reviewed each area of the plan such as scope and introduction is how we decide who gets access and how it is treated in our care and how it is destroyed. He reviewed systems, storage and management noting we do not hold a lot of student information on site. We have a handful of servers in locked rooms with limited access. We have phishing protection in the form of training and virus protection on all our computers. He is looking into password management and looking at encrypting hard drives. All of our data is going to either be shredded or hard drives will be destroyed by taking them apart and destroying them. Critical Incident Response is the response plan we are talking about for cases such as PowerSchool goes down or Google, one of our critical systems stops working. He spoke of disaster recovery and Data breach response, which is well written out in the law regarding what we have to do. Any kind of breach, we would follow that response. He confirms he is presenting his 5-year plan first to the Technology Committee then at the following board meeting. Appreciation was voiced for the presentation.

Mr. Mannarino departed at 10:50PM.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee accept the Data Governance Plan as presented.

Voting: via roll call vote, all aye; motion carried.

Ms. Cloutier-Cabral reported the Bathroom Committee was tasked with analyzing private spaces. Mr. Buroker did a great job researching vape detectors. Vaping is an issue in private spaces, which was identified. We want to stop it from happening.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to authorize the purchase of 10 vape detectors using funding from next year's budget.

Voting: all aye; motion carried.

It is confirmed the quote is \$7,580. Ms. LaPlante recommends using funds from next year's budget.

IX. NHSBA CALL FOR RESOLUTIONS

Superintendent noted the due date is in July. Chairman Golding questioned if anyone had any resolutions to bring forward. Ms. Lavallee responded she does not; she is not aware if any other members would like to bring any forward. None heard. Chairman Golding noted the Board would revisit this on the June 27 workshop.

X. FINANCE COMMITTEE SCOPE & PURPOSE

No objection to moving this to the Board workshop on June 27. Ms. LaPlante is requested to attend. Ms. Fowler asks for confirmation that there will be a public hearing on June 27, a workshop and no regular Board meeting. Chairman Golding confirms. Added to the workshop agenda will be NHSBA Call for Resolutions and Finance Committee Scope & Purpose. Ms. Lavallee questioned if there would be a nonpublic to discuss evaluation of the superintendent. Chairman Golding confirmed we would add that also.

534 **XI. POLICIES**

535 **a. 3rd Read**

536 **i. BBBF-Student Board Members**

537 Ms. Lavallee reports she was not in attendance at the last board meeting however has read the minutes and suggested adding
538 language that is consistent with board attendance. "The School Board recognizes that the consistent attendance of a Student
539 Board Member is essential to the effective operation of Board duties as well as required under RSA 189:1-c. The Chair and Vice
540 Chair will coordinate with Administration to address absences exceeding 3 consecutive meetings or 30% of scheduled meetings.
541 Administration may coordinate the selection of a designated Alternate Student Board Member in accordance with the process set
542 forth above." If all agree, she will work with Ms. Fowler to add it to the policy and bring back policy BBBF for another reading.
543 No objection heard, policy would return for a 4th reading.

544 **XII. ACTION ITEMS**

545 **a. Approve Minutes of Previous Meeting**

546 *A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to approve the minutes of May 23, 2023 as*
547 *written.*

548 *Voting: six ayes; one abstention from Ms. Lavallee, motion carried.*

549 **XIII. COMMITTEE REPORTS**

550 **i. Budget Liaison**

551 Chairman Golding reported he was present and there was discussion of Mr. Erb giving a report to the Board quarterly. Ms.
552 LaPlante added starting August 15 we will go over what was spent this year and possibly laying out ground work for next year's
553 goals/guardrails.

554 **ii. Technology Committee**

555 Chairman Golding reported Mr. Buroker covered everything in his report.

556 **XIV. RESIGNATIONS / APPOINTMENTS / LEAVES**

557 **a. FYI New Hire-Kathleen Chenette-LCS Student Services Coordinator**

558 Superintendent informed the Board of hiring Ms. Chenette for LCS Student Services Coordinator. The \$50,000 was balanced out
559 with healthcare employer cost and salary.

560 **b. Appointments**

561 Superintendent reviewed the recommendations for appointment of the following teachers.

562 **i. Laura Seale-FRES-1st Grade Teacher**

563 *A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to accept the recommendation to appoint Ms. Laura Seale,*
564 *1st Grade Teacher at FRES, salary of \$46,100, Bachelors, Step 7.*

565 *Voting: all aye; motion carried.*

566 **ii. Kirsten Rourke-LCS-Kindergarten Teacher**

567 *A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to accept the recommendation to appoint Ms. Kirsten*
568 *Rourke, Kindergarten Teacher at LCS, salary of \$38,000, Bachelors, Step 1.*

569 *Voting: all aye; motion carried.*

570 **iii. John Thomas-WLC-HS English Teacher**

571 *A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Lavoie to accept the recommendation to appoint Mr.*
572 *John Thomas, HS English Teacher at WLC, salary of \$69,200, Masters, Step 18.*

573 *Voting: all aye; motion carried.*

574 **iv. Dawn Hall-WLC HS English Teacher**

575 *A MOTION was made by Mr. Lavoie and SECONDED by Ms. Cloutier-Cabral to accept the recommendation to appoint Ms.*
576 *Dawn Hall, HS English Teacher at WLC, salary of \$56,700, Masters, Step 12.*

577 *Voting: all aye; motion carried.*

578 **v. Samuel Metivier-FRES-School Counselor**

579 *A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to accept the recommendation to appoint Mr. Sam*
580 *Metivier, School Counselor at FRES/LCS, salary of \$45,500, Masters, Step 5.*

581 *Voting: all aye; motion carried.*

582 **• Hannah Rudd-WLC MS English Teacher**

583 *A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to accept the recommendation to appoint Ms.*
584 *Hannah Rudd, MS English Teacher at WLC, salary of \$43,000, Masters, Step 3.*

585 *Voting: all aye; motion carried.*

596 **c. Resignations**

597 **i. Rebecca Hawkes-FRES 2nd Grade Teacher**

598 Superintendent reviewed the resignation of Ms. Hawkes.

600 **XV. PUBLIC COMMENTS**

601 The public comment section of the agenda was read.

602
603 Ms. Tatiana Franko, Lyndeborough voiced that it would be helpful for over the summer packets could be given to students to
604 improve on their own at home. It is difficult to know what to give them. There are many parents who want to be involved but it
605 is difficult to get information from the teachers or principal. What can we do to get our students to improve?

606
607 Mr. John Vanderhoof, Lyndeborough, spoke of the mental health resource center, it would be helpful if that were under action
608 items because it is easy to miss if someone was looking at your agenda they may not know a vote is happening. He voiced it
609 would be helpful for presentations. There was not a long discussion on the funding of the resource center. He was disappointed
610 the Board made a decision. Mr. Pratt spoke of out of district costs; if that was the case, it should have been budgeted last year
611 from the special education budget. If you are bringing back 4-5 people, you will be saving funds and he should have known that
612 at the time.

613
614 Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment.

615
616 Mr. Charlie Post, Lyndeborough spoke regarding the testing data, it was pretty dismal and should be on the front of minds about
617 what is going on at the HS. As a taxpayer he is shocked to see those scores, it is the high schools report card and it is an F. In
618 particular with the juniors. He had heard some things and some blaming of parents. The purpose of sending our kids there is to
619 educate them and be productive students. When you have kids in the 11th grade who will be out of school soon and they are 3-4
620 years behind in math and English, we can do better. We have really let these kids down. I hear a lot of talk at these meetings; we
621 don't want to micromanage the staff. It is time to step in; it is time for an intervention. It is a failure. I would like to know when
622 you give your school board members what each of you will do about this.

623
624 **XVI. SCHOOL BOARD MEMBER COMMENTS**

625 Ms. Anzalone is concerned with the math scores at the HS. She asked the school to let the Board know what support they need.
626 She would like to see some type of summer school or extra help for them.

627
628 Mr. Allen recognized Ms. Erickson for being nominated as Teacher of the Year. He congratulated her. In response to the
629 community member's question, I don't really know, I am frustrated with where we are. I am not entirely satisfied with some of
630 the answers we received. I don't understand why our test scores are going down at the rate we are funding the schools when
631 there are private schools for me to send my kid to. We are spending less than that for me to send my kid to another school and
632 the results are better. Why is there a disconnect; I don't know what to do to change it. The only thing we need to do as a Board,
633 administration, taxpayers and parents is have these hard discussions to our meetings and solve it immediately.

634
635 Mr. Lavoie voiced he is glad we are able to talk about these topics and not sit on them for a year. He understands that sometimes
636 we do not always have the full amount of information but thinks we have done a good job in taking what we have and making
637 good assumptions and leaning on our administration and trusting them a little bit. It looks like we have a good foundation at the
638 lower levels regarding the scores. If we are going to keep doing those things, hopefully we will see improvement in the 9th grade
639 and 10th the year after. If we don't then I think we have a serious problem. Ms. Dignan put forth a detailed report, some of it was
640 encouraging to see, and hopefully it will move up the ladder. He thanked Tyler the 9th grade student for spending his time here
641 and on the WW II presentation for us.

642
643 Ms. Cloutier-Cabral spoke of being at LCS 5 years ago and looking at Star 360 scores. Superintendent Weaver hit the nail on the
644 head, the kids are not invested as they get older and the more they are aware that it does not affect their grades they don't care.
645 They have work after school and other stuff after school to do those tests do not matter. If we change the way the test impacts
646 them may be that is the answer. I will continue to show up to these meetings and work toward a solution.

647
648 Ms. Lavallee spoke to the public comment made on HS 1178. There was information that came out from the attorney general
649 that clarified what HB 1178 meant and it was not violating the law for someone to search for a weapon if they thought it was
650 warranted. You can email me if you want additional information. Regarding the results, as Ms. Cloutier-Cabral said, I will
651 continue to come here, it is important for us to get frequent updates as to answers to some of the questions. We asked how
652 students are performing each semester and I think one of the areas we are responsible for as a Board is holding administration
653 accountable. One of the things we have seen in the curriculum coordinator position is a lot of turnover. We have had excellent
654 programs but they leave for another district and we are starting all over again.

655

Ms. Foss voiced she didn't say anything earlier regarding the testing but regarding math, she has lived here 25 years and it seems to her that her neighbors have said the math scores have not been anything to be proud of. I don't understand how reading is solid and math is in the lower grades but in HS it all goes south but this is nothing new. She thinks it is important to keep focused on doing the best we can but the fact is it has been an issue for 25 years and the neighbors have commented on that. She gave an example of one of her neighbors children going on to college and being on the honor role at college, I guess she was ok. Test scores are not the only factors to show how well a school is doing but it is important. We have had this issue and it always seems to be math. I do not have an answer for you we just have to keep working on it.

Chairman Golding voiced, he will continue to hold one the one person they can hold accountable and that is Superintendent Weaver to make sure he puts hold the right people in the right positions to help foster, motivate and educate these children the way they deserve.

XVII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Cloutier-Cabral to enter Non-Public Session to review the non-public minutes, RSA 91-A: 3 II (C) at 11:30pm.

Voting: all aye, motion carried.

RETURN TO PUBLIC SESSION

The Board entered public session at 12:12pm.

A MOTION was made to seal the non-public session minutes by Ms. Anzalone and SECONDED by Mr. Allen.

Voting: all aye, motion carried.

XVIII. ADJOURNMENT

A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to adjourn the Board meeting at 12:12pm.

Voting: all aye, motion carried.

Respectfully submitted,

Kristina Fowler



School Resource Officer

- What is a School Resource Officer (SRO)?
- The goal of the SRO position
- What is the role of an SRO?
- How will an SRO be funded?

What is a School Resource Officer (SRO)?

A school resource officer is a sworn law-enforcement officer with arrest powers who works in a school setting.

Special training working with youth separates an SRO from other police officers, including but not limited to: cyber safety, violence prevention in schools, and adolescent mental health.

What is the goal of having an SRO?

“The goals of well-founded SRO program include providing safe learning environments in our nation’s schools, providing valuable resources to school staff members, fostering positive relationships with youth, developing strategies to resolve problems affecting youth and protecting all students, so that they can reach their fullest potentials.”

Source: <https://www.nasro.org/faq/>

What is the role of an SRO?

Law Enforcement



Sworn law-enforcement officer

Community-based partnership in/out of school environment

Educator



Drug/alcohol prevention

Anti-bullying

Law-related curriculum

Community resources

Emergency planning

Support Services Team



Member of multidisciplinary team focused on proactive intervention to support students

Build trust & relationships with students, staff, community

How will an SRO be Funded?

Option	General Assumptions	
		<ul style="list-style-type: none">• Requires partnership w/Wilton PD• Budget estimate range: \$115,000 - \$142,000 depending on experience• 180 days/260 (70%) SRO work year
01	SAU 63 pays %100/260 days	<ul style="list-style-type: none">• Ensure school district has an SRO• 80 days would be employed with Wilton PD
02	SAU pays proportionate share	<ul style="list-style-type: none">• 180 days at a cost of \$80,500 - 99,400• Traditional school district/community approach• Requires support of Wilton community & PD
03	Private armed security guard. Cost about \$35/hour. Approximately \$50,400	<ul style="list-style-type: none">• Added security & lower cost• Role limited to security & accountable to private employer
04	Status Quo	<ul style="list-style-type: none">• No action

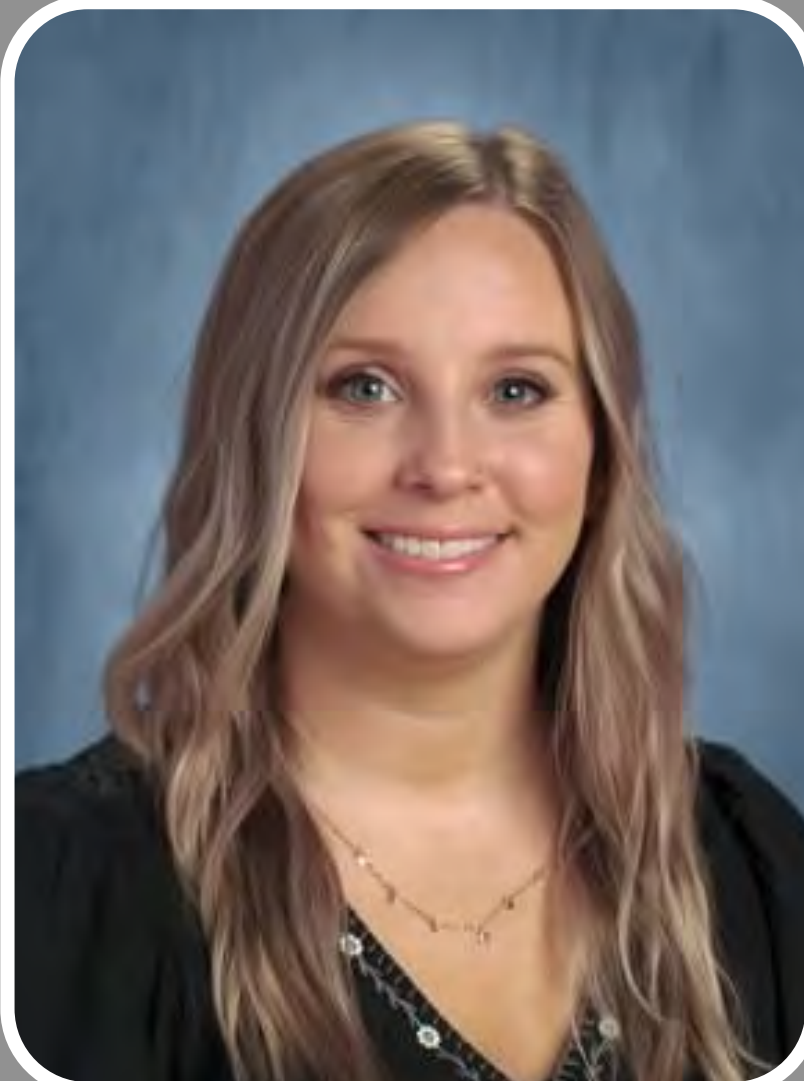


WORLD WAR II

9th Grade - Interdisciplinary Unit



Erin Rosana
9th Grade World History



Stephanie Erickson
9th Grade Integrated Science



Why Interdisciplinary Units Matter

Real-world issues are complex

"Employers want to hire people who can apply knowledge and skills in real-world settings, think critically, and communicate clearly and effectively in both writing and speaking. And in these areas, fewer than 30% of employers think that students are well prepared."

Ashley Bear, Issues in Technology and Science, 2014

Why Interdisciplinary Units Matter

Real-world issues are complex

- recognition of multiple perspectives
- academic conversations from a range of disciplines
- meaningful and salient
- promotes engagement and accountability
- a broader understanding of the concept/concepts
- similarities and differences between the different disciplines
- integrated ideas from all disciplines into problem-solving



World War II Unit Overview

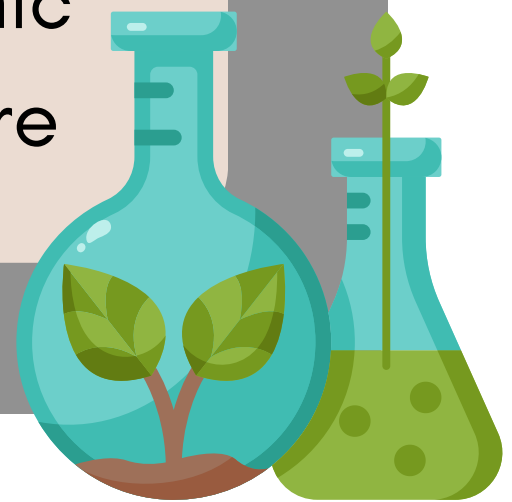
World History

- Causes of World War II
- Start of the War
- WWII Battles
- Holocaust
- End of the War
- The Atomic Bomb



Integrated Science

- Environmental Impact of War
- Battle Location Weather and Climate Affects
- Ecology of the Pacific Theatre
- Atmospheric Composition and Trends 1930-1955
- Scientific Modeling- Atomic Bombs and the Atmosphere



State Standards

World History

- **SS:WH:12:2.2:** Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II.
- **SS:WH:12:2.4:** Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties.
- **SS:WH:12:1.2:** Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact.
- **SS:WH:12:1.3:** Analyze the impact of modern weapons of mass destruction on world relations during eras, e.g., the World Wars, the Cold War or contemporary times.

Integrated Science

- **HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in Earth's climate
- **HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity

WORLD WAR II Learning Portfolio

Name: _____

SOCIAL STUDIES

- ☐ Causes of WWII Active Reading
- ☐ Start of the War 4X4 Notes
- ☐ WWII Battle Stations
- ☐ Holocaust Webquest
- ☐ End of the War + The Atomic Bomb
- ☐ Reflection

SCIENCE

- ☐ Environmental Impacts of War Reading
- ☐ Annotated Climate Graphs (1930-1952)
- ☐ Ecology of the Pacific Theatre
- ☐ WWII Battle Environmental Postcards
- ☐ Atmospheric Impacts Scientific Modeling
- ☐ Reflection

Teacher Use Only

Category	Exemplary	Proficient	Emerging	Needs Improvement	Unscorable
Completion of Assignments	All assignments complete + in folder; in order 5	All assignments complete + in folder 4	Most assignments complete + in folder 3	Some assignments complete + in folder 2	Missing most or all assignments 0
Use of Class Time + Effort	Class time utilized appropriately; all assignments completed when assigned 15	Class time utilized appropriately; most assignments completed when assigned 13	Class time mostly utilized appropriately; most assignments completed when assigned 11	Class time wasted; assignments completed late 8	Class time wasted; assignments not completed 0
Quality of Work	Answers are correct; information is detailed and accurate 20	Answers are correct; information is accurate, but lacks some detail 18	Answers are mostly correct; information is mostly accurate but lacks detail 15	Answers are mostly incorrect; information is insufficient and lacks detail 12	Answers are not provided or are entirely incorrect; little to no information 0
Mastery of Content	Mastery / understanding exceeds expectations 10	Mastery / understanding meets expectations 8	Mastery / understanding is approaching expectations 6	Mastery / understanding is incomplete / unclear 4	Mastery / understanding is unclear due to lack of evidence 0
TOTAL:	Additional comments: / 50				

Each student:

- Provided with a 2-pocket folder with an assignment list
- Formative assignments for both World History and Integrated Science
- Common assessment rubric
- All World History and Integrated Science activities kept in the portfolio and turned in at the end of the unit for grading

Learning Portfolio

World History

Integrated Science

Both course units
begin with an
annotated / active
reading assignment

WORLD WAR II Major Causes: 1919-1939

Name: _____
Period: _____ Date: _____

The Treaty of Versailles

Several events led to the start of World War II (September 1939 - September 1945). Many believe the devastation and problems from World War I led to the outbreak of fighting in the second World War. The Treaty of Versailles, which was signed to end WWI, had severe consequences for Germany, and could possibly have been the major cause of World War II. When the Treaty of Versailles was signed, Germany had to accept full blame for causing WWI. In addition to assuming blame, Germany also lost land and had to pay **reparations**, which caused severe economic stress on the country. The German people were starving, German money was almost worthless, and the government was in chaos.

Economic Depression & The Rise of Fascism

Germany was not the only country to struggle economically, though. Many countries throughout the world had economies that were struggling. This period of time before WWII was called the **Great Depression**. Many people were out of work and barely had enough income to survive. This caused governments to become unstable and allowed powerful leaders to take over. Some of these struggling countries were taken over by dictators who formed powerful **fascist** governments. Fascist governments believed in a strong central government and strict control. Fascist governments were highly militaristic. In 1922 in Italy, Benito Mussolini and the Fascist Party rose to power. In 1925, Mussolini made himself dictator of Italy and wanted to expand the Italian empire. He looked for new land to conquer. In 1935, Mussolini was ready, and Italy invaded Ethiopia, a country in Africa.

The Rise of the Nazi Party

Fascism was also embraced in Germany by the National Socialist German Workers Party, also known as the Nazis. Led by Adolf Hitler, the Nazi Party finally began to gain power in 1933. Germans were desperate for a leader who would improve the economy and restore their national pride. Many Germans were still bitter about the Treaty of Versailles. Hitler was charismatic and gave the German people hope. Hitler and the Nazis wanted a controlled, militaristic Germany, but they also wanted race purity of the German people. In 1935, Hitler was appointed Reich Chancellor by the German government. One month later the German government building, the Reichstag, burned to the ground.

COMPARE & CONTRAST - WWII DICTATORS

	Benito Mussolini	Adolf Hitler	Joseph Stalin
Differences			
Similarities			

MATCHING

_____ Fascist	A. time period of 1929-1939 when many economies of the world were struggling
_____ appeasement	B. a tyrannical leader
_____ Great Depression	C. organizations formed after the end of World War I made up of countries that promised to work together to maintain peace
_____ reparations	D. form of government led by a dictator who has complete power and forcibly suppresses opposition and emphasizes extreme nationalism
_____ Führer	E. money that a country that lost a war has to pay to countries that suffered damages due to the war
_____ League of Nations	F. the policy of giving into the demands of a hostile country in the hope of maintaining peace
_____ imperialism	G. act of extending a country's power through claiming additional land
_____ alliance	H. a mutual agreement between countries for mutual benefit
_____ Nazism	I. to take control of a country
_____ annex	J. member of the National Socialist German Workers Party

CHRONOLOGICAL ORDERING

Put the events (corresponding letters) on the timeline in the order they occurred. Add the dates.

Event	Date
A. the burning of the German Reichstag	
B. The Treaty of Versailles was signed	
C. Hitler invaded Poland	
D. Japan invaded China	
E. The Great Depression led to more fascism in Europe	

The Rise of the Nazi Party (continued)

Hitler blamed the Communist Party of Germany (although many historians believe Hitler himself was responsible for the fire), and the Nazi Party took control of the government by passing a vote that gave Hitler the power to pass any law without Reichstag approval. Hitler used this power to remove any political opponent and made himself the **Führer**, or supreme leader, of Germany in 1934. Germany was now under a dictatorship. Hitler began rebuilding the German military, a violation of the Treaty of Versailles. Like Mussolini, Hitler wanted to expand the German empire, which was a further violation of the treaty. Having similar goals, Hitler allied with Mussolini in 1939 with the Pact of Steel. In 1938, Hitler **annexed** Austria. The **League of Nations**, an organization of countries who worked together to maintain peace after the end of WWI, did nothing to stop Hitler, so he became bolder and annexed Czechoslovakia next.

Appeasement

Many countries in Europe did not want another war, so when countries like Italy and Germany began invading other countries and building up their militaries, countries such as Great Britain and France hoped peace would be kept through **appeasement**. They wanted to make Hitler happy instead of trying to stop him. Great Britain and France hoped that Hitler would be satisfied with taking over Austria and Czechoslovakia and just invade more countries. Unfortunately, Hitler saw this appeasement as a sign of weakness and grew bolder. He also had more time to strengthen his military, and he made plans to conquer all of Europe.

Japanese Expansion

Europe was not the only continent to have leaders who practiced **imperialism**. In 1926, Emperor Hirohito inherited the throne in Japan, and country, it does not have many natural resources. In 1931, Japan invaded Manchuria, a threatened to conquer China as it claimed more. A year later Japan and several European colonies in Asia. Though Japan was under the rule of Emperor's military general, Toyō Hideki, gained power, too. **Alliance** with Germany.

Poland

Hitler and **Joseph Stalin**, the dictator of the Soviet Union-Soviet Nonaggression Pact. This worried many because it meant that if Germany invaded, which France and Great Britain promised military force to stop, they would be fighting a war on two fronts. Hitler would assist Germany. The pact also included a clause that Hitler and Stalin would split Poland amongst themselves. Poland was invaded on September 1, and two days later, when France and Great Britain declared war on Germany.

How did Hitler create a dictatorship in Germany?

- Highlight information about The Pact of Steel.
- Do you think the League of Nations successful? Why or why not?
- Define **APPEASEMENT** in the context of WWII and Hitler.
- Highlight Hitler's reaction to Britain and France's appeasement.
- Why did Japan invade China and other areas in the Pacific?
- Highlight information about Emperor Hirohito + Joseph Stalin.
- List 3 agreements/outcomes of the Nonaggression Pact.

WORLD WAR II Major Causes: 1919-1939

Name: _____
Period: _____ Date: _____

Wars have been fought for many reasons. Money, religious freedom and are just a few of the reasons. No matter the cause, the result is similar. Destruction. Throughout history, countries at war have burned enemy crops and fields, damaged rivers, and poisoned water supplies during wartime. Genghis Khan was able to conquer Medieval Baghdad through the destruction of the city's water supply. Emperor Barbarossa poisoned water wells with human bodies in the 12th century. During the Siege of Katia by the Mongols in the 1300s, biological warfare was waged. Biological warfare not only destroyed human lives but has chronic effects on the animal and plant life, soil, and water of the ecosystems. The Spanish mixed wine with the blood of leprosy patients to sell to the French during the Italian Wars. Napoleon flooded the fields around Mantua, Italy to enhance the spread of malaria in 1797. Confederate troops used clothing worn by yellow fever and smallpox patients to Union troops during the Civil War. Some of these biological warfare techniques were successful, others were not.World War II At the Battle of Somme, over 250,000 acres of farmland were destroyed as the result of trench warfare. The damage was so severe, the land was deemed no longer suitable for farming. 424,000 acres of French forests were destroyed as a result of direct conflict. Over 20 billion board feet were harvested in order to keep the Allied efforts going. This massive destruction of European forests brought the European Buffalo to near extinction. In the United States, farmers were forced to overproduce in order to feed the war effort. As a result, the Great Plains were almost all overfarmed. The timber forests of Minnesota, Wisconsin, and Michigan were clear-cut to meet wartime needs. World War II Environmental impacts of World War II were felt across the globe. Environmental impacts range from air, soil, and water pollution to habitat destruction by the extraction of species to increased global emissions from air and land vehicles, and more. Nuclear weapons Nuclear weapons were produced at several sites in the United States during World War II. These locations include Hanford Nuclear Reservation in Washington State, Oak Ridge Reservation in Tennessee, The Rocky Flats Plant in Colorado, and the Savannah River Plant in Georgia. 425 atmospheric tests and over 1,400 underground tests were completed on US soil between 1945 and 1951. Draw a scientific model of how nuclear weapons affect the environment.

What were the environmental impacts of the logging of French forests?

It is estimated that 16-18 million cubic of shortleaf, 25-29 million cubic of cypress, 400,000 cubic of loblolly, and 10 million cubic of cypress were released into the environment during these nuclear tests.

In Norway, 15 million acres of private property, crops, forests, and wildlife were destroyed by the Germans in their "scorched Earth" so that the Allies could not use the resources. In the Netherlands, land was flooded with salt water in an attempt to starve the enemy armies into defeat. 175 of Dutch farmland was destroyed. In the Ruhr Valley, two large dams were bombed. As a result, 6,500 livestock and 1,500 acres of farmland were destroyed. The Zuider Zee was flooded after the destruction of the dikes, and many ports were clogged with nuclear naval vessels and unexploded ordnance (UXO).

Habitats and cities were destroyed during war. The destruction and deforestation caused increased erosion of the land as the vegetation was no longer present to absorb precipitation.

In the Pacific Islands, Allied troops used flame throwers, tanks, and bulldozers to clear the land. Building airfields on these islands required the deforestation of the islands. Engineers used live coral as the base of airfields, destroying coral reefs. Domesticated dogs and cats were allowed to run rampant and rats came in on Allied ships, bringing disease and mouse species to fragile island ecosystems. In the Pacific Theatre, whales were occasionally mistaken for enemy submarines. An estimated 220,000 pounds of mustard gas and oil spilled into the Pacific during this conflict.

In Japan, the intense heat from the bombings of Nagasaki and Hiroshima caused fires to burn to ash and ash. Winds carried the ash and air pollutants across the country and into the Pacific Ocean. Pollutants fell with the monsoon rains, impacting area countries. Elevated radiation levels of the soil and water made the land inhospitable to native plants and animals. Wildfires, acid rain, and erosion from the newly desecrated lands followed.

In the years following the war, Europe and Japan suffered from food shortages from the destruction of crops and farmland. The failed 1945 rice harvest caused hunger and malnutrition across the country. Thousands of people died from starvation as a result. Millions of displaced citizens became refugees and were forced to live in marginal and fragile environments in order to avoid land mines. This causes a depletion in biological diversity.

Identify 5 primary environmental impacts of the logging of French forests?

1. What is the term for the strategy that destroys the enemy's assets?
- 2.
- 3.
- 4.
- 5.

Who

Why does erosion increase with deforestation?

What provided the backbone for orchards in the Pacific Theatre?

Why did whale populations decrease in the Pacific during the war?

What is the name of the biogeochemical cycle described in the second to last paragraph?

List 5 environmental impacts that occurred after the culmination of World War II

- 1.
- 2.
- 3.

During World War II battles were fought in the air, on land and by sea.

Aviation gas (avgas) during the war was gasoline and kerosene. Plane engines burn this fuel and emissions are expelled from the engine into the atmosphere in contrails. Each aviation contrail is made up of several different gases.

Carbon Dioxide	68%
Water Vapor	30%
Sulfur Oxide	0.4%
Methane (CH4)	0.4%
Ozone (O3)	0.4%
Nitrous Gases	0.4%
Particulate Material (Soot, Dust, Ash)	0.2%

Create a pie chart accurately representing each percentage of gases released in aviation contrails.

World War II Reading

Page 2 Historical Weather Data

Mapping the battles

During the Battle of Midway, the weather conditions were characterized by strong winds, heavy seas, and low clouds, which made it difficult for the pilots to take off and land on the aircraft carriers. The winds were blowing from the northeast at around 20-25 knots, which created rough seas and high waves.

Despite the challenging weather conditions, the pilots were able to adapt and successfully carry out their missions. The clouds also provided some cover for the aircraft, which helped to conceal them from the enemy.

The weather conditions during the Battle of Midway were a significant factor in the battle, as they played a crucial role in determining the outcome. The weather conditions made it difficult for the Japanese forces to launch and recover their aircraft, which gave the American forces a strategic advantage. During the operations on the 4th and 5th US bombers and torpedo pilots used cloud cover to make their approaches and to escape pursuit. The clouds helped to conceal the American aircraft, which allowed them to carry out surprise attacks on the Japanese fleet.

WEATHER MAP FOR 1430, 4 JUNE, 1942

10 in. ZONE TIME

CONFIDENTIAL

LOW

HIGH

AREA A

AREA B

1

The Battle of Britain & the London Blitz

Despite the French resistance effort, Great Britain now stood alone against what appeared to be an unstoppable German war machine. But conquering Britain would prove to be far more difficult for Hitler than taking the rest of Europe had been. Britain was now led by Winston Churchill, who had replaced Neville Chamberlain as prime minister in May 1940. Churchill's fighting spirit inspired confidence among the British people.

Between August and October of 1940 Germany sent thousands of aircraft over the English Channel to attack British targets in what became known as the Battle of Britain. Hitler's plan was to destroy the British Royal Air Force and thus make it possible to invade Britain. For the first time in the war, the Germans failed. The British were aided by a new technology called radar. Radar uses radio signals to locate and create an image of distant objects. In the Battle of Britain, radar allowed the British to detect incoming German air attacks before the German planes were visible. This made British air defenses much more effective.

As the battle continued into the fall of 1940, German planes began to bomb British ports and cities, including London. This assault became known as the London Blitz. Hitler's goal in attacking civilians was to terrorize the British public and break their will to fight. German bombs killed thousands of civilians and destroyed large areas of London and other major cities, but the British refused to give in. Bombing continued into early 1941, but German losses increased. Finally, Hitler was forced to call off his plans to invade Britain.

The London Blitz

The London Blitz began in September 1940, when Germany bombed London, the British capital. The German goal was to terrorize the British people so that they would lose the will to fight. For 57 straight nights, German bombs pounded London. They destroyed huge areas of the city and killed tens of thousands of people. Some 200 German bombers attacked London each night. Searchlights targeted German aircraft for British anti-aircraft guns, and fired destroyed many of the city's major buildings. Londoners took refuge underground in the subway system. British fighters shot them down faster than German factories could replace them. Despite the destruction, the British people refused to surrender.

THE LONDON BLITZ, 1940-1941

German-controlled territory

German bombing route

UNITED KINGDOM

NETHERLANDS

FRANCE

PARIS

BELOAR

Major Battles of WW

1. Battle of Britain + The London Blitz: DATE: _____

2. Pearl Harbor: DATE: _____

3. Battle of Midway: DATE: _____

4. Battle of El Alamein: DATE: _____

5. Siege of Leningrad: DATE: _____

6. D-Day & Normandy: DATE: _____

7. Battle of the Bulge: DATE: _____

8. Battle of Iwo Jima: DATE: _____

9. Battle of China: DATE: _____

10. Battle of Guadalcanal: DATE: _____

Battle	Who? - Key People + Countries	What Happened? - Highlights	Impact of Weather + Climate	Outcome + Significance
Battle of London + London Blitz		Hitler wanted to target London to force Britain to surrender. He gave up on invading Britain in 1940.		
Pearl Harbor				American soldiers killed and wounded. American ships and aircraft destroyed. Japanese aircraft carriers sunk.
Battle of Midway	Japan vs. U.S.	Fought largely with the use of aircraft. Japan wanted to use the U.S. to battle by attacking Midway.		American Admiral Nimitz led the U.S. to victory.
Battle of El Alamein				First major victory of the war. Buge more power for the Allies.
Battle of Stalingrad	Germany vs. Russia	Germany invaded Stalingrad because it was the center of Russian industry. German air force (aka the Luftwaffe) was destroyed.		Russia countered by cutting off German supply lines. Lasted approximately 191 days.

Information and data collection

REFLECTION QUESTIONS	
SOCIAL STUDIES	SCIENCE
Describe island hopping. Do you think it was a smart/successful strategy? Why or why not?	What strategies did the Allied forces use to adapt to the challenging weather conditions, and how did this contribute to their success?
Which of the battles do you think was the most significant for the war? Why?	How did challenging weather conditions and environment contribute to the outcome of battles?

Reflection / Argumentative Questions

Page 1 Historical Battle Information

World War II Battle Stations

Integrated Science

TASK

- View the Google Earth Tour
- Complete the Organizer with the Environmental, Ecological, and Endangered Species of each Pacific Island Battle

Environmental Impacts of the Pacific Theatre Battles Organizer Name: _____

Use the Google Earth Tour to collect information about the environment of the Pacific Theatre battles. Then use this organizer to select 3 of the battles to create your postcards.

Battle	Critical, Threatened, Endangered Species	Ecological Habitats	Environmental Impacts
Battle of Midway			
Battle of Guadalcanal			
Battle of Bataan			
Battle of the Coral Sea			
Battle of Pearl Harbor			

Scientific Vocabulary
Define the following terms from your exploration

ecosystem

atoll

coral reef

mangrove

estuary

wetland

rainforest

karst

deforestation

endemic species

invasive species

In your opinion, what is the **most significant ecological impact** of the battles of World War II? Why? [Use evidence from your exploration to support your response.]

How can the **historical events and human actions** that have impacted the **ecosystems and species** in the Pacific region during World War II inform our understanding of **current environmental issues and conservation efforts**?



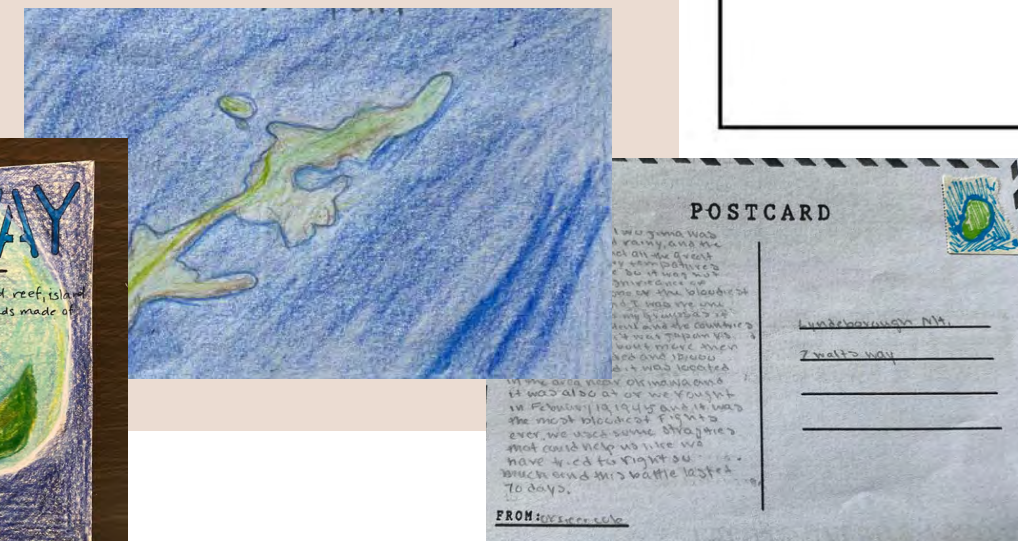
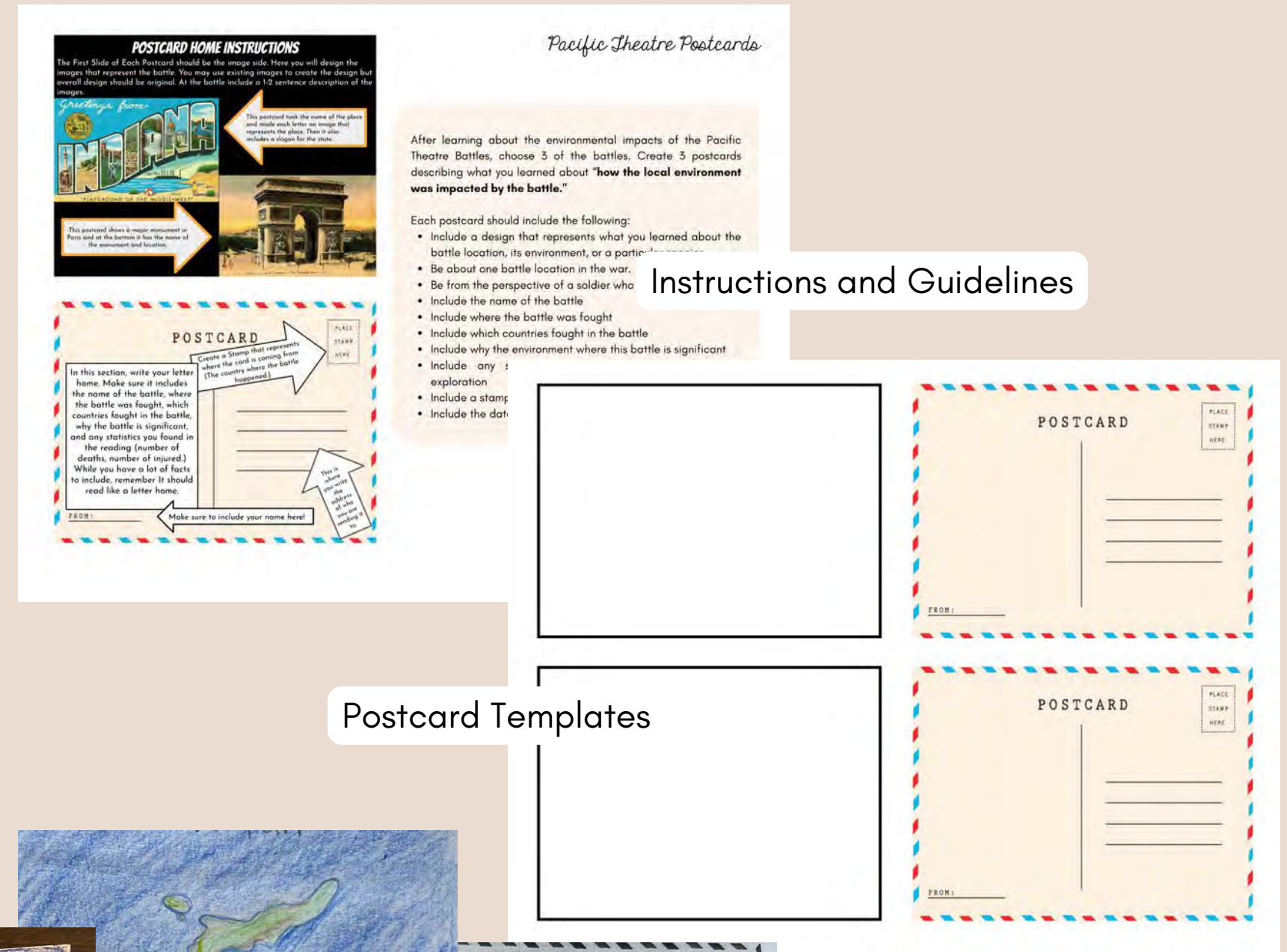
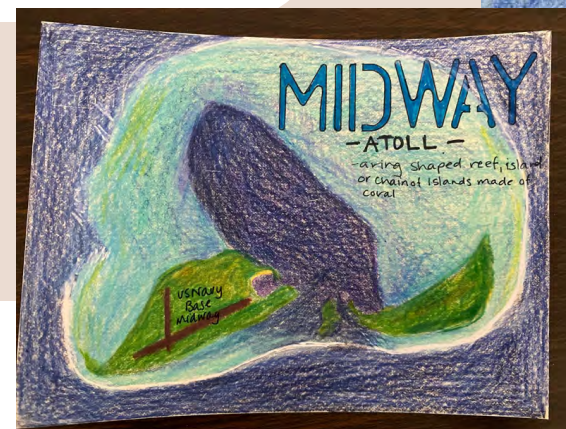
Ecological Impacts of Pacific Theatre Battles

Pacific Theatre Postcards

Integrated Science

TASK

- Choose 3 of the Pacific Island Battle Locations
- Create a postcard from that location that represents the environment/species/impacts of the battle
- from the perspective of a soldier in that battle



Atmospheric Climate Graphs

Name: _____

The term **temperature anomaly** means a departure from a reference value or long-term average. A positive anomaly indicates that the observed temperature was warmer than the reference value, while a negative anomaly indicates that the observed temperature was cooler than the reference value. The extra accumulated heat drives regional and seasonal temperature extremes, reducing snow cover and sea ice, intensifying rainfall, and changing the extent of habitats of plants and animals. Temperature does not increase or decrease equally across the globe. Some areas increase faster than others. 2022 was the 6th warmest year on record (1880-2022)

GLOBAL TEMPERATURE RECORD

Global Temperature Anomaly

11.5% CH₄
3.0% HFCs, PFCs, SF₆ and NF₃
1.0% N₂O
79.4% CO₂

Global Nitrous Oxide

Nitrous oxide concentrations in the atmosphere 2000 years ago through 1977 were collected from analysis of trapped air bubbles in ice cores. Nitrous oxide emissions can result from agriculture management activities such as application of fertilizers, and burning of agriculture, fuel combustion, and solid waste, as well as the treatment of wastewater.

GLOBAL N₂O LEVELS

Global Nitrous Oxide Levels

LULUCF Emissions 30%
Transportation 4%
Harvest Management 4%
Wastewater Treatment 5%
Stationary Combustion 5%
Agriculture Soil Management 72%

Annotation

- Maximum temperature (the year with the highest temperature anomaly)
- Minimum temperature
- Temperature range (the difference between the highest and lowest anomalies)
- Anomalies - are there any figures which do not seem to fit the overall pattern?
- Major events and battles

Reflection / Argumentative Questions

How did the global temperature anomaly increase during and after World War II, and what were the possible factors contributing to this trend, such as changes in industrial output, land use patterns, and atmospheric composition?

How did the trends in atmospheric methane, CO₂, and nitrous oxide concentrations during and after World War II differ from the pre-war period, and what factors contributed to these changes?

What do you notice in the data (trends, patterns, etc)? What do you wonder about the data?

Annotated Graphs

Integrated Science

TASK

- Analyze 4 climate graphs for the years 1930-1955
- Annotate Graphs with Battle Dates/Significant WWII events from World History
- 2 analysis reflection questions



World War II Research Paper

World History

TASK

- Choose a topic of interest within the scope of WWII and the Holocaust
- Formulate meaningful Essential Question and subquestions
- Conduct research using a variety of resources including databases and primary sources
- Write a 4-6 page formal paper with a thesis based on research findings

CONTENT REQUIREMENTS

- Essential question + thesis statement
- Minimum of 3 sub questions- should help answer essential question
Answered with research

EQ in answered thoroughly with historical facts + details from research

RESEARCH REQUIREMENTS

- Minimum of 3 credible sources utilized
- 1 must be a database through the WLC Library: *Britannica, Gale, etc...*
- Minimum of **3 direct quotes** with MLA formatted in-text citations

CONVENTIONS + FORMATTING

- Heading
- Title
- 1" margins
- Size 12 Times New Roman
- Double spaced
4-6 pages
Recommended: 1-2 pages per SQ
- Works Cited - MLA format

Topics Include:

Island Hopping in the Pacific
Auschwitz Concentration Camp
Warsaw Ghetto Uprising
Churchill, Stalin, and FDR
The London Blitz
The Battle of Normandy

RESEARCH PLAN

TOPIC			
ESSENTIAL QUESTION			
SUB QUESTION 1	SUBQUESTION 2	SUBQUESTION 3	

RECOMMENDED ORGANIZATION:

First Paragraph Introduction	<input type="checkbox"/> Hook <input type="checkbox"/> Essential question <input type="checkbox"/> Relevant background information / context <input type="checkbox"/> Thesis statement
Body Paragraphs Pages 1-4 Sub Questions + answers	<input type="checkbox"/> Minimum of 2 paragraphs per sub question <input type="checkbox"/> Include 1 direct quote per sub question with MLA in-text citations
Last Paragraph Conclusion	<input type="checkbox"/> Restate EQ and thesis (different wording) <input type="checkbox"/> Reiterate the most important information and the conclusions you drew

Holocaust Webquest

World History TASK

- Navigate the United States Holocaust Memorial Museum website to complete a series of tasks
- Learn about the causes of the Holocaust and its impacts today
- Listen to the oral history of a Holocaust survivor & reflect on their experiences

Survivor Spotlight		
https://encyclopedias.ushmm.org/en/a-z/oral-history Select a survivor, listen to / read about their experience, and complete the organizer.		
Name of Survivor:	Why were they targeted?	How were they discriminated against?
Nationality + Age (at time of Holocaust)		
How did he/she survive?		
Reflect: What was the most memorable or shocking thing about this survivor's story? Why?		

Camp Spotlight		
Pick a camp from the list below (circle or highlight) and complete the organizer.		
Treblinka	Dachau	Ravensbrück
Auschwitz	Mauthausen	Westerbork
Drancy	Sobibor	Chelmno
Location	Dates Active	Type of Camp / Purpose
of Prisoners / Victims	Best Known For...	Most Interesting Fact



Why Study the Holocaust?

"Clearly understanding how the Holocaust and other genocides occurred may be key to preventing similar violence in the future, which is why education on this sensitive topic is vitally important to promote peace among future generations."

-NH State Board of Education, April 2022

VE Day, VJ Day, + The Atomic Bomb

World History TASK

- Navigate the United States Department of Defense website to look at primary source photographs from VE Day
- Analyze primary source documents connected to the bombing of Japan
- Draw conclusions based on historical evidence

DROPPING THE ATOMIC BOMB
Primary Source Analysis

Doc. A
Albert Einstein writes President Franklin D. Roosevelt, alerting the President to the importance of research on nuclear chain reactions and the possibility that research might lead to developing powerful bombs.

In the course of the last four months it has been made probable—through the work of Joliot in France as well as Fermi and Szilard in America—that it may be possible to set up a nuclear chain reaction in a large mass of uranium [one of the minerals essential to the construction of an atomic bomb], by which large amounts of power and large quantities of a new radium-like element would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very prove to be too heavy for transportation by air.

Doc. B
Interview with Admiral William D. Leahy, President Truman's Chief of Staff

It is my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender because of the effective sea blockade and the successful bombing with conventional weapons. My own feeling was that being the first to use [the atomic bomb], we adopted an ethical standard common to the barbarians of the Dark Ages. I was not taught to make wars in that fashion, and that wars cannot be won by destroying women and children.

VJ Day - Victory Over Japan
Primary Source Analysis

DOC. A
1. What process is Einstein describing and who is he describing this to?

2. What could this process be used to create?

What does Einstein say these devices could be used to do?

According to this document, was Einstein in favor of the creation of or why not?

William Leahy? What is his role in government?

For or against dropping the Atomic Bomb? How do you know he feels that way?

Leahy say about being the first to use the Atomic Bomb?

What is Leahy's biggest issue with dropping the Atomic Bomb?

DROPPING THE ATOMIC BOMB
Was dropping the atomic bomb necessary?

PROS	TOP 5 REASONS FOR DROPPING THE BOMBS	CONS	TOP 5 REASONS AGAINST DROPPING THE BOMBS



VE Day - Primary Source Analysis

How did Truman feel about the victory in Europe? Highlight the line(s) that support your answer.

How do you think the American public would have reacted to this message? Would they agree? Why or why not? Highlight the line(s) that support your answer.

"Our rejoicing is sobered and subdued by a supreme consciousness of the terrible price we have paid to rid the world of Hitler and his evil band. Let us not forget, my fellow Americans, the sorrow and the heartache, which today abide in the homes of so many of our neighbors—neighbors whose most precious possessions have been rendered as a sacrifice to redeem our liberty."

—Harry S. Truman, U.S. President

Nuclear Physics and the Atmosphere

2

Uranium

Uranium was discovered in 1789 by Martin Klaproth, a German chemist, who isolated an oxide of uranium while analyzing pitchblende samples from the Joachimsthal silver mines in the former Kingdom of Bohemia, located in present-day Czechia. He named his discovery "uran" after the planet Uranus. Uranium is found naturally in the soil, bedrock and ocean. As it decays, it is a major heat source for the Earth's processes of convection which drives our plate tectonic system. Enriched uranium is depleted uranium is the leftover product. Depleted uranium is used to make fuel for nuclear power plants. Depleted uranium is used as a counterbalance on helicopter rotors and airplane control surfaces, as a shield to protect against ionizing radiation, as a component to munitions to help them penetrate enemy armored vehicles, and as armor in some parts of military vehicles.

Found:
unconformity related, Olympic Dam, sandstone, quartz-pebble conglomerate, surficial, vein, volcanic, intrusive and metamorphic.

Boiling Point
3,818 C

Nuclear power provides 5.7% of the world's energy and 13% of the world's electricity.

Mined

- open pit
- underground, in-situ leaching
- borehole mining (high pressure jets)

70% more dense than lead

Uranium was used to color glass and ceramics in the 1800's

1 gal of milk = 8.74 lbs
1 gal Ur = 150 lbs

Uranium dioxide

Fission waste

SCAN ME

Nuclear Scientists

Edward Teller

Edward Teller was a Hungarian chemical engineer. He received his Ph.D. from the University of Leipzig in 1930. Teller arrived in the United States in 1935 joining the team of Enrico Fermi at the University of Chicago. He and his colleagues Eugene Wigner, and Leo Szilard visited Einstein in 1939 to convince him to sign a letter to President Roosevelt warning of Germany's attempt to create a atomic weapon. The "Einstein Letter" as it became known would serve as the catalyst for the creation of "The Manhattan Project."

In 1943, Teller joined the team at Los Alamos as the director of the Theoretical Division. His work contributed to the implosion method of the bombs. Teller was tasked with investigating approaches to building fission weapons. Teller additionally went on to investigate the use of uranium hydride instead of uranium metal but the efficiency increase turned out to be negligible. In 1944, Teller began to investigate an implosion-type nuclear weapon. Later the discovery of the spontaneous fission of plutonium would give the implosion bomb more importance. Edward Teller was present during the Trinity Test for the first nuclear bomb. He remarked that the flash "was as if I had pulled open the curtain in a dark room and broad daylight streamed in.". In response to fellow physicist, Leo Szilard's circulating petition warning of a nuclear arms race, Teller consulted J. Robert Oppenheimer, Oppenheimer reassured Teller that the fate of the nation should be left to the hands of the politicians. Teller decided not to sign the petition, explaining in a letter to Szilard, that he was not convinced of his objections.

After the war, Teller observed the successful detonation of the Soviet nuclear test "First Lightning" which triggered the "Cold War". He petitioned President Truman to begin developing a hydrogen bomb. In 1951, Teller and mathematician Stanislaw Ulam designed the first hydrogen bomb. The bomb, "Mike Sho" was successfully tested in the Pacific the following year. "Mike Sho" was 1,000 times more powerful than the uranium bomb dropped on Hiroshima in 1945. Their design remains classified to this day

"The Father of the Hydrogen Bomb"



WORLD WAR II


Nuclear Energy Stations

Name: _____

Period: _____

Manhattan Project Locations

Label each major battle on the map.



1. The Chicago Metallurgical Laboratory DATE: _____

2. Oak Ridge Laboratory DATE: _____

3. Los Alamos Laboratory DATE: _____

4. Columbia University DATE: _____

5. University of California Berkeley DATE: _____

Mapping the Manhattan Project Locations

COMPARISONS:

Compare the processes of nuclear fusion and nuclear fission and the two ores used in atomic bombs.

Nuclear Fission

Both

Nuclear Fusion

Plutonium

Both

Uranium

NUCLEAR SCIENTISTS:

Choose 2 scientists and collect information about their contributions to atomic research

SCIENTIST	CONTRIBUTION TO NUCLEAR ENERGY	OTHER FUN FACTS

Comparisons and Nuclear Scientist Research

	Impact	Outcome & Significance
Bombing of Hiroshima and Nagasaki		
Chicago Metallurgical Laboratory		
Oak Ridge National Laboratory		
Hanford Reactor Site		
Los Alamos Laboratory		

Data Collection

Math Integration



Algebra 1 Classes

TASK

- Select 1 WWII battle location
- create a climograph for the average yearly temperature and precipitation for that location
- compare and contrast the climate of different battle locations

Choose a Battle

Battle	Location
London Blitz	London, England, United Kingdom
Battle of Britain	United Kingdom
Pearl Harbor	Pearl Harbor, O'ahu, Hawaii
Battle of the Atlantic	Atlantic Ocean, Outer Banks of North Carolina, Gulf of Mexico
Battle of El Alamein	El Alamein, Egypt
Siege of Leningrad	Saint Petersburg (formerly Leningrad), Russia
Battle of Stalingrad	Volgograd (formerly Stalingrad), Russia
Battle of Midway	Midway Atoll, NW H
Battle of Bataan	Bataan, Luzon Isla
Battle of the Coral Sea	Between Australia, Ne
Battle of Guadalcanal	Guadalcanal, Sol
Battle of Normandy	Normandy,
Hiroshima	Hiroshima,
Nagasaki	Nagasaki,

Procedure:

- Use <http://www.weatherbase.com> to search for your World War II Battle Location by continent then country. If your exact location is not listed, look at a Google Map to try and find a location nearby that would have similar climate.
- Enter the data you collect in the table below. Make sure that you are collecting data using **metric units** (°C and mm)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp (°C)												
Precipitation (mm)												

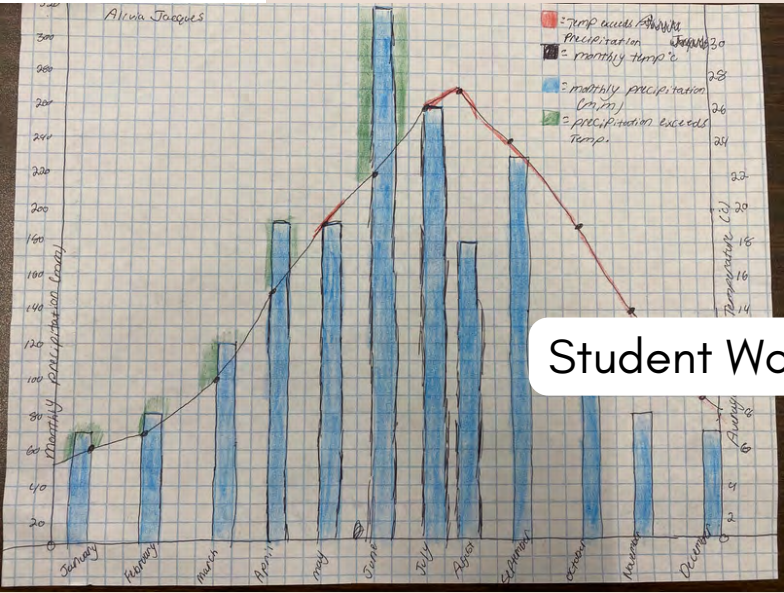
Graph your data

- The **x axis** should be divided into the **months** of the year, from January to December
- The **y axis** measures both **average temperature** and **total precipitation**
- The **left side** of the y axis should be labeled "Average Temperature (°C)"
- The **right side** of the y axis should be labeled "Total Precipitation (mm)"
- When numbering the scale of the axes, both should start at 0, and then every 10 degrees of temperature should correspond with 20 mm of precipitation. (For example: the horizontal line crossing through 10 °C should cross through 20 mm, the line crossing 20 °C should cross through 40mm, and so on).
- Choose a color to graph your temperature data points. Connect the points with a line.
- Choose a different color for your precipitation data and plot this data as vertical bars.
- Now look at your climatograph, in regions where temperature exceeds precipitation, shade the area with a third color. This represents relatively dry conditions. In regions where precipitation exceeds temperature, shade the area with a fourth color. This represents relatively wet conditions.

Pre-Lesson Questions:

1. How would you describe the climate of your battle location? (C day/night, wind, etc.) How do you think it changes throughout the year? What do you think it is like where the battle is located and your past learning to... NO INTERNET. THIS IS A HYPOTHESIS.

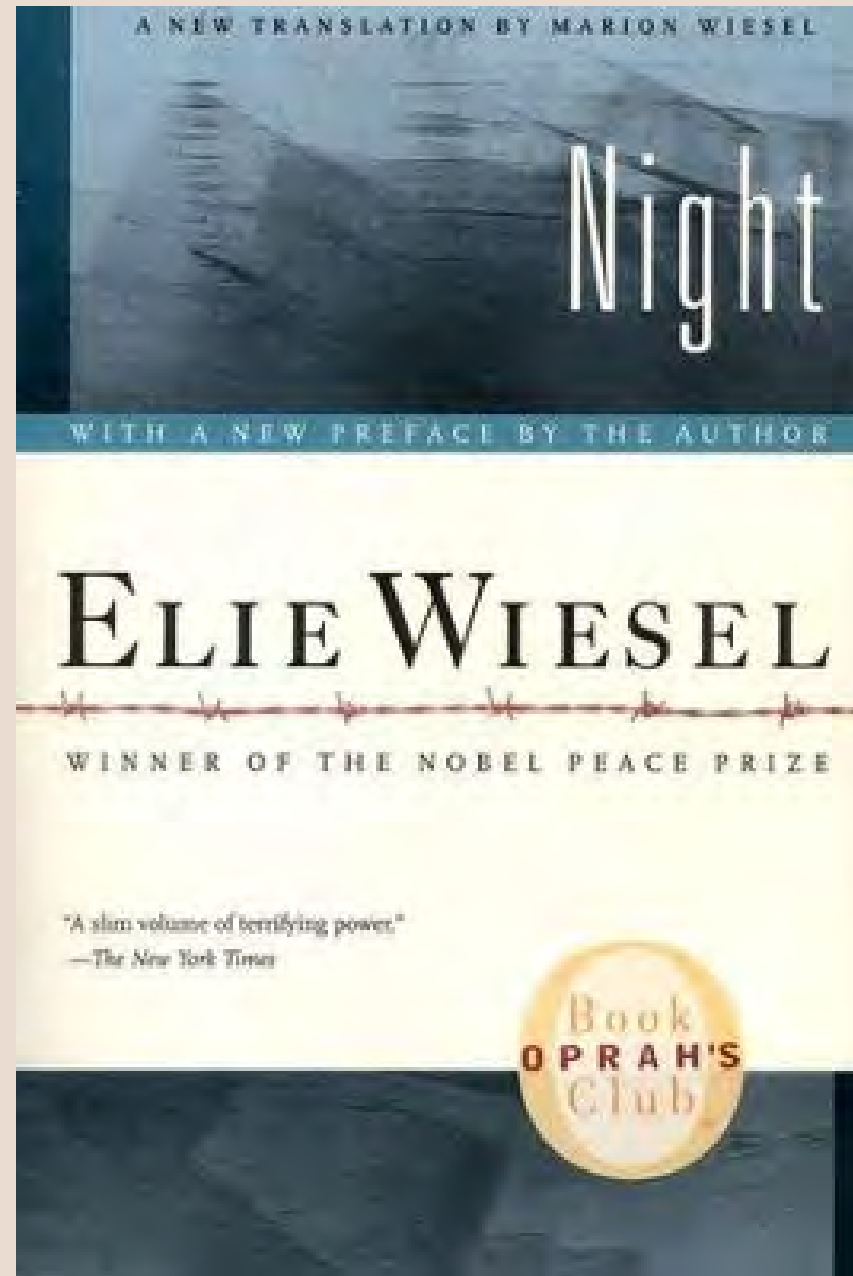
Data Collection



Student Work Example

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

World Literature Integration



Night

Elie Wiesel

TASK

- Reading and analyzing the novel
- Students create reflection journals as they read the novel
- Analyzing Holocaust journal entries
- Poems from Holocaust survivors

WORLD WAR II

Learning Portfolio

Name: _____

SOCIAL STUDIES

CONTENT REFLECTION

Explain how the rise of dictatorships in Europe led (in part) to WWII.

Explain how the Munich Agreement is an example of appeasement.

Explain the significance of the Normandy Invasion.

Why do you think the Nazi party was able to garner so much support for their cause? Why do you think so many Germans allowed the atrocities of the Holocaust to occur?

Do you think the use of the atomic bomb was necessary to end WWII? Explain your answer.

PORTFOLIO REFLECTION

How well do you feel you managed your time while completing your portfolio activities/assignments?
poorly 1 2 3 4 5 6 7 8 9 10 very well

Did you find discussing WWII in multiple classes (SS, SCI, ELA) be an effective way to learn? Why or why not?

How much time did you need to spend outside of class completing assignments for the portfolio? (circle)
A great deal of time at home / academic extension / advisory (2+ hours total)
Some time at home at home / academic extension / advisory (1-2 hours total)
Very little / to time at home / academic extension / advisory (under 1 hour total)

What did you like about the portfolio process?

What did you dislike about the portfolio process?

What recommendations do you have for Mrs. Rosana and Mrs. Erickson to improve the portfolio process?

How would you rate the final outcome of your portfolio? (circle)
Exemplary Proficient Emerging Needs Improvement Unacceptable

Explain how the portfolio process aligns with course competencies and WLC student learning expectations.

WORLD WAR II

Learning Portfolio

Name: _____

INTEGRATED SCIENCE

CONTENT REFLECTION

How were environmental resources (timber, agriculture, agriculture, livestock, etc.) used during military operations?

Explain how weather and climate impact the battle decisions during military operations.

How can the historical events and human actions that have impacted the ecosystems and species in the Pacific region during World War II inform our understanding of current environmental issues and conservation efforts?

Explain how military operations impact atmospheric greenhouse gases.

Do you think ending the war was worth the cost of the Environmental Health impacts?

PORTFOLIO REFLECTION

How well do you feel you managed your time while completing your portfolio activities/assignments?
poorly 1 2 3 4 5 6 7 8 9 10 very well

Did you find discussing WWII in multiple classes (SS, SCI, ELA) be an effective way to learn? Why or why not?

How would you rate the final outcome of your portfolio? (circle)
Exemplary Proficient Emerging Needs Improvement Unacceptable

What evidence do you have that supports you being at the level you selected above?

If you were to go back and complete the portfolio project again, what would you do differently and why?

Explain how the portfolio process aligns with the science course competencies and WLC student learning expectations.


Learning Portfolio Reflection

Student Quotes



Spring 2023 Data Presentation:

Where have we been?
Where are we now?
Where are we going?



“Big things don’t always happen with a leap. Big things happen when we take the next best step over and over again.”
~Jill M. Siler



Agenda

Review of iReady timelines

iReady Fall, Winter, Spring Comparison
Kindergarten, grades 1-5, 6-8 and 9-11

PSAT/SAT Longitudinal Data

What have we done?

Now what?

Questions/Comments



iReady Benchmark Assessment

- Taken three times a year 1-11 September, January and May
- The K students are assessed in November, February, and May
- Annual Growth Goals/Stretch Growth Goals

4

Goals:

These are set for students individually K-8 by iReady.

Annual Goal: The average annual growth for a student at this grade and baseline placement level.

Stretch Goal: An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels.

More about that later...



What are these colors all about?

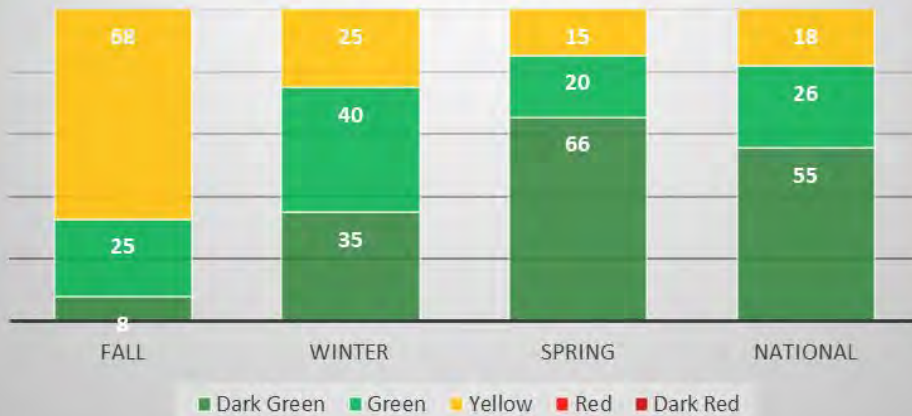
- Deep red indicates students are 3 or more years below grade level.
- Red indicates students are 2 years below grade level.
- Yellow indicates students are 1 year below grade level.
- Light green indicates students are early on grade level.
- Dark green indicates students are mid-grade level or above.



iReady
K-5: How are we
doing?

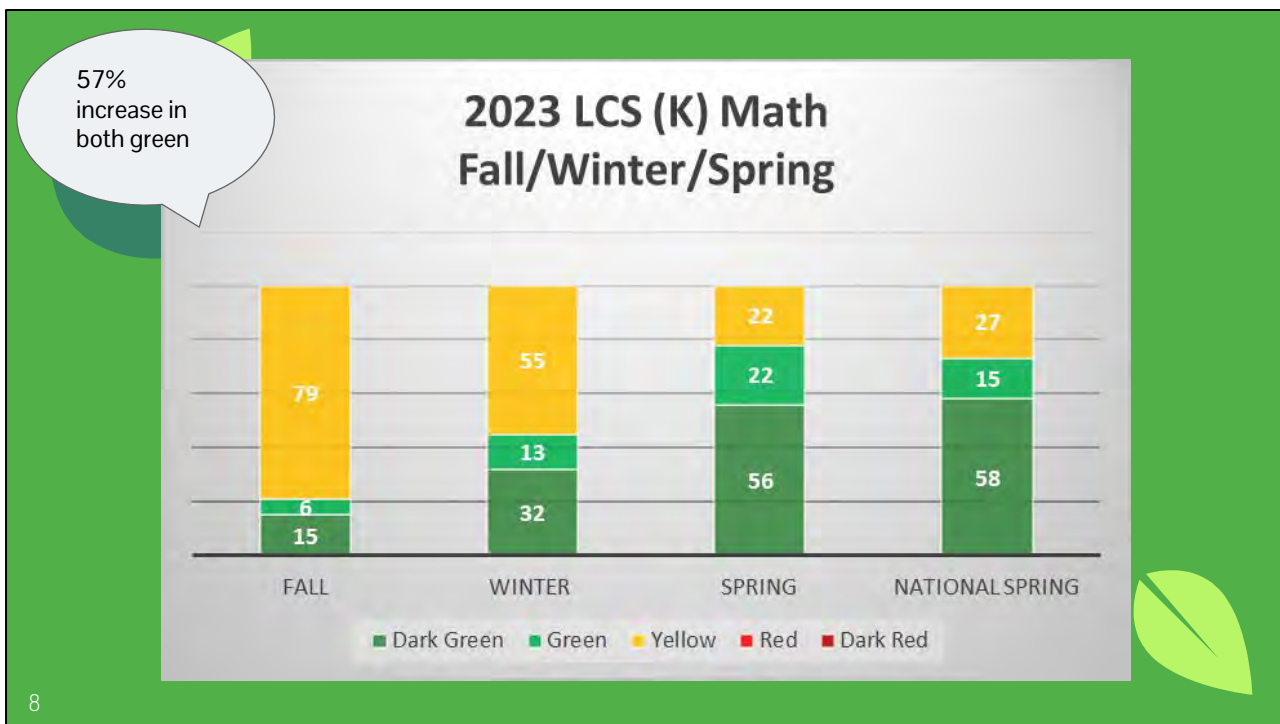
53%
increase in
both green

2023 - LCS (K) Reading Fall/Winter/Spring



We have not reported out on Kindergarten this year because they have been “off” of the rest of the district’s testing cycle. Kindergarten has their own set of slides. Students who are in Kindergarten cannot have any red due to the fact that they cannot be more than one grade-level behind. As you can see, there is steady progress for Kindergarten students. This data is presented as percentages of students, not number of students. 86% of our Kindergarten students are at or above grade level in reading according to iReady.

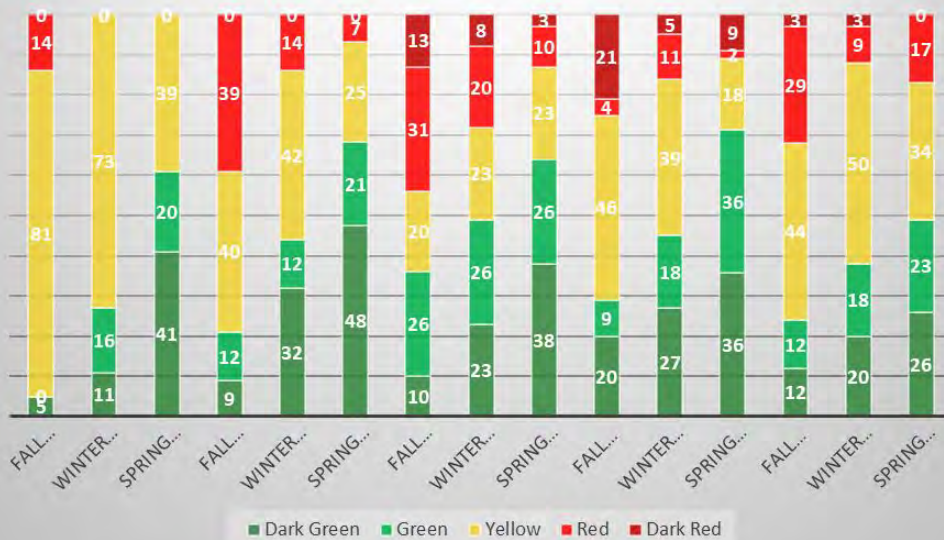
K - 86% of our kindergarten students are at or above grade level. Nationally, 81% of kindergarten students are at or above grade level.



Again, Kindergarten is on their own graph due to their different testing cycle. In math, there are 88% of students who are on or above grade level. In January, the Kindergarten started using the MyPath instructional pathways for 45 minutes a week in math. If students met this goal of 45 minutes of “time on task” they would then work on reading. This can be a contributing factor in the level of growth we have seen from January to May. The kindergarten students have spent an average of 7 hours and 13 minutes with “time on task” on their MyPath for math. This averages to 22 minutes per week. “Time on task” is a term that iReady uses to describe the amount of time a student is actively engaged in the lessons they are being presented.

K - 78% of our kindergarten students are at or above grade level. Nationally, 73% of kindergarten students are at or above grade level.

2023 FRES Reading Fall/Winter/Spring



Each grade-level consists of three columns. The first column is the percentage of students who fell into each category in the fall (September). The second column is the percentage of students students in each category in the winter (January). The final column is the percentage of students who fell into each category in the spring (May).

As we mentioned in the fall, our goal is to move students from the deep red, red, and yellow into the two different green categories. You can see across the board there is consistent growth throughout grades 1-5. Noting specifically both green categories have grown significantly across all grade-levels.

Teachers at FRES are providing interventions and small groups to support students in closing gaps. The hard work they are putting in is clearly paying off.



This is the same information on the previous graphs, but just smaller sections of information.

1- 61% of our 1st grade students are at or above grade level. Nationally, 63% of 1st grade students are at or above grade level.

2- 69% of our 2nd grade students are at or above grade level. Nationally, 63% of 2nd grade students are at or above grade level.

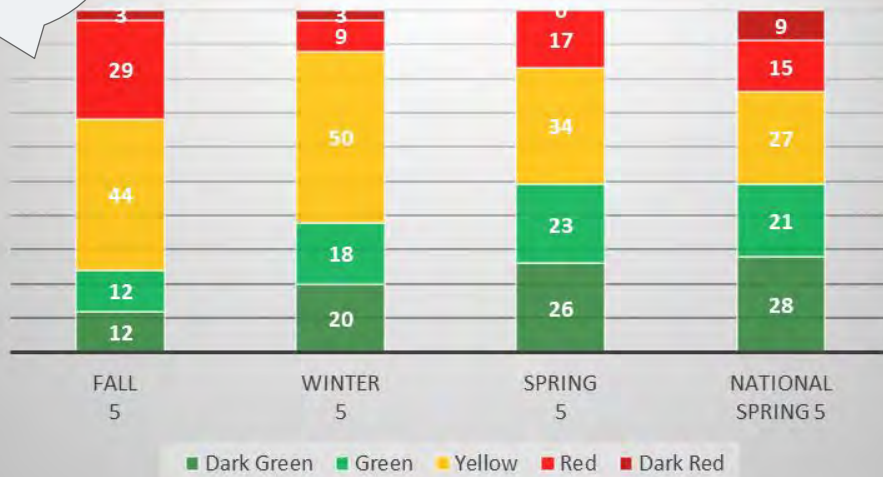


3 - 42% of our 3rd grade students are at or above grade level. Nationally, 69% of 3rd grade students are at or above grade level.

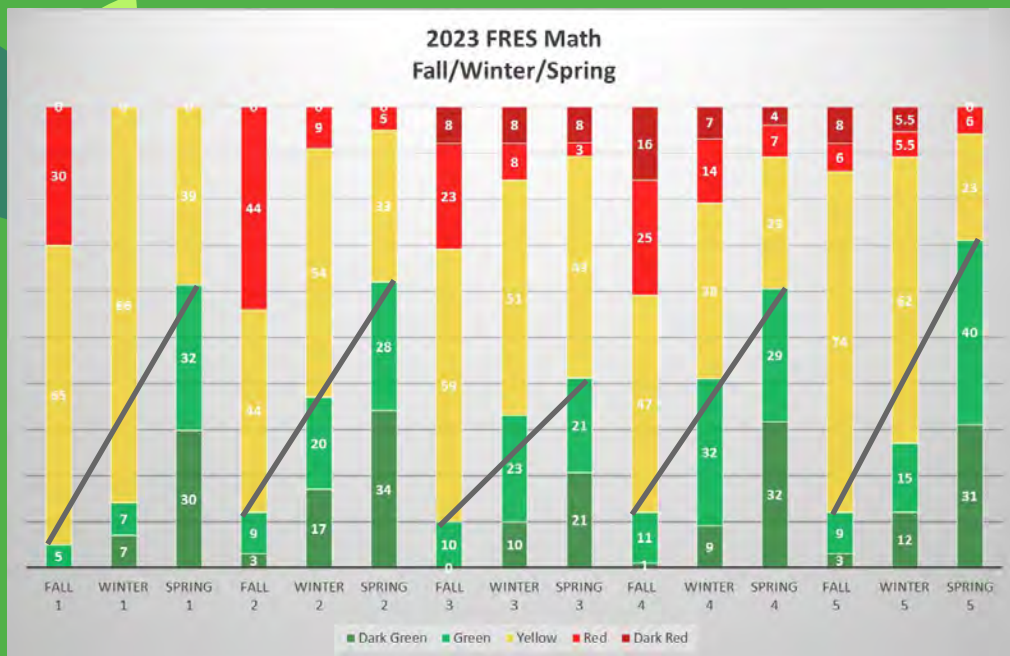
4 - 61% of our 4th grade students are at or above grade level. Nationally, 51% of 4th grade students are at or above grade level.

25%
increase in
both green

2023 Reading: 5



5 - 51% of our 5th grade students are at or above grade level. Nationally, 49% of 5th grade students are at or above grade level.



13

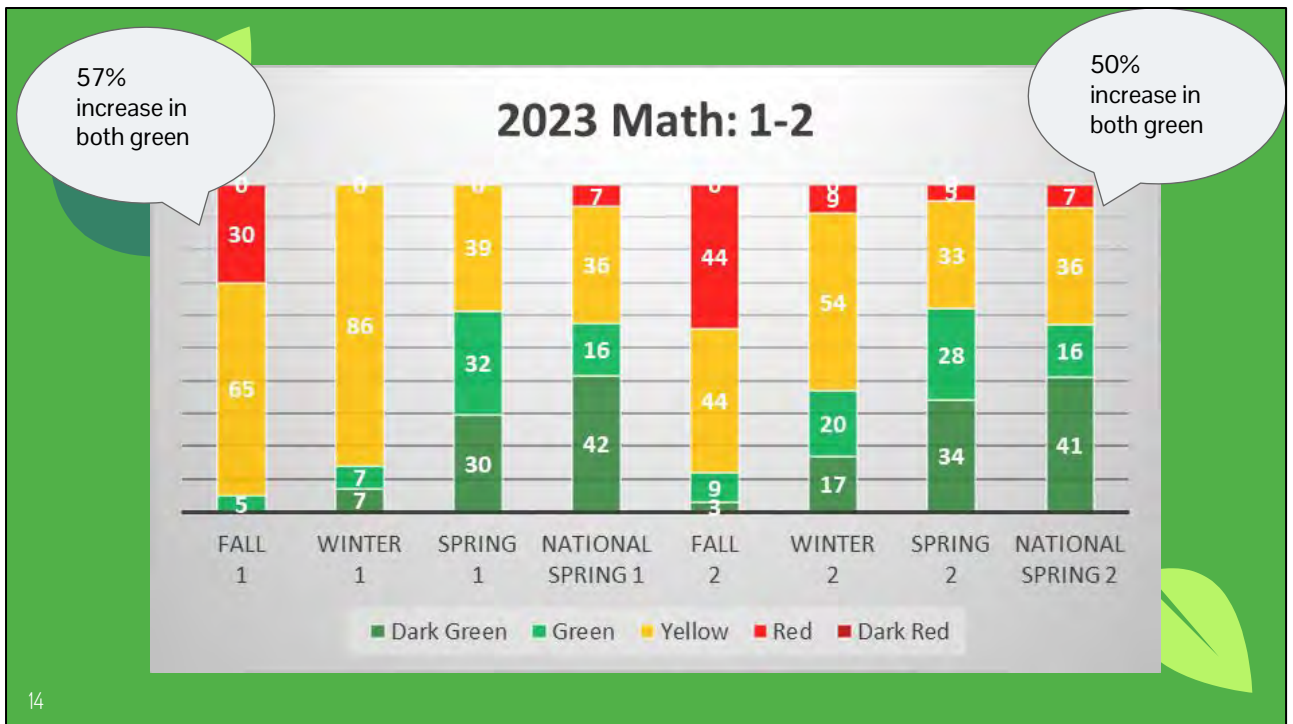
This graph mirrors the previous graph in many ways. The setup is the same where there are three columns for each grade level fall, winter, and spring respectively. As you can see there is clear growth throughout the grade-levels from the first assessment this school year, until now. At FRES, teachers have made it a priority to use the iReady MyPath personalized instruction throughout the year. This dedication can certainly be a contributing factor to the growth these students have made.

Again, you'll see growth towards our goal of moving students from the reds and yellow range to the green range.

Our math scores are improving not only due to the previously mentioned small groups, but additionally the teachers at FRES are utilizing MyPath in math for the recommended 30-49 minutes (as regularly as possible). This use of MyPath (instructional pathways) can also account for the change in these scores. Since January 1, the students at FRES have spent an average of 9 hours and 32 minutes with "time on task" on their MyPath for math. This averages to 29 minutes per week.

To be clear - most of the teachers are using MyPath (instructional pathways) in reading as well. With math being our area of focus with our district goal being set in math this year students are using MyPath in reading once they have completed the 30-49 minutes in math first.

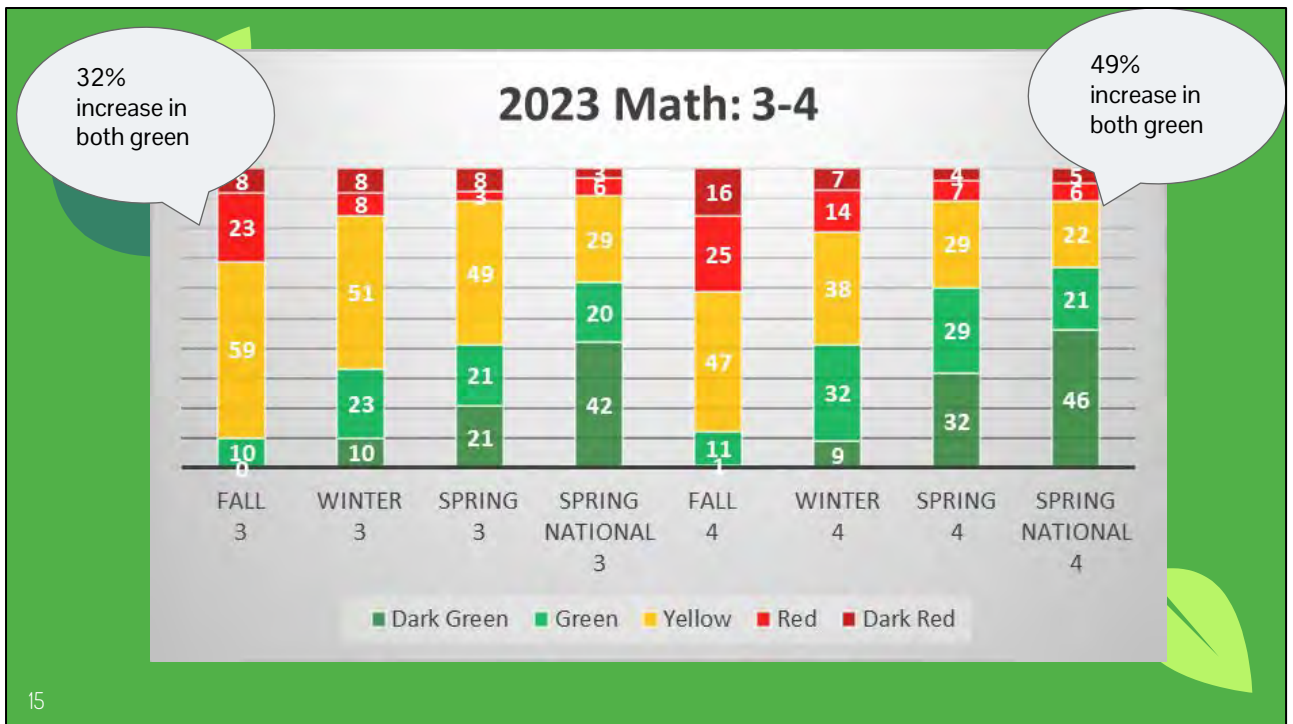
Teachers are also using formative assessment to inform their instruction on a regular basis.



This is the same school data on the previous graphs, but just smaller sections of information. This now includes national data as well.

1- 62% of our 1st grade students are at or above grade level. Nationally, 58% of 1st grade students are at or above grade level.

2- 62% of our 2nd grade students are at or above grade level. Nationally, 57% of 2nd grade students are at or above grade level.

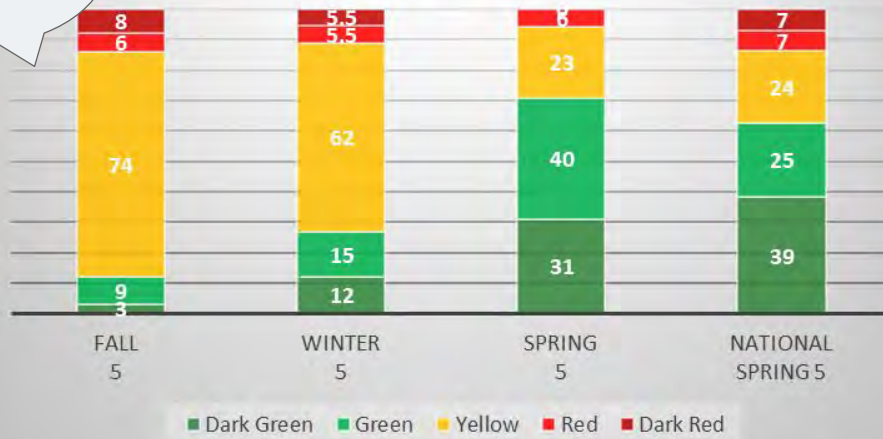


3 - 61% of our 3rd grade students are at or above grade level. Nationally, 62% of 3rd grade students are at or above grade level.

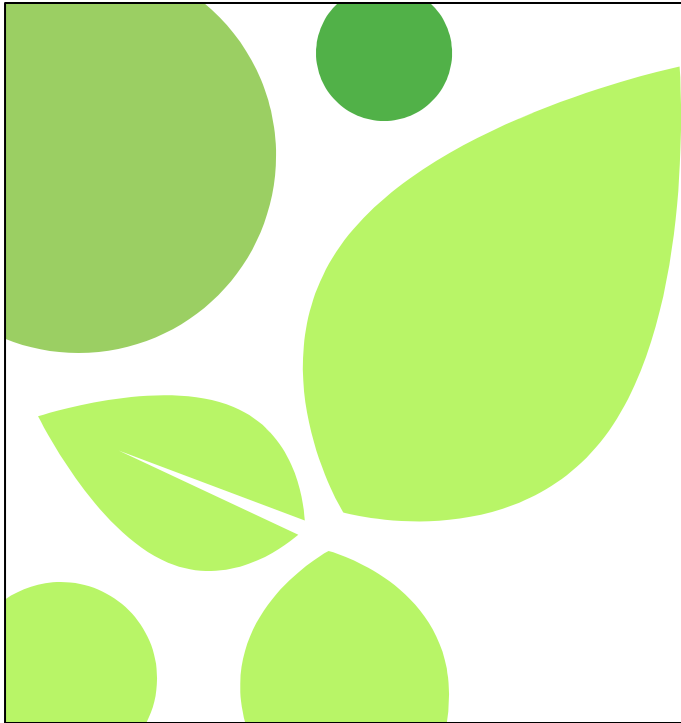
4 - 61% of our 4th grade students are at or above grade level. Nationally, 67% of 4th grade students are at or above grade level.

59%
increase in
both green

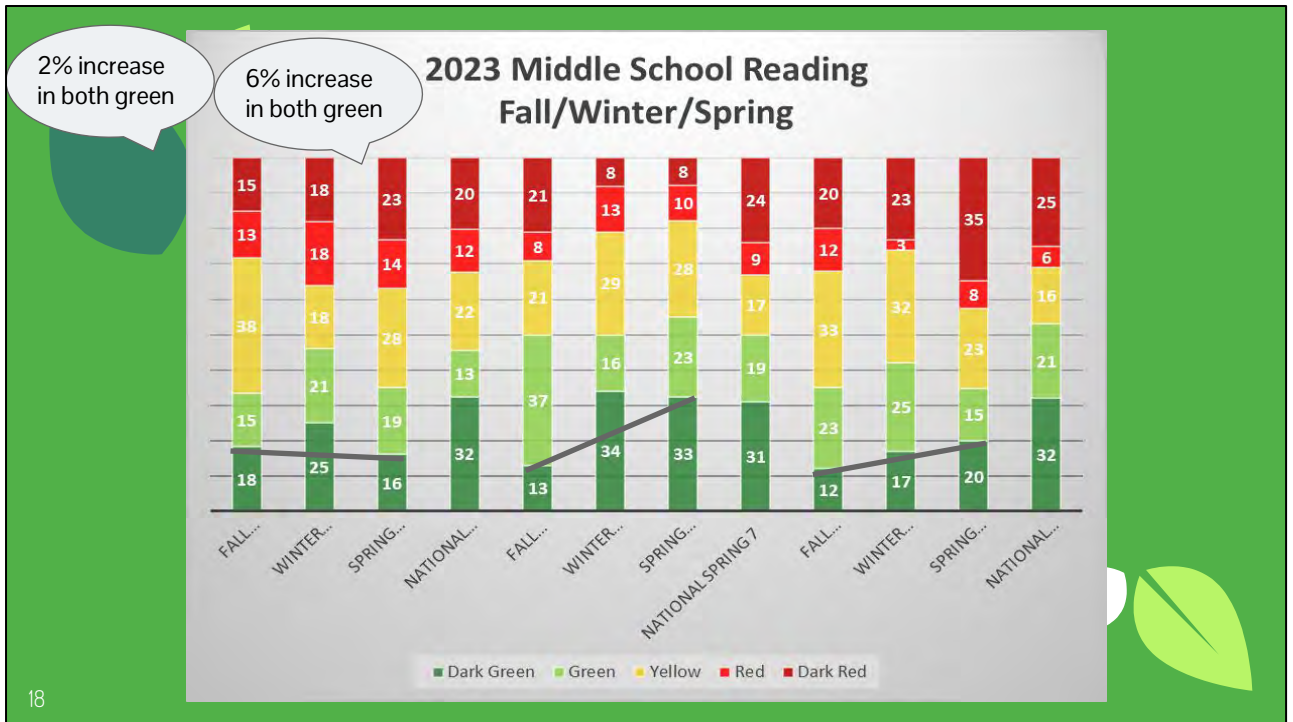
2023 Math: 5



5 - 71% of our 5th grade students are at or above grade level. Nationally, 62% of 5th grade students are at or above grade level.



iReady
6-8: How are we
doing?

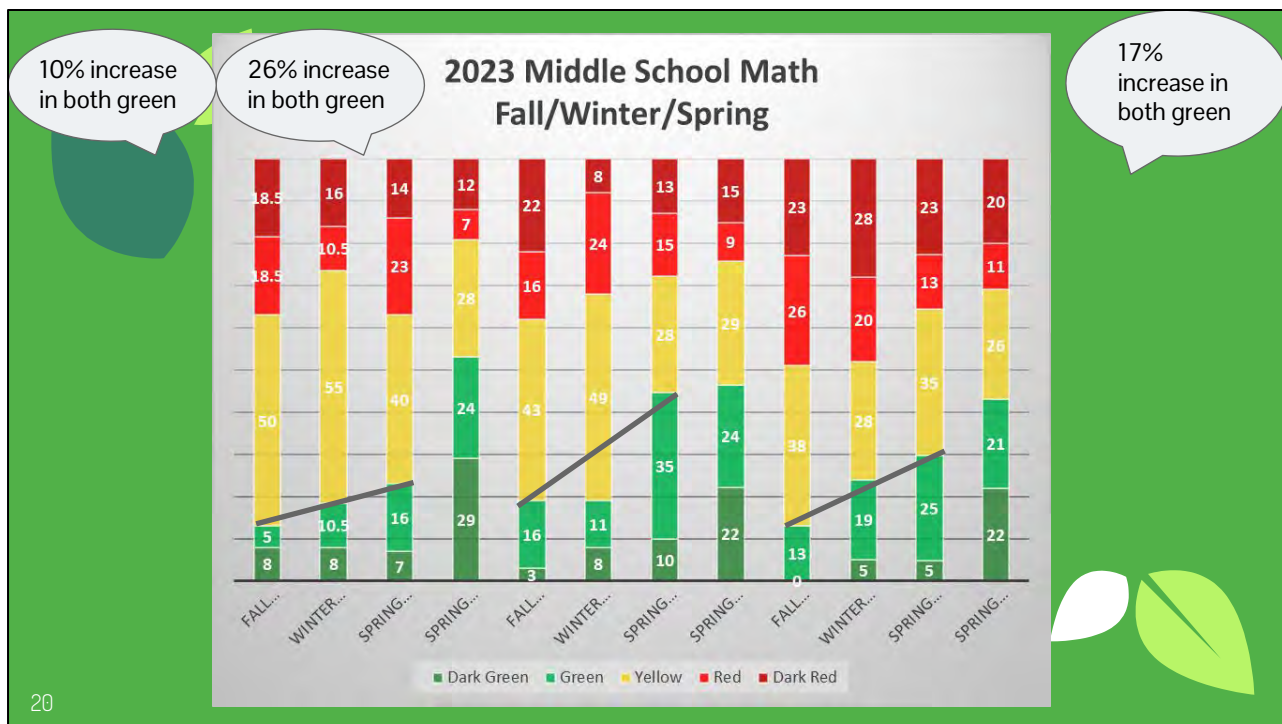


The graphs for the middle school also remain consistent with three bars for each grade level. The bars represent the percentage of students who fell into each category in the fall, winter, and spring respectively. In 7th grade, you can see that the red is shrinking and the green is increasing.

6 - 35% of our 6th grade students are at or above grade level. Nationally, 45% of th grade students are at or above grade level.

7 - 56% of our 7th grade students are at or above grade level. Nationally, 50% of th grade students are at or above grade level.

8 - 35% of our 8th grade students are at or above grade level. Nationally, 53% of 8th grade students are at or above grade level.



20

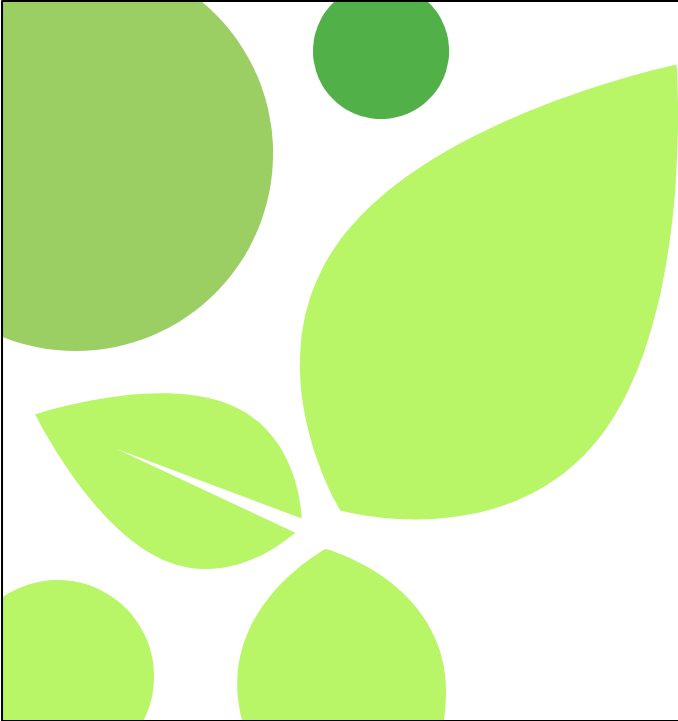
When reviewing the middle school math data, the percentage of students 2 or more grade levels below is shrinking, while the percentage of students at or above grade level is increasing. This growth can be attributed to the efforts of the middle school teachers in providing interventions to students who are struggling, while simultaneously providing advanced classes (students taking classes in different grade-levels) for those students who are showing they are exceeding expectations at their current grade-level. This middle school is also receiving Title 1 services this year to support students in specific domains (Numbers and Operations in Base 10, Geometry, etc.). The middle school has implemented using MyPath with all students for Math starting in January.

Since January 2, the middle school students have spent an average of 4 hours and 2 minutes "time on task" on their MyPath for math. This averages to 12 minutes per week. The 7th and 8th grade have continued to increase the percentage of students who are on or above grade-level and percentage of students who are scoring below grade level continues to shrink. These changes can be attributed to the teachers implementing the WIN block utilizing the MyPath personalized instruction, as well as the Title 1 services students who are below grade level may be eligible to receive. 8th more than doubled the percentage of students who scored at or above grade level.

6 - 23% of our 6th grade students are at or above grade level. Nationally, 37% of th grade students are at or above grade level.

7 - 45% of our 7th grade students are at or above grade level. Nationally, 46% of th grade students are at or above grade level.

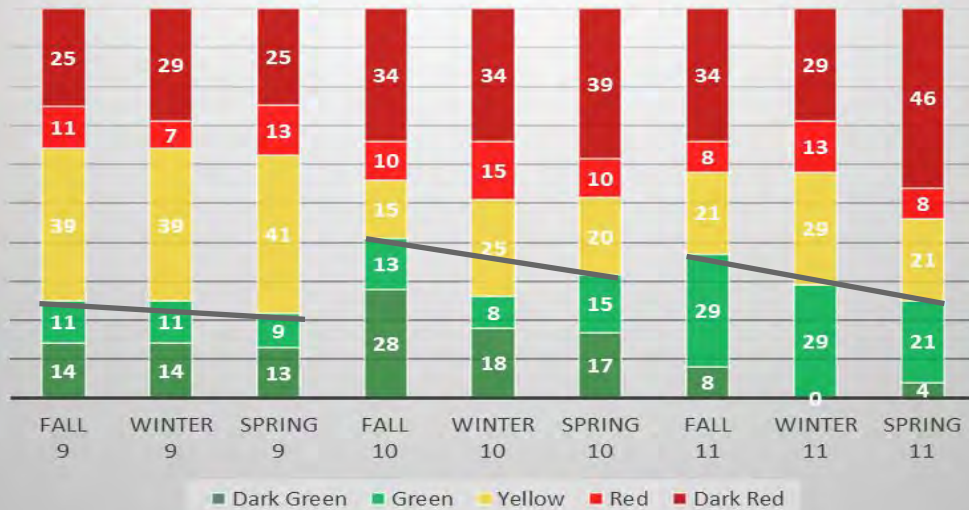
8 - 30% of our 8th grade students are at or above grade level. Nationally, 43% of 8th grade students are at or above grade level.



iReady 9-11: How are we doing?

In January, the seniors were not included in the data because over 20% of the seniors did not test, whether excused by a parent, or they were absent during testing. With this many students not testing, it did not feel as though this would be an accurate representation of where our students are at. Therefore, we did not assess the seniors this round of testing.

2023 High School Reading Fall/Winter/Spring

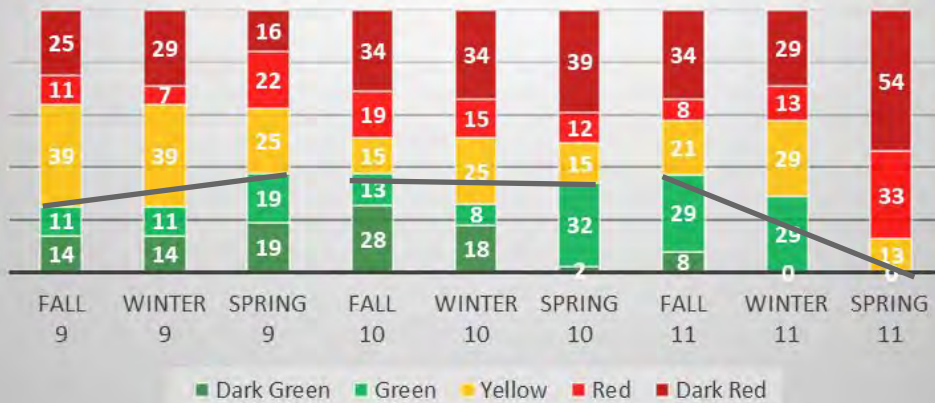


21

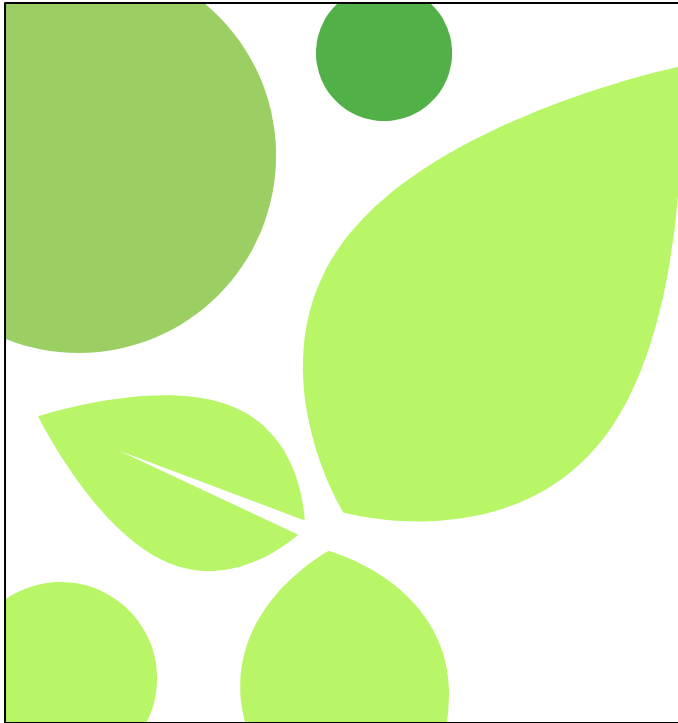
High school graphs are set up in the same manner as the previous graphs. Overall, the high school students data consistently decreasing across any of the grade-levels. I have brought this information to the Curriculum Coordinator group I am a part of, as well as the Assistant Superintendent over in Milford. I asked if this was a common trend within their district-wide data. The response that I received was that this is a very typical situation to be in and that we are not alone in our data decreasing as students increase in academic years.

From these conversations, I did glean some information for some ideas for how to impact this data in a more constructive manner. The administrative team used this information to make plans for next school year.

2023 High School Math Fall/Winter/Spring



Beginning in January, we have utilized the “WIN” block with the high school students in grades 9-10. These students utilized the MyPath, personalized instruction once a week for 45 minutes during their advisory block. As you can see, freshman have increased from 25 percent students at or above grade-level to 38% of students at or above grade level. Since January 1, the high school students in grades 9 and 10 have spent an average of 2 hours and 31 minutes with “time on task” on their MyPath for math. This is an average of 7 minutes per week.



Tell me more
about Annual
Growth Goals
and Stretch
Growth Goals...



What are these goals?

Annual Goal: The goal for a student based on their baseline score in the fall. This goal is set by what is “typical” based on nationally normed data.

Stretch Growth Goal: This goal is an ambitious goal based on the baseline score in the fall. This goal is intended to support the student in getting closer to grade-level expectations.

How much progress did students make? K-8: Reading

January

Students Assessed/Total: 350/403

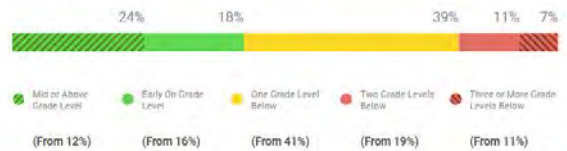
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 91%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

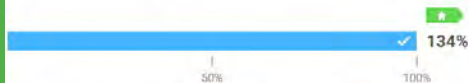
Current Placement Distribution



[The Mapping Between 5 Level and 3-Level Placements](#)

Students Assessed/Total: 380/404

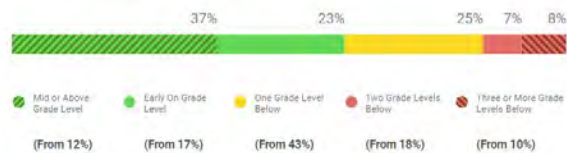
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 134%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5 Level and 3-Level Placements](#)

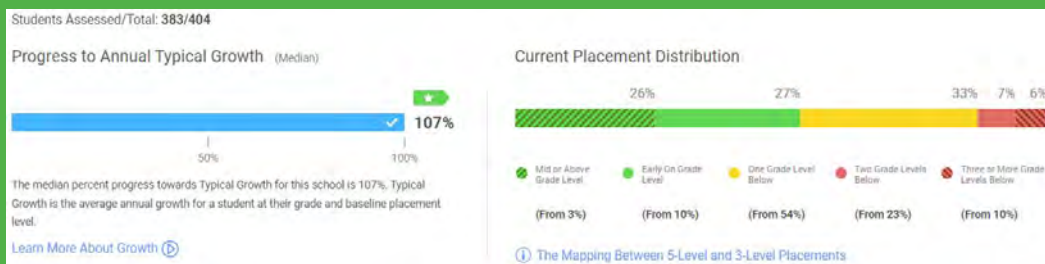
May

These two graphs give us an overall view of how much growth our students in grades 1-8 have made at this point in the year. If you line up all of the students in grades 1-8 the student in the middle has made 134% of the growth toward their annual goal. At this point in the year we would expect this number to be at about 100% because we have almost completed the school year. This is a tremendous amount of growth in reading grades 1-8.

The graph on the right shows how many of our students overall are scoring within those same ranges (above, on, one year below, and two or more years below grade-level) and what our percentages looked like at the beginning of the year. Our students that are middle of the year or above grade-level has doubled in reading.

How much progress are students making? K-8: Math

January



May

These two graphs give us an overall view of how much growth our students in grades 1-8 have made at this point in the year. If you line up all of the students in grades 1-8 the student in the middle has made 107% of the growth toward their annual goal. At this point in the year we would expect this number to be at about 100% because we have just about completed the school year.



PSAT/SAT Longitudinal Data



PSAT/SAT Timeline

- PSAT 9 - Taken annually in March
- PSAT 10 - Taken annually in March
- PSAT 10/NMSQT - Taken annually in October
- SAT - Taken annually in March

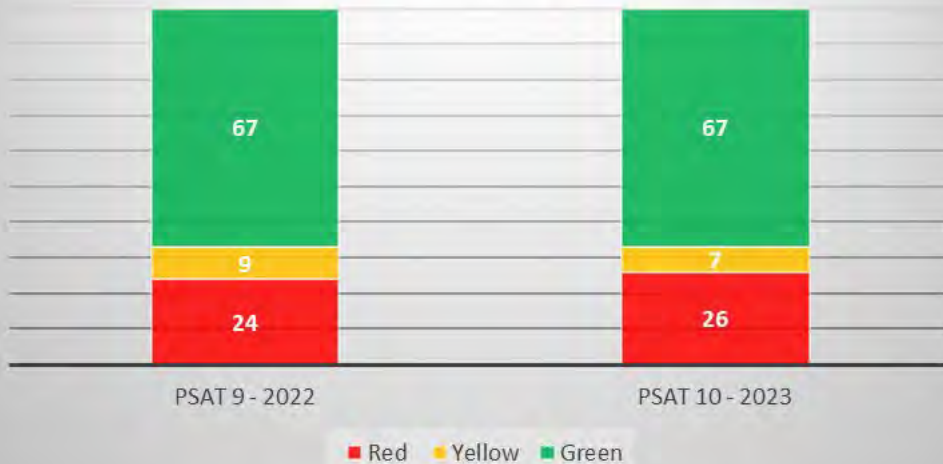


More Colors?

- Red indicates the score is below benchmark by more than one year's academic growth.
- Yellow indicates the score is within one year's academic growth.
- Green indicates the score meets or exceeds benchmark.

We have included the longitudinal data for Sophomores and Juniors so we can compare how these groups of students have done over time.

2023 Sophomore Cohort - ELA



30

There are 26 students who were tested as freshman also tested as sophomores, this is 63% of the class. So while this is consistently the same grade, the students are drastically different. There were 6 of the consistent 26 students who were on benchmark in 9th grade assessment were also on benchmark in the 10th grade assessment. The groups of students are not identical due to different reasons students did or did not take the tests. The biggest factor is attendance.

PSAT 9:

Red - 120-380

Yellow - 390-400

Green - 410-720

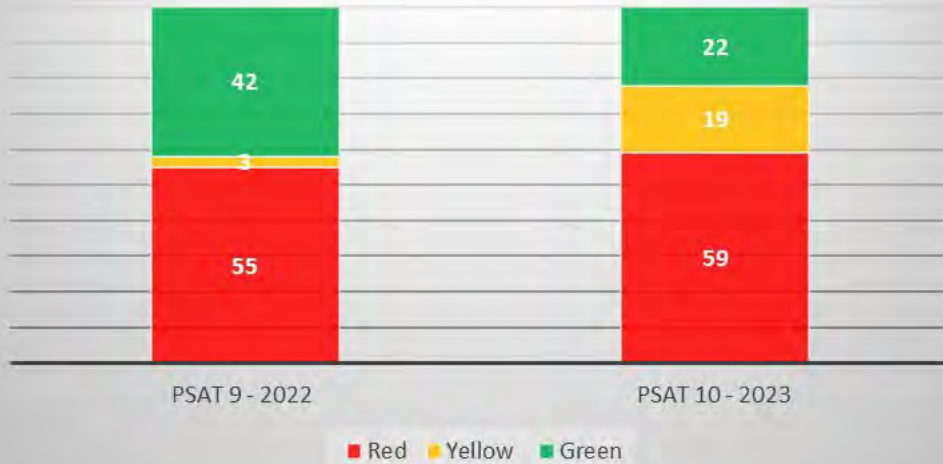
PSAT 10

Red - 160-400

Yellow - 410-420

Green - 430-760

2023 Sophomore Cohort - Math



PSAT 9:

Red - 120-420

Yellow - 430-440

Green - 450-720

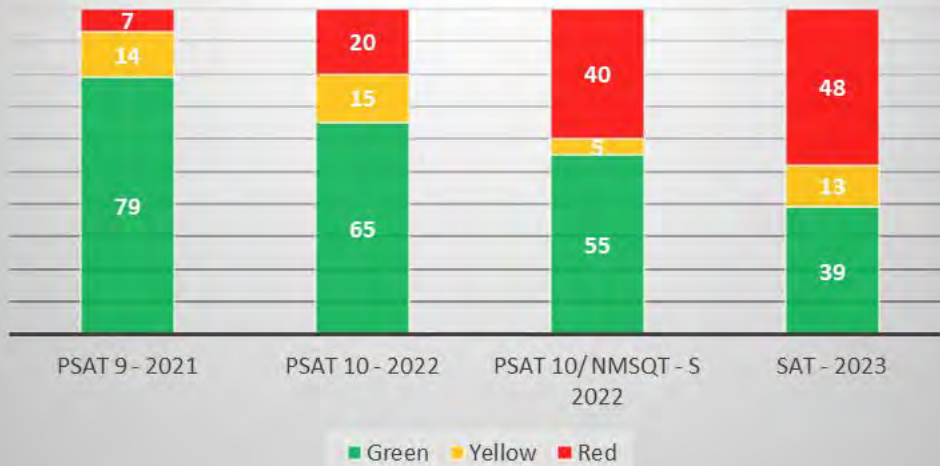
PSAT 10

Red - 160-440

Yellow - 450-470

Green - 480-760

2023 Junior Cohort - ELA



PSAT 10/NMSQT

Red - 160-450

Yellow - 460-470

Green - 480-800

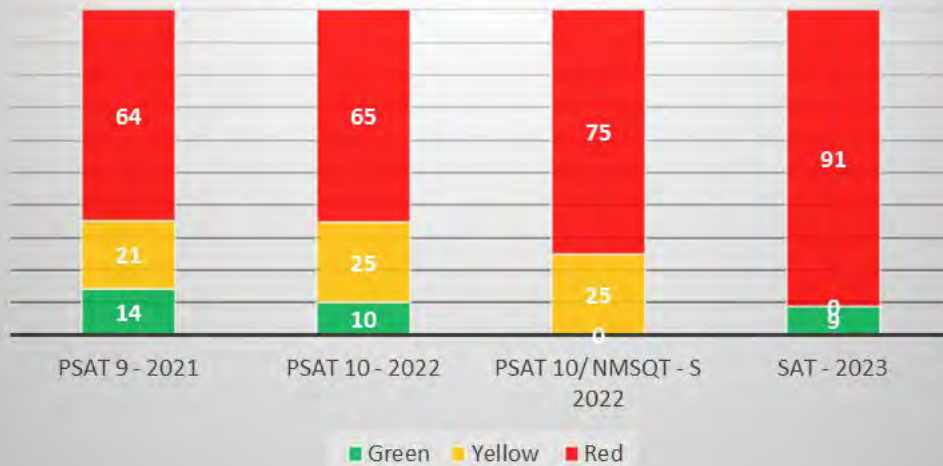
SAT:

Red - 200-450

Yellow - 460-470

Green - 480-800

2023 Junior Cohort - Math



PSAT 10/NMSQT:

Red - 160-470

Yellow - 480-500

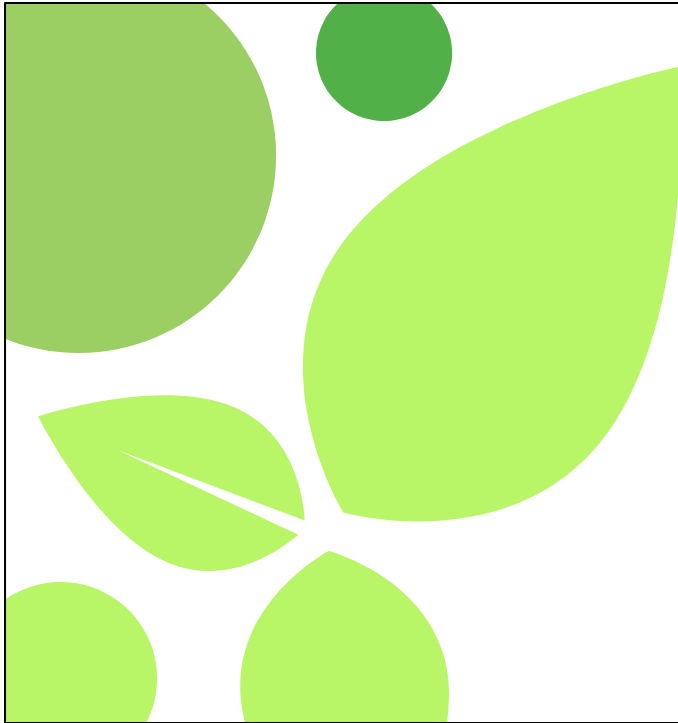
Green - 510-760

SAT:

Red - 200-500

Yellow - 510-520

Green - 530-800



What have we
done this year?



Action Plan

- Utilize data protocols to review and analyze data.
- Ongoing professional development about iReady.
- Ongoing professional development on effective instructional strategies in both reading and math (FRES)
- iReady instructional pathways (K-8) - 6-10 and K started in January

35

We also provided Title 1 tutoring in math at the middle school - something that is new to middle school this year.

FRES has continued to provide Title 1 tutoring services in both reading and math.

WIN Block - to be discussed later



Action Plan Continued

- Developed plans for students
- Participate in data meetings
- Integrating math and ELA into other content areas when possible
- Developed domain specific goals
- Met in PLCs and department meetings to analyze data



Now What?



Now What? – District Wide

- WIN Block - K-12
- Utilize Instructional Pathways to personalize instruction (K-8)
- Weekly PLC/IMPACT meetings:
 - Utilize data from iReady and other assessment tools to inform instruction.
 - Use data to reflect on instructional impact

WIN Block - All students K-12 will be working in a WIN block to receive small group instruction, and use the MyPath instructional pathways. Students who are scoring below 8th grade in 9th and 10th are also using instructional pathways.



Now What? – District Wide

- Professional Development around iReady and Math instructional Practices
- Streamlined evaluation process to focus on effective teaching practices
- Data Meetings 3 times a year
- Transition Meetings between the buildings (K-12 teams)
- Continue to develop and vet curriculum
- Math Professional Development:
 - NHLI
 - Solution Tree
- Target our interventions in numbers and operations and vocabulary

FRES provided after school tutoring for students based on conversations at Data meetings where iReady data was triangulated with classroom data, as well as other school-level assessments. The data drove the conversations and supported teachers in making informed decisions about who still required intervention above and beyond what they are already receiving during the school day in order to make progress.

WIN Block - Students who are scoring below 8th grade in 9th and 10th are also using instructional pathways.
9th/10th on or above PSAT/SAT prep



Now What? – FRES/LCS

- Sending and Receiving Teachers Met as Data Teams
- Summer Academy Based on Data Team Discussion
- Kindergarten screener and Pre-K teacher input utilized to inform class placement
- Professional Development in the Science of Reading
- Curate accelerated learner programming



Now What? – WLC

- Moving the Personal Finance Elective to a Required Course
- Incorporating more high-stake assessments into the curriculum (ie midterm and final exams)
- Continue offering an advanced placement math course in 7th and 8th grade
- Continue After School Homework Club
- Continue work on interdisciplinary curriculum
- Continue PSAT and SAT prep into curriculum and WIN



Now What? - WLC

- Adjust the use of the PLC model.
- Implement motivators for students taking standardized assessments (NH SAS, SAT, iReady, etc.).
- Format classroom assessments.
- Emphasize the importance and the rationale behind the assessments.

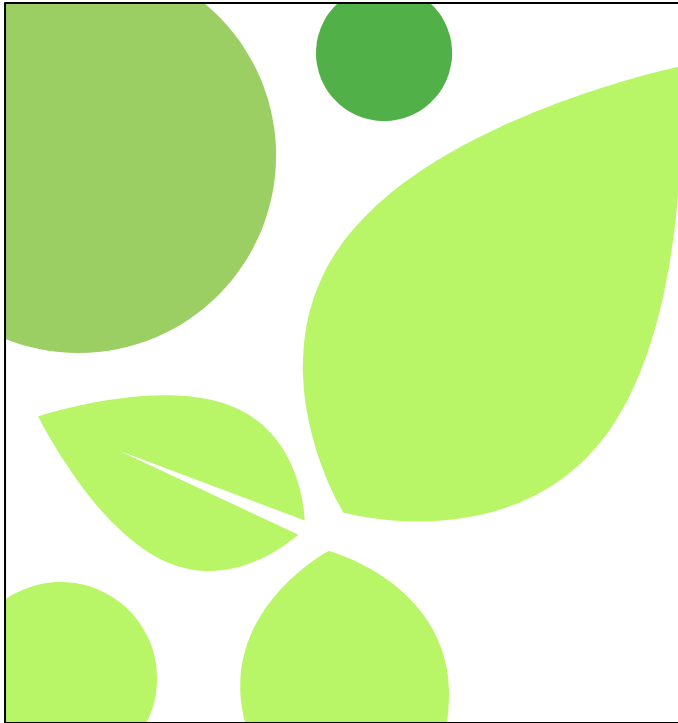
The master schedule has been adjusted to accommodate math and ELA teachers being grouped. We are going to rearrange the way that PLCs are structured. The PLCs are currently meeting twice a week, and we are going to change that so the math team will meet more frequently at the beginning of the school year, and then switch to another group for the following quarter. We will frontload the PLCs with the math teachers.

Format classroom assessments so that they mirror the type of assessments that they will be taking (NH SAS, PSAT, SAT).

These Now What steps will become our action items next year. These will be on our data presentation slides so we can track our progress towards meeting those goals.

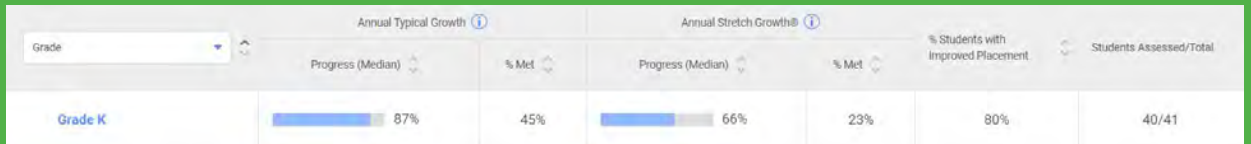
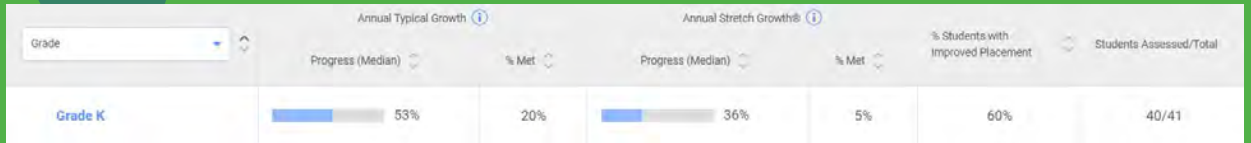


Questions



Annual and Stretch Growth Breakdown by Grade

How much progress are students making? Kindergarten: Reading



This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that across the board, students in grades 1-5 are making significant progress towards their both their annual growth goal and their stretch growth goal.

How much progress are students making? 1-5: Reading

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	66%	27%	49%	11%	39%	44/44
Grade 2	113%	60%	74%	23%	65%	60/60
Grade 3	88%	46%	51%	13%	46%	39/40
Grade 4	92%	46%	50%	27%	46%	56/57
Grade 5	107%	56%	54%	26%	50%	34/36

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	148%	86%	103%	53%	74%	43/44
Grade 2	175%	85%	111%	58%	87%	60/61
Grade 3	151%	82%	90%	45%	82%	38/39
Grade 4	155%	67%	83%	40%	67%	55/56
Grade 5	194%	73%	97%	48%	70%	33/37

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that across the board, students in grades 1-5 are making significant progress towards their both their annual growth goal and their stretch growth goal.

How much progress are students making? 1-5: Math

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 76%	28%	<div><div></div></div> 58%	9%	44%	43/44
Grade 2	<div><div></div></div> 83%	36%	<div><div></div></div> 54%	15%	64%	59/60
Grade 3	<div><div></div></div> 44%	15%	<div><div></div></div> 32%	5%	41%	39/40
Grade 4	<div><div></div></div> 61%	26%	<div><div></div></div> 38%	5%	65%	57/57
Grade 5	<div><div></div></div> 59%	24%	<div><div></div></div> 34%	0%	29%	34/36

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 117%	65%	<div><div></div></div> 89%	40%	84%	43/44
Grade 2	<div><div></div></div> 134%	75%	<div><div></div></div> 90%	40%	83%	60/61
Grade 3	<div><div></div></div> 65%	33%	<div><div></div></div> 46%	8%	56%	39/39
Grade 4	<div><div></div></div> 109%	63%	<div><div></div></div> 73%	30%	86%	56/56
Grade 5	<div><div></div></div> 159%	76%	<div><div></div></div> 87%	35%	79%	34/37

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level.

How much progress are students making? 6-8: Reading

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 57%	49%	<div><div></div></div> 21%	18%	41%	39/43
Grade 7	<div><div></div></div> 94%	50%	<div><div></div></div> 33%	16%	45%	38/42
Grade 8	<div><div></div></div> 36%	40%	<div><div></div></div> 13%	8%	33%	40/42

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 21%	36%	<div><div></div></div> 8%	5%	31%	39/43
Grade 7	<div><div></div></div> 88%	46%	<div><div></div></div> 30%	15%	51%	39/41
Grade 8	<div><div></div></div> 0%	31%	<div><div></div></div> 0%	8%	19%	36/42

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that all grade-levels are making good progress toward their growth goal.

How much progress are students making? 6-8: Math

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 38%	18%	<div><div></div></div> 18%	5%	26%	38/43
Grade 7	<div><div></div></div> 77%	41%	<div><div></div></div> 40%	11%	30%	37/42
Grade 8	<div><div></div></div> 50%	40%	<div><div></div></div> 22%	5%	33%	40/42

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 38%	34%	<div><div></div></div> 18%	11%	42%	38/43
Grade 7	<div><div></div></div> 100%	51%	<div><div></div></div> 52%	18%	49%	39/41
Grade 8	<div><div></div></div> 78%	41%	<div><div></div></div> 32%	22%	49%	37/42

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. Again, the progress students are making towards these goals are strong, with $\frac{2}{3}$ grade levels at or above the 50% mark.

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 27, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

The videoconferencing link was published several places including on the meeting agenda.

Present: *Dennis Golding, Brianne Lavalley, Darlene Anzalone, Geoffrey Allen, and Diane Foss*
Superintendent Peter Weaver, Business Administrator Kristie LaPlante, and Clerk Kristina Fowler

I. CALL TO ORDER

Chairman Kofalt called the meeting to order at 6:33pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. PUBLIC HEARING-UNANTICIPATED REVENUE RSA 198:20-b

Chairman Golding opened the public hearing at 6:33pm. He reviewed the Town of Wilton has notified the District that they have received \$96,921.87 in School Impact Fees collected as part of their building permit process. By statute, these funds will be applied as Wilton specific revenues to offset their tax rate. He asked for any school board member questions or comments. Ms. Foss asked for clarification. Ms. LaPlante reported that in 2001 the Town of Wilton adopted an Impact Fee Ordinance. An impact fee is basically a growth management fee they apply for building permits or are attached to the building permit process. It is intended to help meet the needs of the growing town. They do this on roads, fire or emergency services and schools and it is written in there how it is adopted and how it goes to offset their portion of tax rates. It's a building fee that is charged by the Town of Wilton to offset future needs based on growth. Chairman Golding asked for any additional questions from school board members, none heard.

A MOTION was made by Ms. Lavalley and SECONDED by Ms. Foss to move to accept \$96,921.87 in unanticipated revenues from the Town of Wilton for School Impact Fees.

Chairman Golding asked for questions or comments from the public regarding the public hearing, unanticipated funds. Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. None heard.

Voting: all aye; motion carried.

The hearing closed at 6:38pm.

IV. FINANCE COMMITTEE SCOPE & PURPOSE

Chairman Golding reviewed we will decide if we need to have a committee, and if we do what will we use it for. Ms. LaPlante provided a document containing a rough framework of what she believes the committee could be. She noted that in her first year, there was concern regarding the transfer of one business Administrator to another for various reasons but we never really dug deep into the finance of the district. She reviewed the history of the Finance Committee, which was to specifically address the \$411,444 reduction in the 20-21 budget, which was approved by voters at the district meeting. The minutes are specific that it was to be a limited scope committee, together for 1 year. The committee has continued to meet. In her observation over the last 2 years, our Budget Committee is unique from other Budget Committees, they stay involved much longer and she thinks this is good so that they can stay current and ask questions as the budget develops. There are two sections of the budget, there is building the budget and once approved, implementing it. She thought of marrying these two together with a common goal. The common goal of these two groups is money and making sure it's spent appropriately and effectively. Her idea is to have an advisory committee to look at things, perhaps meeting in the summer and review how the budget shakes out, are

there any lessons learned to take into building the next budget and maybe meet again around February or March to look at where we are in the spending process. It is also providing another level of safeguard for the taxpayers and is another avenue to say we gave you this money why are not spending it. This is her take on it if the Board wants to move forward. A suggestion was made to meet earlier than February to report out at district meeting the expected balance of funds and what that could be spent on. Ms. LaPlante responded she did not list January because that is the time when we are finalizing the next year's budget, will we be able to focus on that while working on the projection but it could be a good avenue for consideration. Mr. Allen expressed that it a great idea and the only question for the Board is one of the concerns discussed at the Board and at Facilities Committee is where we are in the spending process with projects. It had been voiced at one time that the desire was to have a report at every board meeting or once a month or something like that regarding where we are with the CIP or just spending in general. Would we want that to be maintained with the full board, which would add to the length of the meetings, or would it be beneficial to push that down to a committee and it can be briefed back to the Board. Chairman Golding voiced because Ms. LaPlante is proposing 2-3 meetings a year we could probably do that at a board level and save everyone time at the committee level. He suggests we leave the Finance Committee tabled until such time as something like that \$411,444 reduction comes up again and it be revisited. Ms. LaPlante added from Oct-end of the year there are monthly or every other month YTD reports on where we are financially. In her experience with the district now, questions are asked in the moment but she has not received any other follow up from committees or members of the public. She is confident we are sharing accurate data and the information is getting out there. There is an avenue for people to ask questions; our books are open and as transparent as can be. She wants to encourage the public if they have questions they can feel free to email or call her. She confirms the Budget Committee as a whole can ask her any questions regarding any monies. Superintendent confirms in September we will have a discussion with look back at our ups and down with the budget as a school board. We will plan on late January-February before district meeting to do it again and look where we are, what is anticipated as unspent and any other items we need to look at and do it a third time toward end of year if needed. It was suggested to have charts also showing the larger spending areas to make it visual and easier for folks to understand. Ms. LaPlante agrees.

V. NHSBA CALL FOR RESOLUTIONS

Chairman Golding asked if there were any resolutions. We had submitted the same resolution the past 2 years, which was not passed. He asked for any suggestions. None heard we will move on from this. He noted the only thing we would need to do is determine who would attend the Delegate Assembly. Ms. Lavallee noted we have time to decide and suggested holding off until the resolutions are known then we can determine who may want to attend knowing what would be voted on. The resolutions come out around August or September.

VI. RESIGNATIONS / APPOINTMENTS / LEAVES

Superintendent informed members he has a couple of additions. No objection heard.

- a. **FYI-New Hire-Chrissy Morrissey-Paraprofessional-FRES**
- b. **FYI-New Hire-Jamin LaPonsie-Instructional Aide-LCS**
 - **FYI-New Hire-Amanda Guay-Instructional Aide-LCS**
 - **FYI-New Hire-Jennifer Forrest-Paraprofessional-FRES**

Superintendent reviewed the new hires.

- c. **Resignation-Samantha Thapa-ABA Therapist**
- d. **Resignation-Allison Blondin-MS Math Teacher**
 - **Resignation-Kristi Costello-Food Service**

Superintendent reviewed the resignations.

- e. **Appointment-Sophia Menke-1st Grade Teacher-FRES**

Superintendent reviewed his nomination for 1st Grade Teacher.

A MOTION was made by Mr. Allen and SECONDED by Ms. Lavallee to accept the nomination and appoint Ms. Sophia Menke, 1st Grade Teacher Bachelors, Step 1 salary of \$38,000.

Voting: all aye; motion carried.

f. Appointments for July

• **Appointment-Joseph Sullivan-MS Math-WLC**

Superintendent reviewed his nomination for MS Math Teacher.

A MOTION was made by Ms. Foss and SECONDED by Mr. Allen to accept the nomination and appoint Mr. Joseph Sullivan, MS Math Teacher Bachelors, Step 1 salary of \$38,000.

Voting: all aye; motion carried.

A question was raised how many open positions we have. Superintendent responded 4 right now and we are taking steps back to see what we can do, we have MS science, MS math, HS math and computer science teaching positions. He spoke of seeing a difference in the amount of applications we received compared to other years, it is not just our district and there are articles written about less teachers in the university systems going into education and earning their education degree. People are leaving education in the last quarter of their career and looking to get out earlier, it is almost a perfect storm. It is challenging for communities like us to compete financially with other districts. There are so many openings it is easy to take another job that is paying \$15,000 more than we are. We are looking at every angle; the positions we have open are critical areas. FRES and LCS are all set and most of WLC is set. He spoke of some of the other options he is looking at such as looking to see what teachers we have that can teach math for example and do we negotiate with a teacher and pay extra to teach a class, we have some classes in basic technology such as MS portfolios that may be easier to manage. He is talking to other Superintendents to see what they are doing. He spoke to High Mowing today about collaborating on classes. They don't have a program like portfolios, if we can send science kids there and they can send kids here for portfolios; he is trying to find ways to bridge the two schools. They are open to it; they have limited classes they can offer students. We have some advanced classes they don't offer such as AP Calculous. There are also other public schools like Milford, could we send the kids on a van tuition them for a class. He would ask for the Board's support before doing that and a challenge is their schedule is not the same as ours. Ms. Lavallee voiced in April in Concord they developed a committee because it is a statewide issue and very complex. There are a number of things we can do to try to fix the issue in the moment but thinks as a Board and administration we need to be looking at what can we do as a small district with only so much latitude with the budget. What else can we do to attract people and what is the role of the Board in that. What is the message we are sending staff, are we supportive of teachers, are we creating a positive environment. She thinks it is helpful we are doing the exit interviews now and looks forward to seeing the information collected. She believes we need to as a Board, start having these hard conversations about what could be some of the systemic problems that are causing teachers to not want to come here as a district and the state, why are people choosing not to go into education. We need to promote our school district to gain interest. Superintendent spoke about the intern program (paying interns a \$1,000 stipend to come here) and he met with Keene, Franklin Pierce and Rivier along with Mr. Comerford. We tried to sell them on our district in terms of their internship. The selfish goal is to recruit them but also show them they can grow here; last time we hired all interns we had. He spoke of teacher retention and not wanting to lose sight of that when we move into the workshop. How do we measure it and what can we do to make a difference. A question was raised regarding VLACS and is there a way to use that and utilize interns to work with the students. Superintendent responded it is an option that has been around; it is a challenge especially with something like 11th grade math or Algebra II, they would need an adult working with them who really understood that. He spoke of getting creative such as having an engineer working with students for a stipend to oversee an Algebra II class or pre-calculus class; it would be a good learning environment for kids. That is the kind of thing we do not want to rule out. Ms. Anzalone cautioned with VLACS the experience can differ depending on the teacher working with the student and that they need to be available when the kids need them.

VII. PUBLIC COMMENTS

The public comment section of the agenda was read.

Ms. Tatiana Franko commented that tonight's agenda has on it a discussion of what the school board's goals and visions are, she suggested to the Board that they consider the physical activity level and health of students and the time allotted to students especially at WLC where there is no recess. She has spoken at length with other mothers of boys who need to have outdoor activity time. She knows a mother who homeschools their child because he cannot handle the limited amount of activity time. In this day and age of iPhone, iPads, video games, TV and screen time, our children are losing the appreciation and closeness to creation. They are often overweight, lackadaisical, bored, hopeless, depressed and directionless as well as confused. It is high time to infuse our children with life, energy and enthusiasm and hope. All of which can be found in a forest, near bodies of water, in a field or a farm or just outdoors.

162 While on a school trip, I witnessed staff separate boys into stillness while all their bodies wanted to do was run after
163 sitting on a bus and having lunch and standing in line at a museum. This is her plea to have more physical outdoor
164 time especially for boys and especially at WLC they are stuck inside, it is almost like prison time and does not look
165 forward to sending her son here when she knows he needs outdoors. Most children spend screen time at home and sit
166 and they need more life into them.

167
168 Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment.
169

170 Ms. Mary Golding congratulated the new hires, yeah Chrissy, she is great and will do wonderful at FRES we are
171 lucky to have her. She thanked the Board for working so hard and doing what you do for no appreciation. I
172 appreciates you! Thank you everyone.
173

174 **VIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)**

175 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to enter Non-Public Session to review the non-*
176 *public minutes, and discuss superintendent evaluation RSA 91-A: 3 II (C) at 7:06pm.*

177 *Voting: via roll call vote, all aye, motion carried.*
178

179 **RETURN TO PUBLIC SESSION**

180 The Board entered public session at 8:24pm.
181

182 *A MOTION was made to seal the non-public session minutes by Ms. Lavallee and SECONDED by Ms. Foss.*

183 *Voting: all aye; motion carried.*
184

185 **IX. ADJOURNMENT**

186 *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to adjourn the Board meeting at 8:24pm.*

187 *Voting: all aye; motion carried.*
188

189 *Respectfully submitted,*
190 *Kristina Fowler*
191

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD WORKSHOP
Tuesday, June 27, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

Present: *Dennis Golding, Brianne Lavalley, Darlene Anzalone, Geoffrey Allen, and Diane Foss*
Superintendent Peter Weaver and Clerk Kristina Fowler

I. SCHOOL BOARD WORKSHOP

• School Board Goals/Vision

The workshop started at 8:24pm.

Superintendent spoke of the Board giving him some arching goals around academic progress and school culture. He reviewed some of the examples from documents he shared back in May. He suggests bringing it back in August and sharing the overarching goals with the staff when they return and how to know when we are being successful or falling short. Discussion was had regarding changing the culture of the relationship between the Board and staff including potentially having board member/s come to opening day. The Superintendent briefly discussed ways for the Board to increase staff appreciation. Discussion continued about recognizing teachers and making a difference in small ways. Discussion was had regarding a goal of academic achievement and how to motivate the students to want to take tests. They spoke of the PSAT and SAT testing and that it is only one data point of how well the students are doing and potential reasons for not scoring well. There was a brief discussion regarding many students do not do well on the test but have good grades. Superintendent spoke of looking at the top 10% of student performance and discussion was had of other data points that can be used to celebrate the students and share that with the Board. It was suggested to highlight trades and show the other great things our students are doing and promote all the different pathways to a career. It was suggested to look at what the students did after graduation. Overall discussion was had regarding improving academic scores, getting more data points and academic achievement, acknowledgement and improve communication.

Goals:

- Academic Accountability
- Celebrate the good- staff and students (culture)
- Improve Communication

Superintendent suggested adding, "Continue Fiscal Responsibility".

Suggestions were made how to move forward with finalizing goals. Superintendent suggested allowing him to work with the leadership team to develop it more, such as taking academic achievement and breaking it down by adding multiple data points under it, how many kids are playing sports or extra-curricular activities etc. He will work with the administration team and share a draft with the full Board for review. It was suggested when the iReady data is presented to include other data points with it such as how many students are on honor roll etc.

• Board Operations/Roles & Responsibilities

A question was raised regarding defining roles of chair, vice chair and member's role in communication. This was briefly discussed and it was noted not all the members are present. There was a brief discussion regarding appointments/new hires during the Board's recess in July and not wanting to lose applicants. The members agreed to authorize and delegate the responsibility to Ms. Lavalley and Mr. Golding to approve appointments/new hires nominated by the Superintendent with the understanding the entire Board will be updated with all information at the first meeting in August. A question was raised if there are any other roles and responsibilities to discuss. It was suggested when there are times in short notice, when an attorney may present to the Board or a situation like that that all members be notified and given the option to attend. Ms. Lavalley voiced the role of the vice chair and chair is to disseminate, receive and send out information to the Board. A brief discussion was had regarding the Chairman's role concerning motions and the current policy, which says the chairperson will not originate or second motions. Superintendent commented it is because of chairperson's potential undue influence. Chairman Golding voiced he sees the chair's role to mediate and moderate, to get consensus but he also would like to have an opinion. Chairman Golding reviewed the Superintendent will provide a goals document in August for Board review.

The workshop concluded at 9:27pm.

Respectfully submitted,
Kristina Fowler

BBBF - Student Board Members

- A. **General Policy.** The Board will have at least one student school board member from the Wilton-Lyndeborough Cooperative MS/HS.

Student School Board members (“Student-members”) will not have the right to vote and will be excluded from all non-public sessions the Board enters.

- B. **Election and Term of Student School Board-Members.**

Student-members will serve one-year terms, beginning on October 1st of each year.

Student-members will be chosen by a majority vote of the MS/HS student body under procedures for nomination and election established by the student government of the high school.

- C. **Responsibilities of Student Government.**

The student government of the MS/HS shall establish procedures for:

1. The nomination and election of Student-member candidates;
2. Any public high school student in the school district to petition the Student-member to present proposals and opinions to the School Board;
3. Filling any vacancy that may occur in the Student-member position from that school.

- D. **Student-Member Expectations.**

Under RSA 194:23-f, IV, Student-members are expected to:

1. Attend all School Board meetings;
2. Represent all MS/HS students within the District;
3. Present to the School Board specific proposals and ideas from the high school student body;
4. Serve as a liaison between students, District staff, and the Board;
5. Keep the student body informed of Board business and actions; and
6. Comply with all Board policies relative to students and Board members, when applicable.

- E. **Oversight.**

The Superintendent shall assure building principals coordinate with student council advisors to ensure the student council is aware of the requirements of Section D, above.

The School Board recognizes that the consistent attendance of a Student Board Member is essential to the effective operation of Board duties as well as required under RSA 189:1-c.

The Chair and Vice Chair will coordinate with Administration to address absences exceeding 3 consecutive meetings or 30% of scheduled meetings. Administration may coordinate the selection of a designated Alternate Student Board Member in accordance with the process set forth above.

First Reading: May 9, 2023

Second Reading: May 23, 2023

Third Reading: June 13, 2023

Final Adoption:

Legal References:

RSA 189:1-c, School Board Student Member

RSA 194:23-f, High School Student as a Board Member

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

JICK - PUPIL SAFETY AND VIOLENCE PREVENTION-Bullying

Category: Priority/Required by Law

See also JIC, JICD, IHBA

I. Definitions (RSA 193-F:3)

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Any reference in this policy to "parent" shall include parents or legal guardians. **II.**

Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))

The Wilton Lyndeborough Cooperative School Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))

False Reporting

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator or school volunteer who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protect against possible retaliation.

IV. Protection of all Pupils (RSA 193-F:4, II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))

Staff and Volunteers

All staff will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal. If the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of the that school day.
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal or designee shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal or designee shall retain a copy for himself and shall forward one copy to the Superintendent. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA 193-F:4, II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA 193-F:4, II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing. *Granting of a waiver shall not negate the school's responsibility to adhere to the remainder of its approved written policy.*

XI. Investigative Procedures (RSA 193-F:4, II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 calendar days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed copies of e-mails, text messages, website pages, or other similar electronic communications.
4. A maximum of 10 calendar days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:

Description of incident, including the nature of the behavior;

How often the conduct occurred;

Whether there were past incidents or past continuing patterns of behavior;

The characteristics of parties involved, (name, grade, age, etc.);

The identity and number of individuals who participated in bullying behavior;

Where the alleged incident(s) occurred;

Whether the conduct adversely affected the student's education or educational environment;

Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and

The date, time and method in which parents or legal guardians of all parties involved were contacted.

6. The Principal shall complete the investigation within 7 calendar days of receiving the initial report. If the Principal needs more than 7 calendar days to complete the investigation, the Superintendent may grant an extension of up to 7 calendar days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

7. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying and a written final report to the Principal.

8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

9. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's username, password or other authenticating information to a student's personal social media account. However, the District may make a request to a student or a student's parent/guardian that the student voluntarily share printed copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution

- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also send a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

XV. Appeals

A parent or guardian who is aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the school board within ten (10) calendar days of the date of the parent/guardian's receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

XVI. School Officials (RSA 193-F:4, II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. *Notification that the Superintendent had evoked a waiver as stated in section X will be provided to the School Board at the next scheduled meeting in non-public. No identifying details will be provided to the Board.*

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XVIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE, and ECAF.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

RSA 193-F:3, Pupil Safety and Violence Prevention Act

RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

First Reading: June 2, 2010

Second Reading: July 13, 2010

Final Adoption: August 10, 2010

Revision: *(insert date)*

DAF 6 – INVENTORY MANAGEMENT-EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. **“Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. **Records:** The Superintendent shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. **Inventory:** No less than once every two years, they shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy DAF-6, inventories shall be conducted consistent with Board Policy DID.
- D. **Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:
 - 1. prevent loss, damage, or theft of the property; any loss, damage, or theft must be investigated;
 - 2. to maintain the property and keep it in good condition; andto ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

Legal References:

42 USC 1751 - 66 National School Lunch Act
2 CFR Part 180
2 CFR Part 200; 200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406;
200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b); 200 Appendix II
7 CFR Part 210; 210.16; 210.19; 210.21; 215.14a; 220.16

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

First Reading:
Second Reading:
Final Adoption:

DAF 11– SUB-RECIPIENT MONITORING AND MANGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the Wilton Lyndeborough Cooperative School District shall determine whether the recipient of such federal funds is a “contractor” or “subrecipient”, as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 “Subrecipient and contractor determinations”. Generally, “subrecipients” are instrumental in implementing the applicable work program whereas a “contractor” provides goods and services for the District’s own use. Contractors will be subject to the District’s procurement and purchasing policies (e.g., DAF-3 relative to federal grant funds, DJE relative to bidding requirements for non-federal money projects, etc.). Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication.

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a) Subrecipient name
 - b) Subrecipient’s unique ID number (DUNS)
 - c) Federal Award ID Number (FAIN)
 - d) Federal award date
 - e) Period of performance start and end date
 - f) Amount of federal funds obligated
 - g) Amount of federal funds obligated to the subrecipient
 - h) Total amount of the Federal award
 - i) Total approved cost sharing or match required where applicable
 - j) Project description responsive to FFATA
 - k) Name of Federal awarding agency, pass through entity and contact information
 - l) CFDA number and name
 - m) Identification of the award is R&D
 - n) Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.

5. Requirements that the District and its auditors have access to the subrecipient records and financial statements..
6. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures.

The Superintendent is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Subrecipient monitoring procedures include:

1. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.
2. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
 - a) Prior experience with the same or similar sub-awards.
 - b) Results of previous audits and single audit (if applicable).
 - c) New personnel or new or substantially changed systems.
 - d) The extent and results of Federal awarding agency monitoring.
3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.
5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
6. In conducting regular oversight and monitoring, the District project managers will:
 - a) Verify invoices that include progress reports.
 - b) Review progress reports to ensure project is progressing appropriately and on schedule.
 - c) Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
 - d) Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
 - f) Review subrecipient match tasks for eligibility.
 - g) Initial the progress report and invoice confirming review and approval prior to payment.
 - h) Raise any concerns to the Superintendent.

7. The Superintendent, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
8. Payments will be withheld from subrecipients for the following reasons:
 - a) Insufficient detail to support the costs billed;
 - b) Unallowable costs;
 - c) Ineligible costs; and/or
 - d) Incomplete work or work not completed in accordance with required specifications.
9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

C. Subrecipient Project Files. Subrecipient project files will contain, at a minimum, the following:

- a) Project proposal;
- b) Project scope;
- c) Progress reports;
- d) Interim and final products; and
- e) Copies of other applicable project documents as required, such as copies of contracts or MOUs.

D. Audit Requirements.

All subrecipients are required to annually submit their audit and Single Audit report to the District for review to ensure the subrecipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.339 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

- a) Temporarily withhold cash payments pending correction of the deficiency;
- b) Disallow all or part of the cost of the activity or action not in compliance;
- c) Wholly or partly suspend or terminate the sub-award;
- d) Initiate suspension or debarment proceedings;
- e) Withhold further Federal awards for the project or program; and/or
- f) Take other remedies that may be legally available.

Legal References:

42 USC 1751 - 66 National School Lunch Act

2 CFR Part 180

2 CFR Part 200; 200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c);
200.430; 200.431; 200.458; 200.474(b); 200 Appendix II

7 CFR Part 210; 210.16; 210.19; 210.21; 215.14a; 220.16

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

First Reading:

Second Reading:

Final Adoption:

BOARD MEETING - RULES OF PROCEDURE & ORDER*Category: Recommended**Related Policies: BEC, BEDA,
BEDB, BEDC & BEDH***ADOPTION NOTES –*****This text box, and all highlights within the policy should be removed prior to adoption.***

- (a) *Except as provided in RSA 91-A with respect to open meetings and minutes, and the First Amendment relative to public comment, there are few requirements in statutes or regulations which dictate how a board should conduct its meetings. Rather, the rules of procedure or rules of order are a matter of local board policy. The contents of this policy are based upon NHSBA best practice guidelines for small deliberative bodies. We have offered this alternative policy after requests for something more specific than current sample BEDD, and clearer to those not traditional rules of order.*
- (b) *This policy is an ALTERNATIVE policy to NHSBA sample policy BEDD and procedures document BEDD-R. Boards adopting BEDDA should formally (i.e., vote to) REPEAL/WITHDRAW current BEDD and the corresponding BEDD-R. The “Recommended” designation above, does not place BEDDA over BEDD/BEDD-R, but rather to one election or the other.*
- (c) **{**}** indicates reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- (d) *As with all sample policies, NHSBA recommends that each district carefully review this sample policy prior to adoption to assure suitability with the District’s own specific circumstances, organizational structures, etc., and current policies. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy code references, duty assignments etc.*
- (e) *Withdrawn and earlier versions of revised policies should be maintained separately as permanent records of the District.*

Purpose: The purpose of this policy is to help promote effective and efficient board meetings.

A. General Principles.

1. Meeting rules should facilitate, rather than inhibit, the Board’s deliberation and decision-making process. The rules should be readily understandable and help keep meetings free from procedural quagmires.
2. All board members have equal rights, privileges and obligations in the deliberative and decision-making process. Meeting rules should help assure that each member is able to participate in the debate, and that no single member is able to dominate discussion to the exclusion of other members.
3. Every board member, and the public in attendance, has the right to hear what is going on at all times.
4. A meeting can deal effectively with only one specific matter at a time.

BOARD MEETING - RULES OF PROCEDURE & ORDER

5. Members have a right to know beforehand what they will be discussing and/or voting upon.
6. A school board meeting is a meeting at which the Board conducts its business. While board meetings are open to the public (except as provided under RSA 91-A:2 and 3), board meetings are not public hearings where the public has the right to speak. Public comment at board meetings shall be governed by Board Policy **BEDH**.

B. Meeting Rules.

1. The Board Chair shall preside over all meetings of the Board. In the Chair's absence the Vice Chair will preside, followed by the most senior member then present.
2. By majority vote, the Board can overrule any ruling of the presiding officer regarding the application of these rules. A board member can raise such a request by a "Point of Order", followed by a motion with respect to the specific decision.
3. The presiding officer may make adjustments to the agenda with the consent of the majority, whether by vote or otherwise. *[Districts should check their current agenda policy to remove or resolve any conflicting language. NHSBA's sample is BEDB].*
4. All speakers should be courteous and should speak on the issue then under discussion, not to the individuals raising them.
5. Each board member has the right to participate in discussion and debate if he/she wishes, before any other member may speak a second time.
6. No one may speak unless he or she has been recognized by the presiding officer. A board member may interrupt only to state a "Point of Order", "Point of Information" or "Point of Inquiry". The presiding officer will then recognize the member for the limited purpose of stating the point of order, etc..
7. The presiding officer may decide, on his/her own initiative, or upon request by a board member, to recognize a non-board member, to address the Board with respect to the matter then under discussion.
8. Agenda items requiring action by the Board should be preceded by a specific motion, clearly articulated, followed by a second. Motions should address only one issue or idea. If a motion is complex, or has conditions, the motion should be written out and read back by the Board's minute taker.
9. If a motion does not receive a second, then the motion is treated as if it were not considered by the Board. Such a matter may be raised again at a later date in accordance with the Board's agenda policy and rules.
10. When a motion is on the floor, no new topics should be debated, and no new motions will be accepted, other than the following motions addressing the main motion or the meeting itself:
11. As provided under RSA 91-A:2, II for open sessions, and 91-A:3, III for non-public sessions, no vote may be taken by secret ballot.

BOARD MEETING - RULES OF PROCEDURE & ORDER

12. The presiding officer should, in accordance with the duties of all board members, vote on every issue.
13. No item may be discussed or decided upon in non-public session except as provided under RSA 91-A:2 and 3. See also Board Policy **{**}BEC{}**.

Motion	Debatable	Votes Required to Pass
Amend Motion	Yes	51%
Limit Debate (e.g., time limits or # of times each member may address the motion)	Non-debatable	2/3 (67%)
Call the question/close debate	Non-debatable	2/3 (67%)
Refer to Committee/Admin Study	Yes	51%
Postpone to a Later Time (Diff. day)	Yes	51%
Postpone Indefinitely (Kill)	Yes	51%
For roll call* vote <i>*All votes in non-public must be by roll call</i>	No	2 members
Recess	Non-debatable	51%
Adjourn	Non-debatable	51%

14. Abstentions are noted and counted, but do not affect the outcome of the vote.
15. Motions for reconsideration are not favored except when new circumstances exist or a perceived error has been made. Motions for reconsideration may only be raised at the same meeting as the original decision by a person who voted in favor of the original motion. Motions for reconsideration at a later meeting may only be considered when approved by a 3/5 super-majority, and only when the proposed motion is posted with the agenda for the subsequent meeting. Only one motion for reconsideration on an issue may be made at a meeting later than the meeting at which the original decision was made, irrespective of whether the first motion for reconsideration is successful. This provision shall only apply to the Board as constituted as of the date of the original decision.
16. The presiding officer may rule any member or other person out of order if such person disrupts the orderly conduct of a meeting, behaves in a disorderly manner, makes unlawful threats, willfully violates any of the above rules of order/procedure, or engages in any unprotected speech. If the board member or other person continues such behavior after being ordered by the presiding officer to cease, the presiding officer is authorized to request that a police officer, warn and then remove such person from the meeting and meeting location.

BOARD MEETING - RULES OF PROCEDURE & ORDER**District Policy History:**

First reading: _____

Second reading/adopted: _____

District revision history:

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

When adopting this sample or variation of the same, a District should not include highlights, the NHSBA history or NHSBA policy notes. The District should, to the extent possible, include its own adoption/revision history

NHSBA history: New – alternative policy, July 2019.

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JLCD-R - PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

Category: Priority/Required by Law

Related Policies: EHB, JLCD & JLCE

These administrative procedures are intended to implement School Board policy JLCD “Administering Medication to Students”. Pursuant to that policy, any medication, whether prescription or over-the-counter (“OTC”) administered to or taken by students during the school day or school activities shall comply with School Board policy JLCD and these procedures.

A. Written Authorizations

1. Prescription medications. In order for prescription medications to be given at the school, the following shall occur:
 - a. The school nurse shall ensure that a written statement containing the following be on file in the student's health record:
 - i. The student's name;
 - ii. The name and signature of the licensed prescriber and contact numbers;
 - iii. The name, route and dosage of medication;
 - iv. The frequency and time of medication administration or assistance;
 - v. The date of the order; and
 - vi. A diagnosis, if not a violation of confidentiality;
 - b. The school nurse shall ensure that there is written authorization by the parent and/or guardian **or student that is over the age of 18. Authorization shall** contain:
 - i. The parent and/or guardian's **or student's** printed name and signature;
 - ii. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent/guardian or student that such medication be documented; and
 - iii. Approval to have the school nurse administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication; and
 - c. The school nurse shall ensure the authorization or other accessible documentation contains:
 - i. The parent and/or guardian's home and emergency phone number(s); and
 - ii. Persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.

JLCD-R - PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

B. Delivery of Medication to School

1. A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows:
2. The prescription medication shall be in a pharmacy or manufacturer labeled container;
3. The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered; and
4. The medication may be delivered by another adult(s), provided that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified.

C. Storage of Medication

1. All medications shall be stored in their original pharmacy or manufacturer labeled containers, and in such a manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.
2. All medication to be administered by the school nurse shall be kept in a securely-locked cabinet which is kept locked except when opened to obtain medications. Medications requiring refrigeration shall be stored in a locked box in a refrigerator maintained at temperatures of 38 degrees to 42 degrees. Emergency medications may be secured in other locations readily accessible only to those with authorization.
3. No more than a 30-school day supply of the prescription for a student shall be stored at the school.
4. Consistent with N.H. Administrative Rule Ed. 311.02(k), each school nurse shall utilize a Student specific Medication Log documenting receipt and/or release of prescription or OTC medications provided by parents and/or guardians. The log will include the signatures of the staff member AND the parent and/or guardian receiving and/or releasing the medication.

D. Documentation & Communications Regarding Administration of Medication.

1. The school nurse (or, in the school nurse's absence, the Principal/designee) will document the following information regarding medication taken by each student:
 - a. Name of medication taken/administered;
 - b. Dose and route of administration;
 - c. Date and time of administration;
 - d. Signature, initials, or electronic signature/verification of adults present; and

JLCD-R - PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

- e. Other noteworthy comments or information relating to significant observations relating to prescriptions, a medication's adverse reactions, beneficial effects, etc.
2. If a student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.
3. Each school nurse shall develop and maintain a paper or electronic system to document the information required in paragraphs D.1 & 2. Such a system shall allow for secure communication of the information recorded in items D.1 & 2 to the child's parent/guardian and/or licensed prescriber.
4. The recording system shall allow additions, but must assure that the original information cannot be deleted. Any changes must be signed by the school nurse, principal or designee in conformance with Board policy DGA "Authorized Signatures".
5. The system shall assure retention of records in accordance with paragraph E of these procedures.

C. Recording Provisions

~~(1) Each school will document the following information regarding medication taken by each student:~~

- ~~(a) Date and time of administration;~~
- ~~(b) Name of medication prescribed;~~
- ~~(c) Name of licensed prescriber;~~
- ~~(d) Signature or initials of adult present;~~
- ~~(e) Other comments.~~

~~(2) Each school shall keep a bound book with consecutively numbered pages, in which shall be recorded in ink, the medication taken by a student and will show: the date, time of administration, the kind and quantity of medicinal preparation, the name of the prescribing physician, and the signature or initials of adult present.~~

~~(3) If student refuses to take or spills medication, or medication is lost or has run out, such shall be recorded.~~

~~(4) Recording cannot be altered; if an error occurs, a line is to be drawn through the entry and correct data recorded in line below and signed.~~

~~(5) Such a record shall be available to representatives from the State Division of Public Health and/or State Department of Education.~~

~~(6) Each record should be kept in a designated place for a period of time consistent with the New Hampshire Department of Education's records retention schedule.~~

E. Student Health Records

JLCD-R - PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record. An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record.

Student health records shall be retained in accordance with Board policy EHB and the District's Data/Records Retention Schedule, EHB-R, or any superseding statutes or regulations. Health records concerning students who receive special education services shall be retained according to the provisions of the Data/Records Retention Schedule pertaining to special education.

Records shall be available to representatives from the State Division of Public Health and/or State Department of Education to the extent consistent with the Family Education Rights and Privacy Act ("FERPA").

~~Physicians' written orders and the written authorization of parents or guardians should be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education's Records Retention Schedule. Health records concerning students who receive special education services should be retained as long as the student is in a special education program and there is district liability for the education of the student. An appropriate summary completed at least once every school year for each medication prescribed and taken should become part of the student's health record. The State law forbids any child for any reason to take medication without written permission of the child's Parent or legal Guardian. Permission slips are available in the Nurse's office.~~
PARENTAL REQUEST FOR GIVING PRESCRIBED MEDICATION AT SCHOOL
I request the Nurse or staff member assist my child, _____
in taking his/her prescribed medication prescribed, _____

(Name of Medication) Prescription
Number _____ Druggist _____
Prescribed by Dr. _____ For the period from _____
to _____ (Date) (Date) (Not more than one month of prescribed medicine may
be stored in school.) The medication will be delivered directly to the School Nurse, Principal
or designated staff member by the parent or guardian, if possible. The medication will be
delivered in a container properly labeled with the student's name, the physician's name, the
date of original prescription, name and strength of medication and directions for taking by
the student. I, agree that by signing this request and "Hold Harmless" statement that I shall
not hold liable any member of the school staff who is directed by me to assist my child in
taking said medicine. Signature _____ (Parent/Legal
Guardian)

First Reading: June 2, 2010

Second Reading: July 13, 2010

Final Adoption: August 10, 2010

Revised:

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

Category: Recommended

Related Policies: JFABD, JLC & JLCD

Related Forms: JLCA-R & JLCD-R

Withdraw JLCA-R: we do not use this form

Note: the Health form will be updated to reflect HB1244 and section G of this policy

- A. **General.** Each child must have **written evidence** of a complete physical examination within one year preceding first entry to school. The Wilton-Lyndeborough Cooperative School Board recommends that **written evidence of a physical exam** **should** also be completed before entry into middle school and again before high school.

Parents of students transferring to the District must present **written evidence** ~~documentation~~ ~~evidencing~~ of meeting the physical examination requirement prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child.

No child shall be excused from regular physical education except on the written notice of a duly licensed health care provider or on the written request of the parents, subject to the Superintendent's approval, in which case an alternative program shall be provided. The physical education teacher, school nurse, or principal, upon the request of the parents, may grant temporary excuses on a day-to-day basis.

- B. **Conditional Enrollment.** If an examination required under paragraph A above has not been performed within the preceding year, the school will accept documentation of an appointment for a physical examination within two months of enrollment, or other time deemed appropriate by the Superintendent.
- C. **Homeless Students and Unaccompanied Youth.** Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.
- D. **Special Examination.** – Pursuant to RSA 200:34 every child with a presenting problem and whom the school nurse, deems to require further evaluation, may be referred by the school nurse, with the consent of the principal, to the parents or guardian of said child for examination, and evaluation by an appropriate practitioner. If the parents fail or neglect to have said child so examined and fail to present the recommendations from said examiner within a reasonable period after the referral by the school, then said child may be examined by a qualified health care provider. In significant cases, the matter may be reported to DCYF pursuant to *JLF*.
- E. **Religious Exemption.** No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds such medical examination is contrary to his/her religious tenets and teachings.

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

- F. Participation on Athletic Teams. Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical. Such exam must be completed at least once every school year. This requirement does not apply to students participating in intramural athletics. At the District's sole discretion, the school may schedule physical exams with a single, qualified health care provider (i.e., physician, advanced registered nurse practitioner, or licensed physician's assistant); any student who misses the scheduled physicals must present evidence of a physical exam from a licensed health care provider.
- G. Parent Notification - Certain Circumstances. Pursuant to the Protection of Pupil Rights Amendment, if the District utilizes federal money to perform physical exams or screenings on students, the District will notify parent(s) of such physical exam or screening and will allow the parent's to "opt out in" their child of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, ~~except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.~~

District Policy History:

First reading: September 14, 2010

Second reading/adopted: October 12, 2010

District revision history:

Legal References:

Protection of Pupil Rights Amendment, 20 U.S.C. §1232h; 34 C.F.R. Part 98

RSA 141-C:20-c, Exemptions

RSA 200:32, Physical Examination of Pupils

RSA 200:34, Special Examination

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

NH Code of Administrative Rules, Section Ed. 311.03, Physical Examination of Students

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to

JLCA - PHYSICAL EXAMINATIONS OF STUDENTS

enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

DRAFT

FOR WITHDRAWAL

JLCA-R

FAMILY PHYSICIAN'S REPORT OF PHYSICAL EXAMINATION

Name _____ Birth Date _____

School _____

Grade _____

PHYSICAL EXAMINATION IMMUNIZATIONS & TESTS DATE _____

Height _____ Weight _____ Small Pox _____ Result _____

Eyes _____ Vision _____ Tuberculin Test _____

Ears _____ (Required) Result _____

Nose _____ Chest X-ray Result _____

Teeth: Temporary _____ DPT Booster _____

Permanent _____ Polio Vaccine-Sabin _____

Number _____

Tonsils _____ Salk Number _____

Nutrition _____ Latest Booster-type _____

Number _____

Measles Vaccine _____ Mumps Vaccine _____

German Measles Vaccine _____

Glands (specify) _____

Heart _____

Lungs _____

Orthopedic _____

Skin _____

Hernia _____

Nervous System (specify if epilepsy) _____

Speech _____

Remarks or special instructions: Previous Diseases and Operations:

Is this child capable of carrying a full program of school work including
gymnastics and athletics? Yes _____ No _____

Must the school program be modified to meet the needs of this child?

Yes _____ No _____

By restriction of use of stairs: Yes _____ No _____

By special seating accommodations? Yes _____ No _____

Other (specify) Yes _____ No _____

Date of examination

Examining Physician

See Policy JLCA

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

FOR WITHDRAWAL

Allergy Management Policy

Board Policy JAA

The Wilton-Lyndeborough Cooperative School District is committed to providing a safe and nurturing environment for students. The School Board understands the increasing prevalence of life threatening allergies among school populations. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, the Board is committed to working in cooperation with parents, students, and physicians, to minimize risk and provide a safe educational environment for all students. The focus of allergy management shall be on prevention, education, awareness, communication and emergency response.

The goals for allergy management include:

1. To define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening allergies across all transitions (PreK-12). This process shall be outlined in detail in the district's administrative procedures manual.
2. To maintain the health and protect the safety of children who have life-threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.
3. To ensure that interventions and individual health care plans for students with life-threatening allergies are based on medically accurate information and evidence-based practices.

In accordance with applicable law, it is the policy of the district to provide all students, through necessary accommodations where required, the opportunity to participate in all school programs and activities. Accordingly, the superintendent shall direct executive directors, district building administrators and staff, to act affirmatively and work closely with parents to assure that the needs of children with documented allergies are taken into consideration in planning for district programs.

First Reading: September 11, 2012

Second Reading: September 25, 2012

Final Adoption: October 9, 2012

2023-2024

**Florence Rideout Elementary School/Lyndeborough Central School
Parent and Student Handbook**



Florence Rideout Elementary School
18 Tremont Street
Wilton NH, 03086
~~(603) 654-6714~~ **(603) 732-9229**

Lyndeborough Central School
192 Forest Road
Lyndeborough NH, 03082
~~(603) 654-9381~~ **(603) 732-9228**

~~Kathleen Chenette, Principal~~
Bridgette Fuller, Associate Principal

This handbook has been issued to inform you about the policies and procedures at Florence Rideout Elementary School and Lyndeborough Central School. Our desire is to keep you informed and involved so that we may work cooperatively in the education of your children. Please take the time to become familiar with the content in this document.

Through the elementary years, our students build skills and attitudes that enable them to become life-long learners and contributing members of their community. This goal is accomplished, in part, by helping students build self-esteem, and motivating each one to work to his/her potential. It is important that parents, teachers, and administrators collaborate for the unified purpose of providing the best quality education for all children who enter our schools.

‡ We urge you to become involved and to encourage your children to participate in all of the educational activities and programs available at Florence Rideout Elementary and Lyndeborough Central Schools. Regular updates on events and happenings can be readily found on our [website](#). Through our working together, the educational success of your child will become a reality.

Whenever you have a question or concern not addressed here, please call us and we will assist you in any way possible.

~~Kathleen Chenette, Principal~~ **Bridette Fuller, Associate Principal**
Florence Rideout Elementary School & Lyndeborough Central School

FLORENCE RIDEOUT ELEMENTARY SCHOOL

CONTACT INFORMATION

SCHOOL TELEPHONE NUMBERS

Main Office: ~~603-654-6714~~ **603-732-9229** Fax: 603-654-3490

SCHOOL ADDRESS:

18 Tremont Street
Wilton NH, 03086



LYNDEBOROUGH CENTRAL SCHOOL

CONTACT INFORMATION

SCHOOL TELEPHONE NUMBERS

Main Office: ~~603-654-9381~~ **(603) 732-9228** Fax: 603-654-6884

SCHOOL ADDRESS:

192 Forest Road
Lyndeborough NH, 03082

WEBSITE:

www.sau63.org

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APPENDIX B: Student Records Policies-Important School Board Policies

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NEPN/NSBA Code: [ACAA](#)-Harassment and Sexual Harassment of Students 58-[Linked Here](#)
NEPN/NSBA Code: [ACAB](#)-Harassment and Sexual Harassment of School Employees 59
[Linked Here](#)

Wilton-Lyndeborough Cooperative School District

WLC Vision of The Graduate

The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.

Mission Statement

Wilton-Lyndeborough Cooperative School District will provide a safe and educational environment that promotes student exploration, critical thinking, and responsible citizenship.

Our schools will strive to accomplish this mission by committing to:

- ☐ Encourage students to reach their potential and become responsible and productive citizens.
- ☐ Prepare, challenge, and empower our students to be life-long learners.
- ☐ Provide a safe and diverse learning environment.

CARES - LEARNING HABITS

C.A.R.E.S. is a school wide philosophy that promotes positive learning behaviors for lifelong learning and success. This philosophy empowers students and develops their social and emotional growth in the classroom school community and beyond.

Cooperation:

- I can listen attentively
- I can follow school and classroom rules
- I can work productively in a group
- I can find positive solutions to problems
- I can follow oral directions

Assertion:

- I can seek help when needed
- I can share my feelings appropriately
- I can work to my ability
- I can show initiative

Responsibility:

- I can complete assigned tasks
- I can participate in class
- I can organize my materials and space
- I accept ownership of my choices

Empathy:

- I can show respect for others and their opinions, feelings, and property
- I can value the community of the classroom and school

Self-Control:

- I can make positive choices in various school settings
- I can work independently
- I can stay on task

School Administrative Unit 63

192 Forest Road
Lyndeborough, NH 03086

Phone: ~~603-654-8088~~ (603) 732-9170

Fax: 603-654-6691

Superintendent	Peter Weaver
Executive Assistant.....	Kristina Fowler
District Curriculum Coordinator.....	Samantha Dignan
Business Administrator.....	Kristie LaPlante
Facilities Manager.....	Robert "Buddy" Erb

Special Education Office

Phone: ~~603-654-8086~~ (603) 732-9175

Director of Student Support Services.....	Ned Pratt
Student Support Services Administrative Assistant.....	Mary Jane Ryan

Food Service

Director of Food Services.....	Eric Mercier Megan Nantel
Phone: 603-654-6123 x2159	email: e.mercier@sau63.org m.nantel@sau63.org

School Bus Transportation

Steve's School Bus Service	Phone: 654-7035
Butler's Bus Service.....	Phone: 603-715-2415

Wilton-Lyndeborough School Board Members

Jim Kofalt Dennis Golding School Board Chairman Wilton	Jonathan Vanderhoof Jonathan Lavoie Member Lyndeborough	Dennis Golding Geoffrey Allen Member Wilton Lyndeborough
Charlie Post Cynthia Diane Foss Member Wilton	Alex LoVerme Member Wilton	Darlene Anzalone At-Large Lyndeborough Lyndeborough
Matt Mannarino Member Wilton	Brianne LaVallee Vice Chair, At-Large Member Lyndeborough	Tiffany Cloutier-Cabral Member Wilton

Florence Rideout Elementary School Staff Directory

Associate Principal.....	Kathleen Chenette Bridgette Fuller
Administrative Assistant.....	Christina Gauthier
Administrative Assistant.....	Patsy Berube
School Counselor.....	Aimee Gelineau Samuel
Metivier	
Nurse	Laura Gifford
Technology Coordinator.....	Dan LaSala
First Grade Teacher	Jessica Hill
First Grade Teacher	Valerie Bemis Laura Seale
First Grade Teacher	Julie Lemire Sophia Menke
Second Grade Teacher	Heather Desmarais
Second Grade Teacher.....	Rebecca Hawkes Julie
Lemire	
Second Grade Teacher	Kristen Lindquist
Third Grade Teacher	Kristin Dame
Third Grade Teacher.....	Alison Hobbs-Wozmak
ESSR Intervention Teacher Third Grade Teacher.....	Emeria Longval
Fourth Grade Teacher.....	Alison Dee
Fourth Grade Teacher.....	Suzanne Tetrault
Fourth Grade Teacher.....	Sandy Reid
Fifth Grade Teacher.....	Erin Stewart Alison Dee
Fifth Grade Teacher	Holly Lafoe
Fifth Grade Teacher	Jessica Radloff
Art	Greg Lamers
Music	Morgan Kudlich
Physical Education	Fritz Shenk
Media Generalist.....	Stephanie Loiselle
Reading Specialist.....	Tammy Cargill
RTI/W.I.N Coordinator.....	Bridgette Fuller Valerie
Bemis	

W.I.N. Interventionist Bridgette Fuller

Florence Rideout Elementary School
Staff Directory (cont.)

Special Education Teacher	Meghan Levesque
Special Education Teacher	Gisele Dailey
Special Education Teacher	Heather Roberts
Board Certified Behavior Analyst.....	Lisa Boan
ABA Therapist.....	Ashley Ansara
ABA Therapist.....	Tracy Aucoin
ABA Therapist.....	Lindsay Britton
ABA Therapist.....	Ariel Desfosses
ABA Therapist.....	Bridgete Jasper
ABA Therapist	Lindsey Lowrey
ABA Therapist	Liz Meltzer
ABA Therapist	Taylor Owens
ABA Therapist	Yammillette Pizarro
ABA Therapist	Haley Rascoe
ABA Therapist	Samantha Thapa
ABA Therapist	Ashley Todesco
Paraeducator.....	Stephanie Gilbert
Paraeducator.....	Heidi Kemmerer Christian
Stamoulis	
Paraeducator.....	Patricia Polson Chrissy
Morrissy	
Paraeducator.....	Michelle Mason
Paraeducator.....	
Food Service	Donna Garnum
Food Service	Tammy Smith
Custodian	Peter Stephenson
Custodian	Bill Carey
Custodian.....	Eric Bouldin



Florence Rideout Elementary School consists of **13** 14 classrooms for students in Grade 1 through Grade 5, a full-sized Gymnasium, Cafeteria, Library, plus additional rooms for support programs such as: Speech, Special Education, and Title I Tutoring.

FRES SCHOOL HOURS

Grade 1 through Grade 5: **7:40 AM to 2:15 PM**

FRES DAILY SCHEDULE

- 7:40 Entrance to Building
- 7:50 Late Bell
- 2:15 Dismissal for Buses
- 2:20 Dismissal for Parent Pick Up Begins

FRES ARRIVAL

Students **should not arrive before 7:40 AM** note: there is no supervision provided for students and should not be left unattended on the playground. Students arriving late must be signed in by an adult in the front office. Please park in the visitor parking spaces and walk with your child to the main office.

Parents may drop their child off at school at the supervised parent pick-up/drop off zone. This is located at the rear of the building along Livermore Street. Students will enter the building and proceed straight to their classroom. Please do not drop off after 8:00 AM when there is no staff on site to supervise this location. Students arriving **late** must be signed in by an adult in the front office. Please park in the visitor parking spaces and walk with your child to the main office.

The front gated driveway is for buses only. During the school day all vehicular traffic is prohibited from entering the driveway.

FRES DISMISSAL

All students are dismissed at **2:15 PM**. Students riding the bus will be dismissed from their classrooms first. Walkers will be dismissed from the front of the building by grade with their teacher. Parents are asked to wait on the Flat (park facing the school building) for their child.

Lyndeborough Central School
Staff Directory

Associate Principal.....	Bridgette Fuller
Student Services Coordinator	Kathleen Chenette
Admin.....	Sherry Leblanc
Guidance	Sam Metivier
Nurse	Marissa Hofstetter

Kindergarten Teacher	Nicole DiFilippo
Kindergarten Teacher	Vicki MacPherson
Kindergarten Teacher	Kirsten Rourke

Art	Greg Lamers
Music	Morgan Kudlich
Physical Education	Fritz Shenk
Media Generalist.....	Stephanie Loiselle

Board Certified Behavior Analyst.....	Lisa Boanen
ABA Therapist.....	Tracy Aucoin
ABA Therapist	Lindsey Lowrey

Instructional Aide.....	Kayla Hodgen
Instructional Aide.....	Jamin LaPonsie
Instructional Aide.....	Amanda Guay

Custodian	Jackie Bird
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Lyndeborough Central School consists of 3 classrooms for students in Kindergarten, a multi-purpose room which is used for many purposes including, a Gymnasium, Cafeteria, etc. There are additional rooms for support programs such as: Speech, Special Education, and Title I Tutoring.

LCS SCHOOL HOURS

Kindergarten: **8:05 AM to 1:50 PM**

LCS DAILY SCHEDULE

8:05	Entrance to Building
8:20	Late Bell
1:50	Dismissal for Buses and Parent Pick Up Begins

LCS ARRIVAL

Students **should not arrive before 8:05 AM** note: there is no supervision provided for students and should not be left unattended on the playground. Students arriving late must be signed in by an adult in the front office. Please park in the visitor parking spaces and walk with your child to the main office.

Parents may drop their child off at school at the supervised parent pick-up/drop off zone. This is located at the front of the building near the main entrance. Students will enter the building and proceed straight to their classroom. Please do not drop off after 8:20 AM when there is no staff on site to supervise this location. Students arriving **late** must be signed in by an adult in the front office. Please park in the visitor parking spaces and walk with your child to the main office.

LCS DISMISSAL

All students are dismissed at **1:50 PM**. Students riding the bus will be dismissed first. Students being picked up will be dismissed from the front of the building with their teachers. Parents are asked to stay in their cars in the pick-up/drop-off zone to wait for their child.

FRES BICYCLE RULES

1. A student must bring a written letter from a parent stating that the student has permission to ride their bicycle to and from school.
2. Students are asked not to arrive on school grounds until after 7:40 a.m.
3. A student who rides a bicycle is expected to place his/her bicycle in the bike rack as soon as he/she arrives at school. The bicycle should be locked and remain in the rack until the student is dismissed with the walkers to leave the school grounds.
4. Students are expected to obey all traffic rules while riding. Failure to do so will result in immediate suspension of bicycle riding privileges at school.
5. Students must walk their bicycle across crosswalks and continue to walk their bike when they reach school property.
6. Students are required by state law to wear a safety helmet.



FRES/LCS WALKERS

For the safety of your children, please review the following pedestrian rules.

1. Students are encouraged to form a group or patrol when walking to and from the school grounds.
2. Students should stay single file to the left, outside of the white edge line.
3. Students are asked not to arrive on school grounds until after 7:40 a.m.
4. Kindergarten students are not allowed to walk home unless they are accompanied by an adult.



**~~WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL
DISTRICT~~**

~~ELEMENTARY SCHOOL POLICIES AND PROCEDURES~~



Who to Call

Listed below are your “first point of contact” names for common issues and topics.

If you have questions about ...	Contact:
Classroom activities Classroom behavior Classroom standards & expectations Curriculum Homework Assignments Student's academic performance Assessment test results	Classroom Teacher or Special Education Teacher (603) 732-9229
Building usage School Events Student enrollment/withdrawal Class scheduling	Administrative Assistant (603) 732-9229
Administrative decisions Attendance policy Bus conduct Harassment or student conflicts Implementation of school policies	Building Administrator (603)732-9229
Busing (schedule routes) School Board agenda/minutes School Board meeting times	Superintendent's Office (603) 732-9227
Budget issues School policies	WLC School Board – Phone # available upon request
Counseling services Student Support Team (SST/MTSS) Academic 504	School Counselor (603) 732-9229
Special education testing/eligibility	Special Education Teachers (603) 732-9229
Health screening (eye, ear, scoliosis) Medical policies Use of medications In school vaccination requirements	Nurse's Office (603) 732-9286
Reduced/free lunch eligibility	Food Service Director (603)732-9230 x2159

School Special Classes

Art ~~(1-Gr. 5)~~ (Gr K-5)

Art is a regular part of the instructional program at both schools. Through painting, drawing, printmaking, weaving, sculpting and constructing your child's imagination and creativity will be challenged. Art history is taught through a study of a variety of artists' paintings, drawings, and sculptures. Every child will have artwork displayed throughout the school year. ~~The art teacher instructs each class for 45 minutes each week.~~

Physical Education ~~(1-Gr. 5)~~ (Gr K-5)

In Physical Education Class, cooperation, effort, and good sportsmanship are emphasized along with your child's physical skills. Classes are held outdoors during good weather in spring and fall. During winter months, classes are held in the Activities Room/Gymnasium. Areas of activity include ball games, tumbling, endurance and cooperation, strength work, strategy planning, flexibility activities, etc.

All students should have proper attire (sneakers and either pants or shorts) in order to participate. Your child may be excused from physical education classes if he/she provides the school with a written excuse from either a parent or physician.

Music ~~(1-Gr. 5)~~ (Gr K-5)

~~The music teacher instructs each class for one 45 minute period each week.~~ Instruction covers the basics of rhythm, singing, listening, simple notation, and music composers and styles. In addition to age appropriate classroom instruction, an annual musical program is prepared for the enjoyment of the entire school community.

Library ~~(1-Gr. 5)~~ (Gr K-5)

The school library provides students with resources for reading, writing reports, and learning library skills. The lower grades have a reading circle during part of their library time. Teachers also use the library to help provide children with research skills. Books are available at the public library to supplement and complement the school's collection. The students are able to check out materials from either library.

Library materials are loaned out to students one week at a time. Renewal of materials is allowed for up to 2 more weeks if needed. Lost or damaged materials are the responsibility of the student at full replacement cost. No further materials may be borrowed until payment is received. At the end of the year, those students with outstanding library books or fines will have their report cards withheld until books are either returned or paid for.

Technology Education (Gr. 1-5)

Students become familiar with Google Suite products, digital media software, basic keyboarding skills, conducting research on the internet, and cyber safety. Using technology to enhance instruction that is taking place in the regular classroom is common practice at both schools.

Guidance

The role of the school counselor is to provide professional support to children, parents, and teachers in assessing learning and behavior problems as well as developing strategies to promote the social and emotional well-being of our students. The guidance counselor works with students individually, in small groups and in classrooms, and is also available to staff and parents for consultation on school-related matters. The guidance counselor ~~at each building~~ leads the Student Support Team (SST/MTSS) meetings and serves as the ~~building~~ 504 Coordinator.

Reading Specialist

The reading specialist works with classroom teachers and students in developing developmental reading programs for individual students and classroom reading groups. The reading specialist regularly evaluates students' reading skills, for the purpose of assisting in the diagnosis of learning disorders, developing remediation plans, and/or monitoring student progress.

Student Support Team (SST)/Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)

SST/MTSS RTI is a multistep process that our school utilizes to provide services and interventions to help all students, including students who struggle with learning. An integral part of the **SST/MTSS RTI** model is progress monitoring and data collection which are the foundation of making informed instructional decisions for students. This process improves the early identification and support of students with learning and behavior needs and provides our teachers with vital information so that they can deliver instruction and interventions which are matched to individual student's needs.

If your child requires intervention through the **SST/MTSS RTI** model, you will be contacted by our **SST/MTSS RTI** coordinator to discuss our plan for your child's supplemental support and growth. Our shared goal is for all students to reach their full potential.

Special Education

Once a child has been found eligible for Special Education Services, a team consisting of the child's parents, teachers, district evaluator(s), special education coordinator, and the Local Education Administrator together develop an Individualized Educational Plan, or IEP.

Students work with a special education teacher in small groups or on an individual basis. They may receive direct instruction from the special education teacher or paraprofessional may support the student in the regular classroom, following the inclusionary model. Special education teachers supervise the work of the special education paraprofessionals. **WIN/RTI is part of our Title I funding, please refer to Appendix A for additional information.**

Rights of All Handicapped Persons

"No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which is offered to non-handicapped persons..." (Section 504, Support A, 104.4(a).)

Title I Program

~~Please refer to Appendix A.~~

School Nurse

~~Laura Gifford, RN~~

~~Health Office Ext. 3245 or Direct Line: (603) 732-9286 654-8603~~

The school nurse carries out a wide variety of activities not only in nursing, but also in professional relationships with teachers and administrators in the educational field. The nurse contributes directly to the public understanding of educational as well as health needs. The nurse works closely with medical professionals, and has a duty to cooperate with the programs of local, state, and federal agencies in the fields of health, education, and welfare.

The school nurse shall act as a specialist in all matters pertaining to the physical health of the students and school staff of the buildings to which she/he has been assigned. Responsibilities shall be advisory rather than diagnostic. All treatment given by the nurse shall be in the form of first aid or temporary relief. The responsibility for further treatment will rest with the child's parent/guardian or with the individual staff member requiring attention.



Nurse/Health Office Policies

Immunizations for School Entrance

All students must be immunized prior to school entrance according to the New Hampshire State Public Health Agency. Evidence from a health care provider or completion of these requirements must be submitted to the school nurse prior to the student entering school. No child may be enrolled in school without first presenting an immunization record, or a medical or religious exemption.

Any student may be exempt from the above regulation if a health care provider presents evidence stating that the immunization is detrimental to the child's health. The exemption must state the duration of the exemption. Exemption from immunization for one disease shall not affect other required immunizations.

A student may be exempt from immunization for religious reasons upon receipt of the New Hampshire Childcare/School Immunization Religious Exemption Form, which can be found on the district website.

~~A student may be exempt from immunization for religious reasons at the discretion of the school nurse upon receipt of a letter, signed by the parent or legal guardian, which states that the student hasn't been immunized because of religious beliefs.~~

Physical Examinations

All students entering Florence Rideout Elementary School and Lyndeborough Central School for the first time must show proof of completion of a medical examination by a health care provider within one year preceding first entry to the school. Kindergarten and First grade students must show proof of completion of a medical examination by a health care provider which took place within a one year period prior to school entrance.

Students transferring into Florence Rideout Elementary School and Lyndeborough Central School must also submit proof of physical examination by a health care provider completed within one year preceding first entry to the school and immunization information at the time of registration and prior to school entry.

Medication Policy

The following have been adopted for the administering of medication at school:

1. All medication must be brought into school by parents in the original pharmacy or manufacturer labeled container, clearly marked with the child's name and instructions on how to be administered along with written permission from the parent and a written order by the provider. No more than a 30 school day supply of the prescription for a student shall be stored at the school.
2. **PRESCRIBED MEDICATIONS** should not be taken during school hours unless it is impossible to achieve medical regimen at home. Medications to be given three times a day can be given every eight hours, and thus will not have to be given at school.
3. **NON-PRESCRIBED MEDICATIONS** will not be encouraged for use by students. Non-prescribed medication will not be made available to students, unless written permission is given by the parent or guardian. Over the counter medication checklist is available on the annual Student Health Assessment record completed by the parent guardian.
4. The school nurse or designee, assigned by the nurse, shall assist all students in the School District who are required to take medication prescribed by a health care provider during the school day.
5. The school nurse or designee, assigned by the nurse, shall be responsible for administering and observing the taking of medication.
6. All medication shall be stored in a locked cabinet in the nurse's office. Unused medications shall be picked up by a parent/guardian or disposed of by the school nurse at the end of the school year.
7. All medication shall be recorded daily in the school nurse's database.
8. The school nurse may keep an updated Epi-Pen on hand in case of emergency. All school personnel have been instructed in its use. Students known to have severe allergies will be allowed to carry an Epi-Pen or inhaler to recess and on field trips, as prescribed by the provider.

9. Medication prescribed for asthma and severe allergic reactions (inhaler, Epi-Pens, or other medications) may be kept in the student's possession provided the health care provider's prescription for the medication, the directive for self-administration, and written permission from the parent/guardian are on file in the Health Office.
10. **EMERGENCY CARE and FIRST AID (School Board Policy JLCE).** If any person in good faith renders emergency care at the place of emergency, or while in transit in an ambulance or rescue vehicle, to a person who is in urgent need of care as a result of the emergency, and if the acts of care are made in good faith and without willful or wanton negligence, the person who renders the care is not liable in civil damages for his/her acts or omissions in rendering the care, as long as he/she receives no direct compensation for the care from or on behalf of the person cared for. Any person rendering emergency care shall have the duty to place the injured person under the care of a physician, nurse, or other person qualified to care for such person as soon as possible and to obey the instructions of such a qualified person.

Illness at School

In case your child becomes ill at school, we will make every effort to contact you. You will be receiving an "Emergency Information/Health" **form JLCE-R** at the beginning of the school year. We ask for your cooperation in furnishing a name and telephone number to call in case you are not at home. **It is important to inform us of any changes in order to provide us with the most current contact information during the school year.**

A child sent home with a fever of 100 degrees or higher, vomiting or diarrhea should be **kept at home for at least 24 hours after his/her temperature is normal, vomiting or diarrhea has stopped without the use of fever reducing medications.**

Food Allergies

Florence Rideout Elementary School is a food allergy aware school. Classrooms will be designated peanut or nut safe as needed for children with an allergy to peanuts or nuts. Students may bring lunches or snacks that contain peanuts or nuts, or products labeled “manufactured in a facility that contains peanuts or nuts”. An allergy safe table is provided in the cafeteria for any student who needs to sit away from allergens (see School Board Policy [IAA](#)).

Head Lice (Pediculosis)

The school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and/or written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with NH Department of Health and Human Services recommendations. The affected student will be sent home at the conclusion of the school day. Based upon the school nurse’s recommendation, other children who were most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

Criteria for return to school: Students will be allowed to return to school after proper treatment as recommended by the school nurse. The Board recognizes that the American Academy of Pediatrics and the National Association of School Nurses discourage “no nit” policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child’s head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Asbestos Notification

A report is available in the school’s front office. FRES and LCS continue to have asbestos management plans that are available for review in the front offices of both buildings.

Accident Insurance for Students

Insurance is available at minimal cost and all parents are encouraged to take advantage of this offer. Notices will be sent home regarding price and procedure for obtaining coverage.



School Registration

Any child who will be five years of age on or before September 30 is eligible to enter kindergarten, and six years of age by September 30 to enter first grade. All registration forms can be accessed through our website [here](#).

To register a child for school, you must have:

1. A copy of the child's birth certificate.
2. A copy of the child's immunization record, verifying that the Mumps and Measles vaccine (or a verified case); Polio: Diphtheria, Pertussis; Tetanus; and Rubella vaccine are up to date.
3. A copy of a physical examination done within one year prior to school entrance.
4. A signed record release for any preschool attended.
5. Proof of Wilton/Lyndeborough residency (i.e. utility bill, lease agreement, property tax bill).

Transferring Into Florence Rideout Elementary School/Lyndeborough Central School

To transfer a student into the Florence Rideout Elementary or Lyndeborough Central Schools, the following forms must be completed prior to admitting the child:

1. Permission for verbal communication with the previous school.
2. Emergency information/health.
3. Special medication (when applicable).
4. Request for release of records.
5. Emergency release.
6. A copy of the child's immunization record and a copy of the last physical exam (given within the last year), see page 16, Immunization.
7. Proof of Wilton/Lyndeborough Residency (i.e. utility bill, lease agreement, property tax bill).

Transferring Out of Florence Rideout Elementary School/Lyndeborough Central School

If you are moving out of the Florence Rideout Elementary or Lyndeborough Central Schools, please inform the principal in person or by phone and complete and submit Student Moving Out of District form found on our [district](#) website [here](#). When you register your child at the new school, you will sign a request for a release of records. Our secretary will send all records to the receiving school.

Daily Attendance

Students absent from school must have their absence verified by a written excuse from a parent or guardian. Students may not participate in afterschool activities on the day they are absent. When a child is going to be absent, please call the school office before 8:15 a.m. that day to alert us. If no one is available to answer your call, you may leave a message ~~on the school answering machine~~. If we have not heard from you, we will call your home, and then we will try reaching you via the phone numbers on the child's emergency **form card**, until each child is safely accounted for.

Students who miss school for five consecutive days must furnish the school with a doctor's certificate stating that such absences are necessary. Exceptions may be granted in consultation with the school nurse and school principal.

Parents should make every effort to schedule medical or dental appointments at times that do not interfere with school hours. When a student is absent, he/she is expected to make up for work missed during the absence. A school calendar is published by the school and distributed to all parents. Vacation and extended trips should be arranged during school vacation periods. If a student is required to leave school to accompany his/her parents on an extended trip, a request must be submitted in writing at least one week in advance. Students will be required to make up all assignments upon return to class.

A child can never make up a day missed at school even though the assignments may be completed at a later date. The interaction and instruction that takes place in the classroom are equally as valuable as written assignments.

Changes in Dismissal

Please notify the school if your child is to be dismissed early, or if there is a change in transportation (i.e. a different bus stop or a parent pick-up). We expect all dismissal plans to be in place well before **2:00 pm** that day to avoid confusion.

Parent PickUp Patrol

PickUp Patrol is our online system for parents to communicate dismissal plan changes to the school. Parents receive an email with PickUp Patrol account set-up and login instructions. Changes can be entered from a smartphone, tablet, or computer, days, weeks, or even months in advance and at any time up until **1:00 pm** on the day of the change.

After **1:00 pm** changes will not be accepted except in the case of an emergency. Such changes can be made via phone directly to the main office. The end of the school day is a busy time, so please plan accordingly and limit these exceptions to emergencies ONLY to assure the safety of all students.

Written notes communicating dismissal changes that are signed and dated by parents/guardians are accepted as well. If you have made arrangements for any other person to pick your child up at school the note must contain the name(s) of the people you have designated to pick up your child. The individual may be asked to provide proper identification. **We do NOT allow the child to leave with anyone other than the parent or guardian without a written note that is signed and dated by the parent or guardian.**

Students who are dismissed before the regular dismissal time must be signed out in the main office.

Delayed Opening and Cancellations

In the event of inclement weather, parents/guardians will receive notification from the service at PowerSchool. This may occur before school, or during the school day, if necessary. In addition, announcements may be heard on the following radio and television stations:

WZID95.7 FM

WMUR-TV Channel

Schools will open two (2) hours after the regular starting time, and morning bus pick-ups will be two (2) hours later than the regular time.

Should conditions continue to pose a transportation risk, PowerSchool will notify you of the changes, and the **No School** announcement will be made by 8:30 AM on the same radio and TV stations.

Our superintendent consults with the road agents and the bus company in making a decision to operate as usual, to delay school opening, or to close school for the day.

Emergency Early Dismissal

PowerSchool will call the first contact on the emergency information form for each student to alert parents to the early dismissal. If it is necessary for you to be away on inclement weather days, please:

- Call the school secretary or have your child bring in a note on these days to inform the school where/how to contact you.
- Ensure that your child knows where to go in case of early dismissal.

Tardiness

Students arriving after **8:00 AM** are late, and will be recorded as tardy by the classroom teacher. **Please bring your child to the office to sign in when tardy.**

When a child is going to be tardy, please call the school office before 8:00 am that day to alert us FRES: (603) 732-9299 LCS: (603) 732-9228. If no one is available to answer your call, you may leave a message ~~on the school answering machine~~. For the safety of your child we will call your home, and then we will try reaching you via the phone numbers on the child's emergency form ~~card~~, until each student is safely accounted for.

Parents will be notified by the principal if tardiness becomes excessive. Please make an effort to have your child arrive on time in order to ensure a smooth start to the day.

Absences Due To Parental Vacations

Parents are strongly urged not to schedule family vacations during school days and not to extend the scheduled vacation periods. Should you wish your child to accompany you on a vacation during the time school is in session, you should inform the building Principal at least one week in advance explaining the length of time for the vacation and the reason. Arrangements can be

made at the discretion of the classroom teacher for assignments that will be missed and/or study projects.

General Policies and Procedures

Video and Audio Surveillance on School Property

The Wilton-Lyndeborough Cooperative School Board authorizes the use of video and/or audio devices on Wilton-Lyndeborough Cooperative School District property to ensure the health, welfare, and safety of all students, staff and visitors to District property and to safeguard District buildings, grounds and equipment. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.

Reference School Board [Policy EEAA](#)

Telephone and Email Messages

Each teacher has a district e-mail address (ie. j.doe@sau63.org) and a voicemail that may be accessed through the main office. Your phone message will be returned within 24 hours. We encourage the use of email as an efficient and timely way to connect with staff. You may go to the SAU 63 website, click on FRES under the school's menu, and go to teacher emails. Teachers are not interrupted from classroom instruction during the school day to take phone calls.

Students will be permitted to use the telephone only with the permission of their teacher. The office telephone is for emergency use only, such as illness, etc. **No social or non-emergency use is permitted by students.**

Visits to School

You are welcome to visit Florence Rideout Elementary School/Lyndeborough Central School. If you wish to visit a classroom, please call ahead to arrange the visit with the teacher. Please check in at the office when you arrive on the school grounds.

Legal Guardianship/Child Custody/Restraining Orders

Should there be a change in normal custodial arrangements for your child/children, it is imperative the Principal be informed as soon as possible. A letter specifying such from the adult with custodial rights and a copy of the corresponding legal documentation are required to be sent to the Principal for adherence. A copy will be placed on file, and associated personnel will be informed of the change.

The same procedure is required should there be a restraining order in effect relative to the child. Each time there is an extension or alteration to such order, the legal documentation verifying such must be provided to the Principal for adherence to it.

School Property Damage

Harmful or malicious damage to school property must be reimbursed by the persons responsible; or, in the case of minors, by their parents or guardians.

School Lunch

~~The school's lunch policy appears in Appendix A.~~

Students **may not bring soda and caffeinated beverages to school**. Candy and sugary treats are strongly discouraged.

The guidelines for free and reduced price lunches will be sent home. Those who believe they are eligible should complete an application.

Parents may join their students for lunch. Please call ahead to arrange for the visit.

Recess

Whenever possible, and in the best judgment of school personnel, recess time will be spent outside the building. Of course, when conditions such as extreme cold or soaking rains are evident, recess will be held inside. Children will not go outside when it is excessively wet or cold (typically 12° -15° F or below) or windy. All children will participate in outdoor recess activities unless excused for medical reasons and/or by a note from a physician. Parents are responsible to ensure that a child is properly dressed for prevailing weather conditions, including boots, mittens, etc. It is recommended that your child's clothing be labeled. Please refer to page 36 for playground rules.

Classroom Concerns

Please do not allow your child to bring toys, playing cards, electronic equipment or expensive jewelry to school. Toys and cards are frequently a distraction, and are difficult to monitor. Placing cell phones, audio equipment, and jewelry in a backpack or locker does not guarantee their safety, and the school cannot be responsible for keeping these items safe. "Show and Tell" items are an exception, but expensive equipment and jewelry is always discouraged.

Please do not have your child bring party invitations to school unless the whole class is invited. This causes distress among those class members who have not been invited.

School Dress

Clothing makes a statement, and we want that statement to be a respectful one. Footwear is important in terms of comfort and safety while running and playing on rough ground. Violations to the policy may result in a telephone call to parents to bring appropriate clothing to school.

1. Shirt, hat, and jewelry emblems should not be offensive (no reference to alcohol, drugs, off-color language, violence or sex). Students are asked to remove their hats while in the building.
2. Appropriate footwear must be worn in order to safely play on playground equipment. Sneakers or athletic shoes are required for participation in PE class.

Warmer weather:

3. Modest, sensible apparel is encouraged. Blouses and shirts should cover the mid-section of the body. Spaghetti straps and low-cut blouses are discouraged.
4. Shorts and cutoffs should be mid-thigh or longer.
5. Bicyclists must wear helmets.
6. Flip-flops are not allowed

Colder weather:

7. Parents are requested to be sure their child is dressed warmly in winter weather as recess is held outdoors unless it is severely cold or wet.
8. Boots should also be worn as the playground often has wet and muddy areas. Access to the playground will be limited if the child does not have appropriate footwear. Please provide your child with shoes or sneakers to be worn within the building.

Books--Lost, Damaged, Forgotten

Parents will be responsible for the cost of replacing lost or damaged books and school materials.

Students are required to cover textbooks which go home on a regular basis. Brown paper bags or similar material will suffice.

Lost And Found

****Please clearly mark your child's last name on all clothing and footwear.****

We do maintain a Lost and Found, which is located in the main hallway within each building. Items found in shared areas are displayed in this area. Unclaimed clothing is brought to donation centers twice a year.

Field Trips

Field trips are of an educational nature and are related to classroom learning. Every effort is made to have students back at school in time to take the bus home. Parents are notified in advance if they are expected to pick their child up after hours.

Each student will be provided with a permission slip prior to the field trip that will need to be signed by a parent or guardian. No student will be allowed on a field trip without a permission slip on file.

Parents may arrange for bag lunches to be purchased from the school for their student(s).

If you do not wish for your child to participate in any specific trip, please notify the teacher in writing before the trip so that alternative arrangements can be made.

Volunteers and Field Trip Chaperones

Not only do volunteers help students and teachers directly, they also gain firsthand knowledge about the school and show the children that adults consider school an important place. Volunteers help with classroom preparation, student aid, and classroom demonstrations.

People who volunteer must fill out a Consent and Release Form. A finger-print and criminal records check is now required from volunteers and chaperones who work with students.

Please consider providing your assistance in some way. You may notify your child's teacher, school secretary or principal if you wish to volunteer.

Florence Rideout Elementary School/Lyndeborough Central School PTO

The FRES and LCS parents and staff have a very active and involved PTO. The PTO supports our students and staff with additional educational programs and events throughout the year.

Membership is ongoing. A membership drive is held every fall. New participants are always welcome to provide fresh ideas. You may contact the school at any time to become more actively involved.

The Board of Directors consists of: *President, Vice President, Secretary, and Treasurer*. Meetings are held on a monthly basis at the school (specific dates and times to be set yearly). These meetings are open to the public and are held to plan upcoming events, review past events, etc. More information about the PTO can be found on the school website.

Report Cards/~~Learning Profiles~~

Competency-Based **report cards** ~~Learning Profiles~~ will be sent home four times each year, on a quarterly basis. **Report cards** ~~Learning Profiles~~ are used by the school to communicate with parents regarding their child's progress and achievement towards competencies, learning habits, and/or behavior in school. Parents are asked to sign the report card **envelope** and return it to school. The final report card is kept by the parents. Parents are urged to call the child's teacher if there are any questions regarding their child's progress.

Parent-Teacher Conferences

Parent conferences are arranged at the end of the first quarter in November. Parents or teachers may request conferences at other times if needed. The Parent-Teacher Conference offers both the opportunity to ask questions relative to your child, and to build an avenue of communication between home and school to better assist your child's progress.

Throughout the school year, parents are encouraged to communicate with their child's teacher whenever necessary. Please call the office and ask the secretary to contact the teacher to set up an appointment or to check on the teacher's availability. If it becomes clear that the issue is of a more serious nature, please schedule a meeting for a time when both parties are prepared to give their full attention to the concern. Each teacher has a district e-mail address (ie. j.doe@sau63.org) and a voicemail that may be accessed through the main office.

Transitions

We recognize that transition activities are essential in helping children move from home to the school setting. Various activities are planned to build connections between home and school. In the spring, we offer a "**Kindergarten Parent Orientation**" meeting giving an overview of our kindergarten program for parents. Later in the spring, incoming kindergarten students are invited to spend some time **in the** morning with their teacher in their new kindergarten classroom during "**Kindergarten Welcome Day**". Over the summer, students receive a note or **letter** from their teacher to strengthen the connection between teacher and child.

As the beginning of the school year approaches an hour long "**Meet and Greet**" is scheduled prior to the first day of school. When children have completed their kindergarten and 5th grade year, they are transitioned to grade one at Florence Rideout Elementary School or sixth grade at WLC Middle School as part of our "**Step-up Day**" event in Late May/early June.

Snacks

Each student should bring in **one** healthy snack each day. We ask all families to refrain from bringing in ~~related~~ snacks for sharing in classrooms.

Assessments

Staff utilize several assessments to provide insight and information regarding your child's learning progress. Individual student results from these assessments are shared with parents.

- Dial 4 Kindergarten Screening
- iReady Diagnostic: Reading and Math
- Heggerty or PAST Phonemic Awareness Assessment
- Oral Reading Fluency (ORF)
- ~~STAR 360 Early Literacy, Reading and Math~~
- ~~Fountas & Pinnell Benchmarking (Leveled Readers)~~
- ~~AIMSWEB Math computation and application~~

Kindergarten Screening

Early screening in the school year provides the Kindergarten teachers and staff with valuable information about your child's individual development and learning skills. Screening results will be used to help teachers determine the best possible programming options for each child.

Homework

Homework is designed for students to practice skills already taught at school and to enrich the learning activities that are initiated in class. It provides the opportunity for our students to develop self-discipline, responsibility, and initiative. The work may be to study math facts, do an activity sheet, finish a project that was started in class, prepare for a test or read. An effective homework program also supports the conviction that learning is not limited to the normal classroom experience, but an extension that works to expand the vital home/school connection.

As students mature, they should assume the responsibility to make sure their assignments are completed on time and make an effort to develop effective study habits. This is not an easy task. Students who do not have the necessary study skills or completed homework assignments may fall behind in their work.

The following is the suggested average for homework per grade level:

<u>Grade</u>	<u>Time Guideline</u>	<u>Frequency</u>
First	20 minutes	four times a week
Second	20 minutes	four times a week
Third	30 minutes	four times a week
Fourth	30 minutes	four times a week
Fifth	45/60 minutes	four times a week

There are ongoing projects in grades 2 through 5, such as monthly book reports or science and social studies units, which may require work on weekends or holidays.

*Parents are asked to read to their child for 30 minutes (minimum) every day.

If you feel that your child is consistently spending more time than these recommended guidelines, please contact your child's teacher.

Bus Transportation Regulations

The right of students to ride on the school bus is conditional on their behavior and observance of rules pertaining to proper conduct (School Board [Policy JICC](#) and [Policy JICC-R](#)). Drivers are authorized to enforce these rules, which are listed below. We recommend that parents of bus students review these regulations with their children.

School Bus Regulations

1. The students' right to ride the school bus is conditional on their behavior and observance of rules pertaining to proper conduct. Drivers are authorized to enforce these rules and to make suggestions in line with good citizenship.
2. The driver may assign seats to students. The bus will not be in motion until all students are seated.
3. While on the bus, students shall not shout, whistle, throw anything, or otherwise distract the bus driver in any way. Eating and drinking are not permitted, nor are students allowed to have electronic equipment (games, CD players, radios) on the bus.
4. There shall be no fooling, fighting or other improper behavior on the bus.
5. Students shall not open windows unless authorized by the driver. Students shall not put their head, arms, hands, feet or objects out the window.
6. Aisles are to be kept free from books, lunch boxes, and other objects. Students must keep their feet out of the aisle when others are loading and unloading from the bus.
7. Students who must cross the road after leaving the bus shall adopt the following procedures:
 - a. Exit the bus and walk about 10 feet up the road from the bus.
 - b. Look BOTH ways to be sure cars have stopped.
 - c. Check with the driver, wait for his/her signal.
 - d. Cross the street in front of the bus.
8. Students must line up **in a** single file about 6 feet behind the bus stop before boarding the bus. When leaving the bus, all students must remain in their seats until it is their turn to leave. Each student will leave the bus at their specified stop, unless they present a signed bus pass from the office (see #12).
9. Students must be ready to take the bus when it arrives. **Drivers will not wait if you are late.**

10. Student violations will be written up and handed to the Principal by the bus driver. The Principal will then give the slip to the student, requiring the student to bring the write-up back with their parents' signature before boarding the bus the next day.
11. The Principal may suspend a student from riding the bus for ongoing serious misconduct. The Principal will inform the parents that a second offense may result in further suspension from riding the bus.
12. Bus students will be picked up and discharged only at their regular bus stops, unless the driver is given a bus pass from the office. A written note or phone call from a parent is required to obtain a bus pass. Parents can call the bus company directly in the morning if it is an emergency. Schools must also be notified.
13. Walkers are not allowed to ride a regularly scheduled school bus without written permission from parents or a pass from the school.

Discipline

Florence Rideout and Lyndeborough Central School use a positive approach to discipline that draws upon children's ability to demonstrate behavior in constructive, friendly ways as well as the teacher's ability to empower children to do so. Children behave and learn best when they are aware that their parent(s)/guardian(s) communicate regularly with school staff and are supportive of the teachers and school administration. If you have any concerns or questions about a school or classroom practice, please share these concerns with the appropriate school personnel.

In an effort to foster a sense of ownership and responsibility, classroom rules are created with the children during the first few weeks of school. Teachers continually discuss and model appropriate behaviors and expectations with students in a calm, respectful manner. Teachers use a variety of techniques and strategies when responding to student misbehavior. Teacher's use positive language to remind, redirect and reinforce expectations. Logical consequences are often utilized. Logical consequences are directly related to children's behavior and helps them fix their mistakes.

PROGRESSIVE DISCIPLINE PLAN

We have established school rules regulations which we feel reflect a caring environment and protect the learning environment. Students who choose not to obey these rules, **while on school grounds, in the building, on field trips or at school sponsored events** will be disciplined in a fair, consistent, and progressive manner. Throughout the year, time is spent practicing, modeling, and revisiting the art of conflict resolution. Younger children (Kindergarten and Grade 1) are encouraged to "use their words" and to solve problems that arise, rather than resorting to aggressive behaviors. We use these teachable moments to process and model self-control strategies with younger students. As older students develop greater self-control and understanding of what is expected they are held to higher expectations and may receive more significant consequences.

LOGICAL CONSEQUENCES

- **Take Responsibility** – This logical consequence is used in situations when something has been broken or a mess has been made- whether accidentally or intentionally. Teachers use this when they see an opportunity for a child to solve a problem he or she has caused.
- **Loss of Privilege** – This logical consequence is used in situations when a student defies, tests or even forgets the rule. The consequence is that the child loses the privilege. What is taken away is directly related to the misbehavior.
- **Take a Break** – This type of logical consequence is when a student is dysregulated ~~out of control~~ and needs an opportunity to regain self-control and calm down. The student will move to a predetermined location within the classroom (**Rest Stop, Buddy Classroom**), takes time to regroup and then rejoins the class once he or she has regained control. "Take a Break" locations have been established in the cafeteria and on the playground.

SCHOOLWIDE BEHAVIOR INFRACTIONS & CONSEQUENCES

Minor Infraction: Minor infractions include, but are not limited to actions such as, name calling; being unkind to classmates; **non-serious, but inappropriate physical contact;** being disrespectful to an adult; being continually unprepared for class; failure to complete assignments; continually disruptive in class or talking out of turn, not following established rules and expectations in the cafeteria, or on the playground. Such infractions may result in any of the following: ~~Take-a-Break w/Principal,~~ **Rest Stop, Buddy Classroom, Loss of Cafeteria/Recess Privilege, Teacher Detention**

Major Infraction: Major infractions will be dealt with immediately. These can include; ongoing and repeated patterns of minor infractions that create a disruptive and/or unsafe environment; hitting/physical aggression towards another student; deliberate inappropriate language (profanity) orally or in writing; non-compliance (not following staff directives); threats of any nature; possession of inappropriate material; theft; violation of acceptable use policy. ~~A Discipline Report is sent home, to be read, signed, and returned by the parent(s),~~ Parents are notified by the principal or designee by phone. Such infractions may result in any of the following consequences: **Loss of Privilege, Principal After School Detention, In-School Suspension**

Gross Misconduct: The student is immediately sent to the principal's office. These can include but are not limited to; physical aggressive behavior that harms others, fighting, destruction of school property, leaving school grounds, bullying/harassment, drug/alcohol/weapons possession. ~~A discipline report is sent home, to be read, signed, and returned by the parent(s), and~~ Parents are notified by the principal by phone. Parents may be required to bring student home. A copy of the discipline report is placed in the student's cumulative records folder, and will transfer with the student when he or she transfers to another school. Such infractions may result in any of the following consequences: **In-School Suspension, Out of School Suspension**

SCHOOLWIDE CONSEQUENCES

~~Student Behavior Reflection Form (Think Sheet)~~

~~This form will be completed by a student as a means of identifying the inappropriate behavior/choice and choosing steps for the purpose of improving future behavior. Copy of the think sheet will be given to the classroom teacher and sent home with the child.~~

~~Take a Break in Principal's office~~

~~This is the removal of the student by the teacher from the environment where the inappropriate behavior occurred. Students will complete a "Think Sheet" and process with either principal or head teacher. The length of the Take a Break may vary and will be at the principal's discretion. Typically, this will not exceed 30 minutes.~~

~~Loss of Cafeteria/Recess Privilege~~

~~Students will eat lunch in the office separate from the lunch room and/or will miss recess. Students will complete a "Think Sheet" and process with either principal or head teacher. Typically this consequence is delivered if the infraction occurred on the playground or cafeteria. These privileges can be lost for one, two, or three consecutive days at the discretion of the principal.~~

Student Reflection Journals (Reflection Packets)

~~During an after school detention or suspension students are to complete a reflection packet. The student will answer questions about their behavior and think about strategies to improve behavior. Goal setting is also part of this. Reflection Journals, which contain individual student think sheets and reflection packets are kept in the principal's office.~~

Teacher After School Detention

The classroom teacher may assign detention for repeated minor misconduct within the classroom. This detention occurs the following school day. For after school detention, the teacher will contact the parents by phone and assign the detention for the next day. ~~During the detention a student will complete a Reflection Packet.~~ Students failing to report to a teacher's detention will result in principal detention as well as completion of the original teacher detention. Detention will be held from 2:15 - 3:00 **2:45**. Parent(s)/guardian(s) must make arrangements to pick up the child at the completion of detention. A brief conference/phone conference with parents should be held at this time with the teacher.

Principal After School Detention

This detention will be held from 2:15 - 3:00 **2:45** in the principal's office or other designated area. Principal will contact parents the day of the infraction. ~~During the detention a student will complete a Reflection Packet.~~ Parent(s)/guardian(s) must make arrangements to pick up the child at the completion of detention. ~~A copy of the student Discipline Report will be sent home with the student. Parents sign and return the next day.~~ A conference/phone conference with parents should be held at this time with the principal

In-School Suspension

During in-school suspension a student is not allowed to participate in any part of his/her normal educational setting for the entire day(s). ~~A copy of the student Discipline Report will be sent home with the student. Parents sign and return the next day.~~ Students will be required to do any classwork or tasks assigned by the teacher. ~~During the in-school suspension a student will complete a Reflection Packet.~~ Student will be served an in school suspension in an area supervised by the principal and/or head teacher. A conference/phone conference with parents will be held ~~at this time~~ with the principal

Out of School Suspension

A student will be suspended from school by the principal for up to 10 days for each incident of gross misconduct, or for repeated major infractions. The student will be sent to the Principal's Office, and the principal will call the parents to come immediately to pick up their student. The principal will require a meeting with the Parent(s) before the student resumes school attendance, in order to go over behavioral expectations, and/or develop a Behavior Plan for the student to follow.

Students who threaten serious harm (to property, or oneself or others) **must** receive a safety assessment by a counseling professional before returning to school. Please refer to Suspension and Expulsion policies in ~~Appendix C~~ **in School Board policy JICD.**

MINOR BEHAVIOR INFRACTION	MAJOR BEHAVIOR INFRACTION	GROSS MISCONDUCT
<p>Minor infractions are typically dealt with at the classroom level. Minor behaviors include but are not limited to:</p> <ul style="list-style-type: none"> • Name calling • Unkind to classmates • Non-serious, but inappropriate physical contact • Disrespectful to an adult • Continually unprepared for class • Failure to complete assignments • Continually disruptive in class or talking out of turn, • Not following established rules and expectations in the cafeteria, or on the playground 	<p>Major infractions will be dealt with immediately. Major behaviors include but are not limited to:</p> <ul style="list-style-type: none"> • Ongoing and repeated patterns of minor infractions that create a disruptive and/or unsafe environment • Hitting/physical aggression towards another student • Deliberate inappropriate language (profanity) orally or in writing • Non-compliance (not following staff directives); threats of any nature • Possession of inappropriate material • Theft • Violation of acceptable use policy 	<p>Gross Misconduct will be addressed immediately. These behaviors can include but are not limited to:</p> <ul style="list-style-type: none"> • Physical aggressive behavior that harms others; fighting, destruction of school property • Leaving school grounds • Bullying/harassment, drug/alcohol/weapons possession.
<p>Infractions may result in any of the following:</p> <p>Rest Stop</p> <p>Buddy Classroom</p> <p>Loss of cafeteria/recess privilege</p> <p>Repeated classroom rule violations will be addressed with families and should be referred to administration.</p>	<p>Infractions may result in any of the following</p> <p>Loss of Privilege</p> <p>After School Detention</p> <p>In-School Suspension</p> <p>Parents will be notified by the principal or designee by phone.</p>	<p>Infractions may result in any of the following</p> <p>In-School Suspension</p> <p>Out of School Suspension</p> <p>Parents are notified by the principal by phone. Parents may be required to bring students home. A copy of the discipline report is placed in the student's cumulative records folder, and will transfer with the student when he or she transfers to another school.</p>

Playground Rules and Student Engagement:

Students are free to play in a safe and socially acceptable way during recess and breaks. Informal instruction/redirection may take place at the discretion of teacher or principal if deemed necessary to encourage a safe environment free from exclusion, bullying, or harassment.

1. Students will play with each piece of equipment as intended by the manufacturer. Do not jump off of benches, swings, or climbing equipment, or hang from the soccer goals.
2. Slide down-do not walk up or down-the slide.
3. Sit-do not stand-on the swings.
4. Permit only one person on each section of the climbing equipment.
5. Return balls/equipment to the bin or rooms where they belong.

Playground Etiquette:

1. Students will treat one another with respect. They will not engage in unwelcome physical contact or verbal harassment.
2. Students will play in an appropriate and safe manner and will not engage in activities that are hurtful to themselves or others.
3. Do not throw balls or other objects against the building.
4. Wear hats, gloves or mittens and coats in cold weather. Wear boots to play in the snow.
5. Respect and obey school staff members.
6. Line up quietly.

School Grounds:

1. Follow the rules stated above.
2. Treat others with respect.
3. Do not throw rocks, or any other item.
4. Weapons, matches, drugs, and alcohol are not allowed.

~~APPENDIX A~~
SCHOOL PROGRAMS



WIN/Title One Program

~~Title I provides federal funding to local school districts for tutorial programs that offer children extra assistance in the basic skill areas. Funding eligibility for individual schools is based upon the level of enrollment in the free and reduced lunch program. Eligibility is determined on an annual basis by the Department of Health and Human Services.~~

~~In SAU #63, the program is primarily designed to provide supplementary help to eligible students who are having difficulty in Language Arts and/or Math. Difficulties may include: reading comprehension, written mechanics, grammar, vocabulary, spelling, phonics, math problem solving, math computation, and/or study skills in grades k-8.~~

~~WIN/Title I is a supplementary program. Students receive regular classroom instruction with their classroom teacher(s); they receive support and reinforcement in specific skills from the Title I tutor. Students participate in Title I approximately 20-45 minutes per day, two to five times per week. Schedules are arranged with classroom teachers so students miss as little as possible of classroom instruction.~~

~~Students are usually referred to WIN/Title I by teachers, parents, or school counselors. Eligibility is primarily based on individualized academic testing coupled with classroom performance and teacher/parent observations.~~

~~If your child has received WIN/Title I in the past, either here or in another location, it does not automatically make him/her eligible for Title I services this school year. Please check with your child's school if you wish new eligibility to be considered.~~

~~If you have any questions regarding the WIN/Title I Program, or wish to make a referral, please do not hesitate to contact the WIN/Title I Coordinator, Valerie Bemis, v.bemis@sau63.org. Bridgette Fuller, b.fuller@sau63.org.~~

JCL - SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

Category: Priority/Required by Law

See also EHAA, GBEF

~~The Wilton-Lyndeborough Cooperative School Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive lessons and instruction in the appropriate use of these resources.~~

~~Students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education. Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.~~

~~The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.~~

~~The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.~~

~~The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.~~

Legal References:

RSA 194:3-d, School District Computer Networks

47 U.S.C. §254, Requirements For Certain Schools—Internet Safety

20 U.S.C. §6777, Enhancing Education Through Technology—Internet Safety

Appendix: JCL-R

New Policy: April 2010 (replaces EGA and IJNDB)

First Reading: September 28, 2011

Second Reading: October 11, 2011

Final Adoption: October 11, 2011

~~APPENDIX B~~

~~STUDENT RECORDS POLICIES~~



~~JRA--~~

~~STUDENT RECORDS AND ACCESS TO STUDENT RECORDS -- FERPA~~

General Statement:

~~It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.~~

Education Record:

~~For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche.~~

Directory Information:

~~For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:~~

- ~~● Students' name, address, telephone number, date and place of birth, dates of enrollment~~
- ~~● Parents'/guardians' name and address,~~
- ~~● Students' grade level, enrollment status and dates of attendance~~
- ~~● Students' photograph Students' participation in recognized school activities and sports~~
- ~~● Weight and height of members of athletic teams~~
- ~~● Students' diplomas, certificates, awards and honors received~~

~~The District may release or disclose student directory information without prior consent of the student's parents/eligible students. Within the first three weeks of each school year, the District will provide notice to parents/eligible students that the District may publish directory information without their prior consent. Parents/eligible students will be given until September 30 to notify the District in writing of any oral directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all direction information shall not be released will only be valid for that school year and must be re-issued each school year.~~

Personally Identifiable Information:

~~"Personally identifiable information" is defined as data or information which makes the subject of a record known, including a student's name the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name; or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.~~

Annual Notification/Rights of Parents and Eligible Students:

~~Within the first four weeks of each school year, the District will publish notice to parents and eligible students of their rights under State and Federal law and this policy. The District will publish in at least one local newspaper a notice listing these rights.~~

The notice will include:

- ~~(1) The rights of parents or eligible students to inspect and review the student's education records;~~
- ~~(2) The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;~~
- ~~(3) The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;~~
- ~~(4) The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and~~
- ~~(5) The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.~~

Procedure to Inspect Education Records:

~~Parents or eligible students may inspect and review education records which they are entitled to. In some circumstances, it may be more convenient for the record custodian to provide copies of records.~~

~~Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site.~~

~~If parents and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable. Parents/eligible students should submit to the school principal a written request that identifies as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.). The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within 45 days or earlier after the principal's receipt of the request for access. If for any valid reason such as working hours, distance between record location sites or health, a parent or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent or eligible student to obtain copies of the records. When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed.~~

Procedures To Seek To Correction of Education Records:

~~Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. To establish an orderly process to review and correct the education records for a requester, following processes are established:~~

~~**1. First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.~~

~~If the principal believes that the record should not be changed, he/she shall:~~

- ~~1. Provide the requester a copy of the questioned records at no cost;~~
- ~~2. Ask the parent/eligible student to initiate a written request for the change, which will be forwarded to the Superintendent;~~
- ~~3. Forward the written request to the Superintendent; and~~
- ~~4. Inform the parents/eligible student that the matter has been forwarded to the Superintendent for subsequent processing.~~

~~**2. Second-level decision.** If the parent/eligible student wishes to challenge the principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward to the Superintendent the request. The Superintendent shall, within ten business days after receiving notification of the request:~~

- ~~1. Review the request;~~
- ~~2. Discuss the request with other school officials;~~
- ~~3. Make a decision to comply or decline to comply with the request;~~
- ~~4. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and~~
- ~~5. Contact the parents/eligible student of his/her decision concern the request for amendment.~~

~~If the Superintendent determines the records should be amended, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been amended and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction. If the Superintendent determines the records are will not be amended, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the school board.~~

3. Third-level decision. ~~If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the Superintendent's written decision in level two. The Superintendent will inform the school board of the request for a hearing and will work with the school board to schedule a hearing within 45 days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents in writing of the date, time and place of the hearing.~~

~~The hearing will be held in non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The school board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request/complaint. Parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.~~

~~The school board will issue its final decision in writing within 30 days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The school board will base its decision solely on the evidence presented at the hearing. The school board's written decision will include a summary of the evidence and the reasons for its decision.~~

~~If the school board determines that the student record should be changed or amended, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been changed or amended. At this meeting, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.~~

~~The school board's decision will be final.~~

Disclosure of Student Records and Student Information.

~~In addition to directory information, the District may disclose student records and student information without consent to the following parties or under the following conditions:~~

- ~~1. School Officials With a Legitimate Educational Interest. Schools with a legitimate educational interest may access student records. "Legitimate educational interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.~~
- ~~2. Other schools into which a student is transferring or enrolling.~~
- ~~3. Officials for audit or evaluation purposes.~~

- ~~4. Appropriate parties in connection with financial aid.~~
- ~~5. Organizations conducting certain studies for, or on behalf of the school district. Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction.~~
- ~~6. Accrediting organizations.~~
- ~~7. Judicial orders or lawfully issued subpoenas.~~
- ~~8. Health and safety emergencies.~~

Maintenance of Student Records and Data:

~~The principal of each building is responsible for record maintenance, access and destruction of all student records. All~~

~~School district personnel having access to records shall place great emphasis upon the privacy rights of students and parents.~~

~~All entries into student records must be dated and signed by the person accessing such records. The principal will ensure that all records are maintained in accordance with application retention schedules as may be established by law.~~

Disclosures Made From Education Records:

~~The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits; with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student and the parent of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.~~

~~The record includes:~~

- ~~1. The name of the person who or agency which made the request;~~
- ~~2. The interest which the person or agency has in the information;~~
- ~~3. The date on which the person or agency made the request;~~
- ~~4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made and~~
- ~~5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.~~

~~The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to~~

~~parent(s) of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.~~

See also JRA-R, EHB

Legal References:

RSA 91-A:5, III, Exemptions, Pupil Records

RSA 189:1-e, Directory Information

20 U.S.C. §1232g, Family Educational Rights and Privacy Act

34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

~~First Reading: September 14, 2010~~

~~Second Reading: October 12, 2010~~

~~Final Adoption: October 12, 2010~~

~~Reviewed: January 13, 2015, February 17, 2015~~

~~Revised: February 17, 2015~~

~~APPENDIX C~~

~~SAFETY AND STUDENT DISCIPLINE~~



~~JLDBA—BEHAVIOR MANAGEMENT AND INTERVENTION~~

~~It is the policy of the Wilton-Lyndeborough Cooperative School Board to promote good behavior in a safe and orderly environment where all students can be fully engaged in the learning process. To ensure that our students and staff are protected against disruptive behavior, the board directs the Superintendent to set forth procedures for behavior management and interventions that are designed to maintain a positive environment conducive to learning.~~

~~Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action. The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior.~~

~~It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.~~

~~If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.~~

~~All available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.~~

~~The Superintendent will also ensure that classroom behavior management skills are addressed through professional development, and that there is an adequate system of record keeping regarding disciplinary infractions and interventions.~~

~~The use of corporal punishment is prohibited in Wilton-Lyndeborough Cooperative School District schools.~~

~~This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed 306.04(a)(16);
Behavior Management and Intervention for Students.~~

~~***First Reading: June 2, 2010***~~

~~***Second Reading: July 13, 2010***~~

~~***Final Adoption: August 10, 2010***~~

JLCD—STUDENT CONDUCT, DISCIPLINE AND DUE PROCESS—SAFE SCHOOL ZONE

~~Inappropriate student conduct that causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.~~

~~Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school~~

~~grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.~~

~~Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.~~

~~Suspension means an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty. Expulsion means an action by the Wilton-Lyndeborough Cooperative School Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.~~

~~Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13. The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV. Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individual With Disabilities Education Act (IDEA). At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable Board policies. Students and parents will be notified annually of this policy.~~

Legal References:

~~RSA 193:13, Suspension & Expulsion of Pupils
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline
NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures
See Appendix: JICD-R~~

First Reading: June 2, 2010

Second Reading: July 13, 2010

JACK - PUPIL SAFETY AND VIOLENCE PREVENTION

I. General Statement of Policy

~~The Wilton-Lyndeborough Cooperative School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. This policy is intended to comply with RSA 193-F:3, which specifically identifies "bullying" as a form of pupil harassment. Conduct constituting bullying will not be tolerated, and is prohibited by this policy, in accordance with RSA 193-F:3.~~

II. Bullying and Harassment Defined

~~Bullying is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner. The Superintendent may develop administrative regulations to implement this definition.~~

~~Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability and that: (1) has the purpose or effect of creating an intimidating, hostile or offensive academic environment; (2) has the purpose or effect of interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's work or academic performance.~~

III. Reporting Procedures

~~Any school employee or employee of a company under contract with a school in the District, or the District itself, who has witnessed or has reliable information that a pupil has been subjected to bullying or harassment, as defined in II above, shall report such incident to the Principal, or his/her designee.~~

~~The Principal is initially responsible for receiving oral or written reports of violations of this policy. The Principal may designate, in writing, an additional person to receive such reports. If the Principal received the information verbally, he/she shall reduce the report he/she received to writing within twenty-four hours of receiving the information, and forward it to the Superintendent. If the Principal received the information in writing, he/she shall forward what he/she received to the Superintendent within twenty-four hours of receipt.~~

~~The District will make available forms for reporting incidents of bullying and harassment, and shall encourage the use of these forms. Such forms shall be available in the Principal's office in each building, and from the Superintendent's office. After receiving any such report, the Principal shall report the incident to the Superintendent, who shall notify the School Board. The Principal, or designee, shall by telephone and in writing via first-class mail, report the incident to the parent or legal guardian of all pupils involved within 48 hours of the occurrence of such incident. Any such notification under this policy must be consistent with student privacy rights under the applicable provisions of FERPA. The notice shall advise the individuals involved of their due process rights including the right to appeal to the State Board of Education. The Superintendent may, within the 48 hour time period, grant the Principal a waiver from the notification requirement if the Superintendent deems such waiver to be in the best interest of the child. Any waiver granted shall be in writing.~~

IV. Investigation

~~The Superintendent shall direct an investigation to be made of bullying or harassment reports in accordance with the procedures specified in Policy JBAA.~~

V. Training

~~The Superintendent may develop age-appropriate methods of discussing the meaning, substance, and application of this policy with staff and students in order to minimize the occurrence of bullying, and for staff to effectively respond to any such incidents.~~

VI. Notice of Policy

~~The Superintendent shall provide written notice of this policy to students, parents, and staff through appropriate references in the student and employee handbooks, or through other reasonable means. The Superintendent shall also make all contractors contracting with the District aware of this policy.~~

VII. Discipline

~~If it is determined, after investigation, that a pupil has engaged in bullying or harassing conduct prohibited by this policy, that pupil shall be subject to appropriate disciplinary action, which may include, but not be limited to, suspension and expulsion. Any such disciplinary action shall be taken in accord with applicable School Board policy and legal requirements.~~

VIII. Appeal

~~Aggrieved parties may appeal disciplinary action to the School Board. The School Board shall notify all parties involved in writing of its decision. The aggrieved party has the right under RSA 193-F:3 to appeal the decision of the School Board to the State Board of Education, who shall, in writing, notify all parties involved of its decision.~~

IX. Capture of Audio Recordings on School Buses

~~Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment
RSA 193-F:3, Pupil Safety and Violence Prevention Act of 2000
RSA 570-A:2, Capture of Audio Recordings on School Buses Allowed~~

First Reading: June 2, 2010

Second Reading: July 13, 2010

Final Adoption: August 10, 2010

NEPN/NSBA CODE: ACAA-R

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

~~This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC - Nondiscrimination/Equal Opportunity and ACAA - Harassment and Sexual Harassment of Students. Complaints alleging discrimination or harassment of employees or other third parties (such as parents, volunteers, vendors, etc.) should be addressed through the~~

~~Board's Employee & Third Party Discrimination and Harassment Complaint Procedure (ACAB-R):~~

Definitions

For purposes of this procedure:

A. A "Complaint" is defined as an allegation that a student has been discriminated against or harassed on the basis of sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, physical or mental disability.

B. "Discrimination or harassment" means discrimination or harassment on the basis of sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, or physical or mental disability. "Discrimination" may include treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class. "Harassment" may include oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the District's programs or activities by creating a hostile, intimidating or offensive educational environment.

C. Complaints of bullying and cyberbullying not involving the protected classes described above may also be pursued under Board Policy JCIB—Bullying and Cyberbullying.

How to Make a Complaint

A. Any individual who believes a student has been discriminated against or harassed should report his/her concern in writing promptly to the Building Administrator or the Nondiscrimination Officer/Title IX Coordinator and utilize this complaint procedure. Individuals who are unsure whether discrimination or harassment has occurred or who need assistance in preparing a written complaint, are encouraged to discuss the situation with the Building Administrator or the Nondiscrimination Officer/Title IX Coordinator.

B. School employees are expected to report possible incidents of discrimination or harassment of students to the Building Administrator or the Nondiscrimination Officer/Title IX Coordinator.

C. Students and others will not be retaliated against for making a Complaint or participating in an investigation. Retaliation is illegal under state and federal nondiscrimination laws and any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

D. Students are encouraged to utilize this Complaint Procedure. However, students are hereby notified that they also have the right to report complaints to the New Hampshire Commission for Human Rights, 2 Chenell Drive, Unit 2, Concord, NH 03301-8501 (telephone: 603-271-2767) and/or to the federal Office for Civil Rights, Regional Director, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02110-1491 (telephone: 617-289-0111). ~~Complaint Handling and Investigation~~

A. The Building Administrator or the Nondiscrimination Officer/Title IX Coordinator shall promptly inform the Superintendent and the person(s) who is the subject of the Complaint that a Complaint has been received.

B. The Building Administrator or the Nondiscrimination Officer/Title IX Coordinator may pursue a prompt and equitable informal resolution of the Complaint with the agreement of the parties involved. Any party to the Complaint may decide to end an informal resolution process and pursue the formal process at any point. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the parties in light of the particular circumstances and applicable policies and laws.

~~C. The Complaint will be investigated by the Nondiscrimination Officer/Title IX Coordinator or by another internal or external investigator designated by the Superintendent. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the Complaint.~~

~~1. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation. The Complainant shall not be required to attend meetings with the subject of the Complaint, but may choose to do so as part of the resolution process.~~

~~2. The Complainant and the subject of the Complaint may suggest witnesses and/or submit materials they believe are relevant to the Complaint.~~

~~3. If the Complaint is against an employee of the District, any applicable individual or collective bargaining contract provisions shall be followed.~~

~~4. Privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.~~

~~5. The Nondiscrimination Officer/Title IX Coordinator shall keep a written record of the Complaint and investigation.~~

~~6. The Nondiscrimination Officer/Title IX Coordinator or the Superintendent may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending. Examples of interim measures include, but are not limited to, ordering no contact between individuals, changing schedules or classes, etc.~~

~~7. The Nondiscrimination Officer/Title IX Coordinator or other designated investigator shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.~~

~~8. The investigation shall be completed within 21 business days of receiving the Complaint, if practicable.~~

~~D. If the Nondiscrimination Officer/Title IX Coordinator or other designated investigator determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:~~

~~1. Determine what remedial action, if any is needed to end the discrimination or harassment, remedy its effects, and prevent recurrence~~

~~2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and~~

~~3. Inform the complainant and the subject of the Complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws and any applicable collective bargaining agreement provisions).~~

~~E. If the complainant is dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be provided in writing to the complainant within 21 business days, if practicable. The Superintendent's decision shall be final.~~

Legal Reference:

~~Americans with Disabilities Act (28 CFR § 35.107), as amended~~

~~Section 504 of the Vocational Rehabilitation Act (29 U.S.C. § 794), as amended; 34 CFR § 104.7~~

~~Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (P.L. 88-352) — 20 U.S.C. § 1232g; 34 CFR
Part 99
NH Code Admin R. Ed. 303.01(i) and (j)~~

Cross Reference:

~~AC - Nondiscrimination/Equal Opportunity
ACAA - Harassment and Sexual Harassment of Students
ACAB/ACAB-R - Harassment and Sexual Harassment of Employees/Employee & Third
Party Discrimination and Harassment Complaint Procedure
JCIB - Bullying and Cyberbullying~~

First Reading: June 2, 2010

Second Reading: August 10, 2010

Final Adoption: August 10, 2010

Revision: June 25, 2013

~~NEPN/NSBA Code: ACAA~~

~~HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS~~

~~Harassment of students because of sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, physical or mental disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

~~Harassment includes but is not limited to verbal abuse based on sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, or physical or mental disability. Complaints of bullying and cyberbullying not based on the characteristics described above may also be pursued under Board Policy JCIB – Bullying and Cyberbullying.~~

~~Sexual Harassment~~

~~Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.~~

~~Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.~~

~~The Superintendent or the employee designated as the Nondiscrimination Officer will investigate complaints of harassment in accordance with the Student Discrimination and Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.~~

Legal Reference:

~~Americans with Disabilities Act (28 CFR § 35.07), as amended
Section 504 of the Vocational Rehabilitation Act (29 USC § 794), as amended; 34
CFR § 104.7
Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (P.L. 88-352) — NH Code Admin. R. Ed.
303.01(i) and (j)
NEPN/NSBA Code: ACAA~~

Cross Reference:

~~ACAA-R — Student Discrimination and Harassment Complaint Procedure
AC — Nondiscrimination/Equal Opportunity
JCIB — Bullying and Cyberbullying~~

First Reading: June 2, 2010

Second Reading: August 10, 2010

Final Adoption: August 10, 2010

Revision: June 25, 2013

~~NEPN/NSBA Code: ACAB~~

~~HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES~~

~~Harassment of school employees because of age, sex, race, religion, color, marital status, familial status, physical or mental disability, national origin, ancestry, sexual orientation or genetic information is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

Harassment

~~Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on age, sex, race, religion, color, marital status, familial status, physical or mental disability, national origin, ancestry, sexual orientation or genetic information.~~

Sexual Harassment

~~Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:~~

- ~~A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;~~
- ~~B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or~~
- ~~C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.~~

~~Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge. All complaints of harassment will be investigated in accordance with the Employee & Third Party Discrimination and Harassment Complaint Procedure. Notice and Training Annually, each employee shall receive a copy of this policy and the Employee & Third Party Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate means to ensure that each employee receives a copy.~~

Legal References:

~~Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
Americans with Disabilities Act (42 USC § 12101 et seq.)
Section 504 of the Rehabilitation Act of 1973 (29 USC § 794 et seq.); 34 CFR § 104.7
Title VII (42 USC § 2000e-2; 29 CFR § 1604.11)
Age Discrimination in Employment Act (29 USC § 623)
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)
NH RSA 354-A:7
NH Code Admin. R. Ed. 303.01(i) and (j)~~

Cross Reference:

~~ACAB-R- Employee & Third Party Discrimination and Harassment
Complaint Procedure
AC- Nondiscrimination/Equal Opportunity~~

First Reading: May 11, 2010

Second Reading: June 2, 2010

Final Adoption: June 2, 2010

Revision: June 25, 2013

~~NEPN/NSBA Code: AC~~

~~NONDISCRIMINATION/EQUAL OPPORTUNITY~~

~~Discrimination against and harassment of school employees because of age, sex, race, religion, color, marital status, familial status, physical or mental disability, genetic information, national origin, ancestry or sexual orientation are prohibited. Discrimination against and harassment of students because of sex, race, religion, color, age, marital status, familial status, physical or mental disability, national origin, ancestry or sexual orientation are prohibited.~~

~~The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and individuals with disabilities having access rights to school premises and activities. The District will designate a Nondiscrimination Officer/Title IX Coordinator who will be responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination. The Nondiscrimination Officer/Title IX Coordinator will be a person with direct access to the Superintendent.~~

~~The Board directs the administration to implement internal complaint procedures for resolving complaints of discrimination under this policy and to provide adequate notice of the availability of such complaint procedures.~~

~~The Board directs the administration to provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.~~

~~The District will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws pertaining to contract compliance.~~

~~Legal References:~~

~~Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending
Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
Title VI of the Civil Rights Act of 1964 (P.L. 88-352)
Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)
Equal Pay Act of 1963 (29 U.S.C. § 206)
Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.); 34
CFR § 104.7, as amended
Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)
NH RSA 186:11; 354-A:7
NH Code Admin. R. Ed. 303.01(i) NEPN/NSBA Code: AC 2
Cross Reference: ACAA - Harassment and Sexual Harassment of Students
ACAA-R—Student Discrimination and Harassment Complaint Procedure
ACAB - Harassment and Sexual Harassment of School Employees
ACAB-R—Employee & Third Party Discrimination and Harassment Complaint Procedure~~

First Reading: May 11, 2010

Second Reading: June 2, 2010

Final Adoption: June 2, 2010

Revision: June 25, 2013

**WILTON-LYNDEBOROUGH COOPERATIVE
MIDDLE SCHOOL/HIGH SCHOOL**

Parent/Student Handbook 2023-2024

Highlighted Blue is new information



57 School Road Wilton, New Hampshire 03086
(603)732-9230
FAX (603) 654-2104

School Hours: 7:35 AM -2:35 PM

Tom Ronning, Principal
www.sau63.org

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Important School Board Policies

- JICL-School District Internet Access for Students [Linked Here](#)
- JRA-Access to Student Records - FERPA [Linked Here](#)

Important School Board Policies: Safety and Student Discipline

- NEPN/NSBA Code: AC-Non Discrimination/Equal Opportunity [Linked Here](#)
- JLDBA-Behavior Management and Intervention [Linked Here](#)
- JICD-Student Conduct, Discipline and Due Process-Safe School Zone [Linked Here](#)
- JICK-Pupil Safety and Violence Prevention [Linked Here](#)
- ACAA-R-Student Discrimination and Harassment Complaint Procedure [Linked Here](#)
- ACAA-Harassment and Sexual Harassment of Students [Linked Here](#)
- ACAB-Harassment and Sexual Harassment of School Employees [Linked Here](#)

Important School Board Policies: Bus Transportation Regulations

- JICC-Student Conduct on Buses [Linked Here](#)
- JICC-R-Student Rules and Conduct on the Bus [Linked Here](#)

Appendix

Club Definitions

Student Handbook Acknowledgement Form

Welcome to Wilton-Lyndeborough Cooperative Middle/High School

It is our pleasure to welcome all students, parents, and guardians to WLC. The faculty, staff, and administrators are dedicated to the mission of WLC.

Our Mission: WLC strives to be a positive learning community that ensures each student has the opportunity to develop to their potential. WLC believes all children learn at different individual rates and times and under different teaching and learning situations. We bring the family, school and community together to be accountable for the cognitive, affective, and physical growth of our students. We work together to help them become creative, future- oriented problem solvers who will take responsibility for their education, live and learn in harmony, and be involved in their school and their community.

This mission statement is our purpose. We have all come together—students, faculty, staff, administrators, and coaches to learn. Providing a learning environment that increases student achievement and develops confident learners can only be achieved by working together. We must utilize all tools available to reach our goals. Developing a strong partnership between parents, students, faculty, administrators, and the community is critical. When we make decisions about what classes to offer and what rules to create and enforce, we do it with this goal in mind. When you think about your role in our school community, you should think about what you can do to make this mission possible for all of us.

This handbook is a comprehensive guide for students and parents/guardians at WLC, and most answers to questions pertaining to our school can be found in this document. Please take the time to review the valuable and important information within the handbook.

Wilton-Lyndeborough Cooperative Middle School/High School is a member of the Wilton-Lyndeborough School District with Florence Rideout Elementary School and Lyndeborough Central Elementary School. This handbook is exclusively for the Middle and High School, references to WLC are for the school only. School District references will be so designated. The WLC School Board represents all three schools and policies set by the WLC School Board are WLC School District Policies encompassing all three schools within the district.

WLC is committed to the highest standards of academics and integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility. Whether we are students, parents, faculty, staff, or community members, we have a right to be in a safe environment, free of disturbance

and civil in all aspects of human relations.

WLC Mission Statement

WLC strives to be a positive learning community that ensures each student has the opportunity to develop to their potential. WLC believes all children learn at different individual rates and times and under different teaching and learning situations. We bring the family, school and community together to be accountable for the cognitive, affective, and physical growth of our students. We work together to help them become creative, future- oriented problem solvers who will take responsibility for their education, live and learn in harmony, and be involved in their school and their community.

WLC Vision of the Graduate

The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.

WLC Core Values

Achievement

Collaboration

Responsibility

Diversity

Integrity

Non-Discrimination Statement:

WLC will not discriminate on the basis of race, sex, age, religion, sexual orientation, national origin, and/or handicaps. Any person who feels their rights or those of their minor child has been violated may request from the school administration a copy of the procedure to follow and resolve the complaint. The WLCSD has policies that outline an individual's

WLC Student Learning Expectations

A WLC Student is academically knowledgeable and demonstrates the following:

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student...		Student...	
An Effective Communicator	<p>Express opinions, ideas and facts in an outstanding manner in all formats</p> <p>Present developed and clear ideas using evidence and/or details</p> <p>Interpret information with unique insights based upon sufficient evidence</p> <p>Deliver high quality information based upon wide range of reliable sources</p> <p>Cite/ credit all sources accurately</p>	<p>Express opinions, ideas and facts clearly and effectively through a variety of formats (oral, written, visual, digital) considering the audience</p> <p>Present developed and clear ideas using evidence and/or details</p> <p>Interpret information logically, based upon sufficient evidence</p> <p>Obtain and deliver information based upon a variety of resources</p> <p>Cite/credit sources of information accurately</p>	<p>Sometimes lacks clarity when expressing opinions, ideas, and facts.</p> <p>Communicates effectively in some formats</p> <p>Presents somewhat developed and clear ideas using a limited amount of evidence and/or detail</p> <p>Information may be interpreted with limited detail</p> <p>Obtain and deliver information based upon limited resources</p> <p>Cites/credit few sources of information</p>	<p>Expresses opinions, ideas, and facts with limited clarity</p> <p>Has difficulty communicating in most formats</p> <p>Rarely presents developed and clear ideas using evidence and/or detail</p> <p>Information may be interpreted with little or no evidence</p> <p>Obtain information based upon little or no supporting evidence</p> <p>Rarely cites sources</p>
A Strong Collaborator	<p>Highly cooperative with high level of respect, considering the perspectives of others</p> <p>Listen attentively; share resources freely and ideas respectfully</p>	<p>Cooperate with peers and adults respectfully</p> <p>Listen attentively; share ideas and resources respectfully</p> <p>Accept and fulfill roles</p>	<p>Cooperation with peers and adults varies</p> <p>Sometimes listens and shares ideas and resources</p> <p>Is somewhat reluctant to participate and</p>	<p>Has difficulty cooperating with peers and/or adults</p> <p>Appears to rarely listen to others; rarely shares ideas and resources</p> <p>Rarely participates or</p>

	<p>Fulfill roles in a high quality manner</p> <p>Incorporate different points of view to achieve common goal</p> <p>Demonstrate great flexibility and willingness to compromise with a strong focus on the common goal</p>	<p>Respect and consider different/multiple points of view, diverse cultures, and global issues</p> <p>Exercise flexibility and willingness to compromise in order to achieve a common goal</p>	<p>fulfill roles</p> <p>Sometimes contributes in a less than respectful manner or not considering the ideas or feelings of others</p> <p>Is somewhat flexible and willing to compromise in order to achieve a common goal</p>	<p>performs assigned role</p> <p>Frequently contributes less than a respectful manner or not considering the ideas and feelings of others</p> <p>Is rarely flexible and willing to compromise in order to achieve a common goal</p>
--	--	--	---	---

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student...		Student...	
A Creative Problem Solver	Think, create, and solve problems in highly innovative ways	Solve problems, sometimes in innovative ways	Uses more typical ways of thinking, creating, and solving problems	Thoughts and solutions are basic recall of previous learning
	Recognize social and cultural differences to create new ideas and increase both innovation and quality of work	Demonstrates creativity/unique approaches	Considers a narrow range of ideas, strategies, and solutions	Considers few, if any, ideas, strategies, or solutions
	Consider a wide variety of ideas, strategies, and solutions	Frequently considers variety of ideas, strategies, solutions, and contexts (subject areas or environment)	Incorporates limited resources	Incorporates few, if any, resources
	Incorporate a wide range of high quality sources	Incorporate many different resources	Attempts to apply appropriate technology	Applies little technology
	Apply highly effective and/or cutting edge technology	Apply appropriate technology	Inferencing and data interpretation are limited	Struggles with making inferences and interpreting data
	Apply inferences and data interpretations to solutions	Make inferences and interpret data		

A Self-Directed Learner	Persevere to completion of complex, challenging tasks	Persevere with complex, challenging tasks	Shows limited perseverance in completing complex challenging tasks	Gives up easily when facing complex and/or challenging tasks
	Demonstrate a highly positive attitude	Demonstrate a “can do” attitude	Sometimes has a positive attitude	Infrequently demonstrates a positive attitude
	Take a high level of responsibility and self-motivation for own learning, self-assessment and personal development	Take an active role/initiative in learning and personal development, including goal setting and self-assessment	May rely on others in initiating learning and development	Takes a limited role in own learning and personal development; needs external motivation
	Engage mentors and stakeholders to gain support for ideas or projects	Work independently	Works independently some of the time	Resists or struggles with independent work
	Demonstrate a high level of curiosity and self-inquiry, sometimes outside a prescribed learning context	Seek out other, including stakeholders to learn from or gain support	Occasionally engages others in own learning or projects	Ideas or projects are pursued with little or no input from others
	Model personal accountability and high quality work habits	Initiate inquiry often	Relies on others to initiate and prescribe inquiry opportunities	resists efforts by others to prescribe inquiry opportunities
		Take personal accountability and demonstrate effective work habits (punctuality, managing time, including deadlines and work load)		

	4- Distinguished	3- Proficient	2- Progressing	1- Emerging
	Student...		Student...	
	Act in a highly responsible manner with respect for others	Accept responsibility and understand the impact of personal	Exhibits limited responsibility for the impact personal	Infrequently accepts responsibility for personal actions

A Responsible Citizen	Demonstrate leadership as a contributing member of the larger community	actions Demonstrate an awareness of individual rights and responsibilities as contributing members of the larger community	actions have on the community Needs reminders about the rights of others	Frequently trespasses on the rights of others Little to no participation in the school community
	Initiate school activities that demonstrate school and community pride	Exhibit school pride through support of school activities and involvement in community life	Participates in limited school activities	Frequently speaks negatively about our school
	Recognize ethical behavior in others while demonstrating integrity and their influence	Model ethical and lawful behavior as responsible and accountable citizens; what's "right"	Acts in an appropriate manner most of the time to do what is right	Disrespectful of school property
	Make decisions with the best interest of others in mind	Make decisions considering how others think and feel	Needs reminders to consider how others think and feel	Lacks consideration for others
	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds	Demonstrate empathy toward others	Social awareness and interpersonal skills need development	Lacks awareness of the impact on others
	Initiates, maintains, and encourages activities that service the community	Demonstrate social awareness and interpersonal skills to establish and maintain positive relationships	Limited participation in school and community service	Is not community-minded
	Convey a greater appreciation of the arts	Participate in service to the community	Is beginning to understand that people express themselves through the arts	Limited interest in the arts
		Value the arts (performing and visual) as forms of human expression		

School Administrative Unit 63

District Staff Directory

192 Forest Road
Lyndeborough, NH 03086

Phone: (603) 732-9170

Fax: 603-654-6691

Superintendent	Peter Weaver
Executive Assistant.....	Kristina Fowler
District Curriculum Coordinator.....	Samantha Dignan
Business Administrator.....	Kristie LaPlante
Human Resources and Payroll Specialist.....	Lori Spurrell
Facilities Manager.....	Robert "Buddy" Erb

Special Education Office

Phone: (603) 732-9175

Director of Student Support Services.....	Ned Pratt
Student Support Services Administrative Assistant.....	Mary Jane Ryan

Food Service

Director of Food Services.....	Megan Nantel
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email: m.nantel@sau63.org

School Bus Transportation

Butler's Bus Service.....	Phone: 603-715-2415
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Wilton-Lyndeborough School Board Members

Dennis Golding School Board Chairman Wilton	Jonathan Lavoie Member Lyndeborough	Geoffry Allen Member Lyndeborough
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Cynthia Diane Foss Member Wilton	Alex LoVerme Member Wilton	Darlene Anzalone At-Large Lyndeborough
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Matt Mannarino Member Wilton	Brianne LaVallee Vice Chair, At-Large Member Lyndeborough	Tiffany Cloutier-Cabral Member Wilton
------------------------------------	---	---

WLC Staff Directory

<u>Department</u>	<u>Name</u>	<u>E-mail</u>
Principal	Ronning, Thomas	t.ronning@sau63.org
Assistant Principal	Gosselin, Kathryn	k.gosselin@sau63.org
Art	Hall, Emily	e.hall@sau63.org
Computer Science	TBD	TBD
Cafeteria/Kitchen	Nantel, Megan	m.nantel@sau63.org
Custodian	Bird, Ann	a.bird@sau63.org
Family & Consumer Science	Clark, Olympia	o.clark@sau63.org
School Counseling Office	Kovaliv, Amanda	a.kovaliv@sau63.org
	Bartoldus, Alice	a.bartoldus@sau63.org
	Coffey, Sharon	s.coffey@sau63.org
Tech Ed	Manning, Danyele	d.manning@sau63.org
Math	Kiluilis, Tyler	t.kiluilis@sau63.org
	Sullivan, Joseph	j.sullivan@sau63.org
	Comerford, Bill	b.comerford@sau63.org
	TBD	TBD
	TBD	TBD
Media Center	Wiley, Mary Beth	m.wiley@sau63.org
Music	Anderson, Taryn	t.anderson@sau63.org
Nurse	Bertoncini, Cathleen	c.bertoncini@sau63.org
Office	Draper, Linda	l.draper@sau63.org
	Carter, Cheryl	c.carter@sau63.org
Physical Education/ Health	Flannagan, Paul	p.flanagan@sau63.org
	Taber, Cameron	c.taber@sau63.org
Science	Blais, Catherine	c.blais@sau63.org
	Erickson, Stephanie	s.erickson@sau63.org
	Thyng, Ben	b.thyng@sau63.org
	TBD	m.nasso@sau63.org
Social Studies	Rosana, Erin	e.rosana@sau63.org
	Norton, Melissa	m.norton@sau63.org
	Provost, Zachary	z.provost@sau63.org
	Wiley, Ben	b.wiley@sau63.org
Special Education	Finigan, Amanda	a.finigan@sau63.org
	Morrow, Katie	k.morrow@sau63.org
	Brewster, Kira	k.brewster@sau63.org
Athletic Director	Taber, Cameron	c.taber@sau63.org
Technology Director	Buroker, Nick	n.buroker@sau63.org
English/ World Languages	Bujak, Laura	l.bujak@sau63.org
	Rudd, Hannah	h.rudd@sau63.org
	Smith, Taylor	t.smith@sau63.org
	Morshed, Katy	k.morshed@sau63.org
	TBD	TBD

Bell Schedules

High School Schedule Mondays, Tuesdays, Fridays

<u>Period</u>	<u>Times</u>	<u>Duration</u>
1	7:55-8:40	45 minutes
2	8:42-9:27	45 minutes
3	9:29-10:14	45 minutes (math)
adv	10:16-10:41	25 minutes
4	10:44-11:30	45 minutes
5	11:32-12:23	51 minutes
HS Lunch	12:25-12:50	25 minutes
6	12:53-1:38	45 minutes
7	1:40-2:25	45 minutes

Middle School Schedule Mondays, Tuesdays, Fridays

<u>Period</u>	<u>Times</u>	<u>Duration</u>
1	7:55-8:40	45 minutes
2	8:42-9:27	45 minutes
3	9:29-10:14	45 minutes (math)
adv	10:16-10:41	25 minutes
4	10:44-11:30	45 minutes
MS Lunch	11:32-11:57	25 minutes
5	12:00-12:50	50 minutes
6	12:53-1:38	45 minutes
7	1:40-2:25	45 minutes

High School Schedule Wednesdays and Thursdays

<u>Period</u>	<u>Times</u>	<u>Duration</u>
1	7:55-8:40	45 minutes
2/3	8:42-10:14	90 minutes
adv	10:16-10:54	38 minutes
4/ 5	10:56-12:27	91 minutes
HS Lunch	12:27-12:52	25 minutes
6/7	12:55-2:25	90 minutes

Middle School Schedule Wednesdays and Thursdays

<u>Period</u>	<u>Times</u>	<u>Duration</u>
1	7:55-8:40	45 minutes
2/3	8:42-10:14	90 minutes
adv	10:16-10:54	38 minutes
MS Lunch	10:58-11:23	25 minutes
4/5	11:26-12:52	92 minutes
6/7	12:55-2:25	90 minutes

High School Early Release Schedule

<u>Period</u>	<u>Times</u>	<u>Duration</u>
1	7:55-8:20	25
2/ 3 (math)	8:22-9:07	45
Advisory	9:10-9:30	20
4/5	9:32-10:17	45
HS Lunch	10:20- 10:45	25
6/7	10:45-11:30	45

Middle School Early Release Schedule

<u>Period</u>	<u>Times</u>	<u>Duration</u>
1	7:55-8:20	25
2/ 3(math)	8:22-9:07	45
Advisory	9:10-9:30	20
MS Lunch	9:32-9:57	25
4/5	10:00-10:43	43
6/7	10:45-11:30	45

Unified Arts Schedules for Middle School

<i>6th Grade</i>	<i>7th Grade</i>	<i>8th Grade</i>
Computers Physical Education Music Art	Health Library Skills Spanish Family & Consumer Science	Tech Ed Art E-Portfolio Music

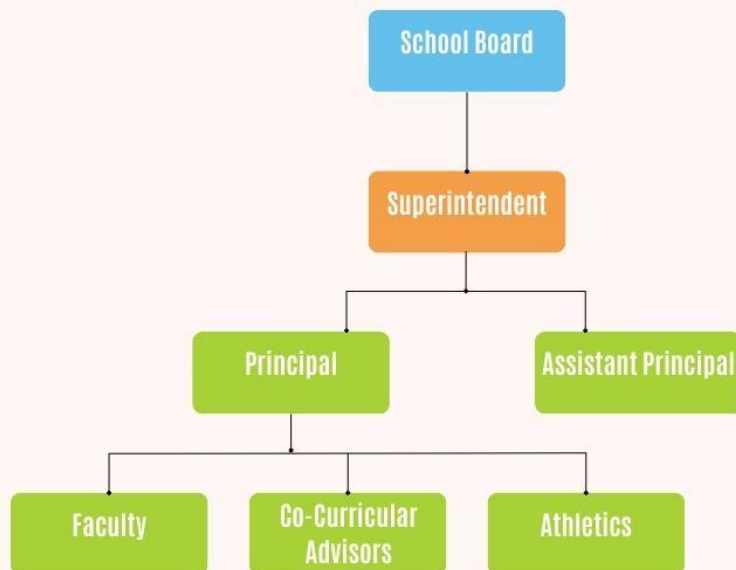
Entering or Leaving the Building

- To ensure the safety of our students, all students ~~except those arriving by bus~~ will enter the school through the Main Lobby entrance.
- The school is open each day at 7:30 AM.
- ~~High School students arriving prior to 7:45-7:50 must remain in the gym or classroom(s).~~ Only those high school students who buy breakfast may be in the cafeteria.
- ~~All students who enter the school after 7:55 AM will enter through the main lobby of the building. All other doors will be locked from the outside at 7:55 AM.~~
- Once a student has arrived on school grounds, he/she is not to leave school grounds without administrative approval.
- Students who need to be dismissed must present a note from their parent/guardian to the school secretary before 7:55 AM on the day of dismissal. There will be no student dismissals by telephone unless it is approved by the principal or assistant principal.
- Students being dismissed must sign out in the office and leave by the main lobby.
- Students dismissed during the day and then returning to school must **provide documentation / note upon their return** stop in the office to provide a note or documentation upon return for excusal.

Bicycles/Skateboards

We support individual wellness such as students riding bikes and walking to school. When students arrive at school with a bike or skateboard, it must be secured on bike racks; the school does not take responsibility for the security of bicycles. Skateboards must be placed in lockers at all times during the school day, any skateboard will be confiscated and placed in the assistant principal's office and returned at the end of the day. On the second offense it will be confiscated, placed in the assistant principal's office and returned only to a parent/guardian. Failure to turn over any item when requested will be considered insubordination and result in further disciplinary consequences. Bicycles and skateboards riding are prohibited on school property.

WHO REPORTS TO WHOM



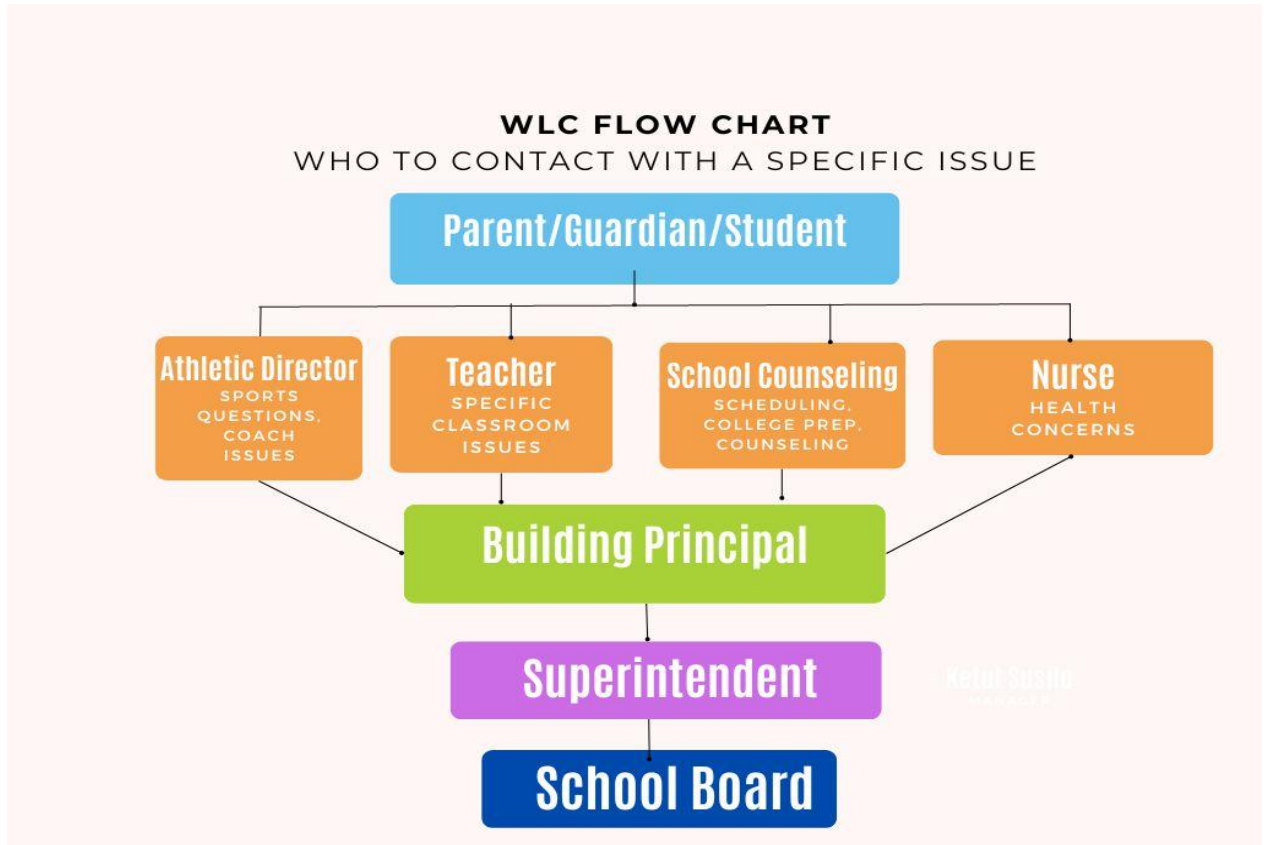
Who to Call

Listed below are your “first point of contact” names for common issues and topics. If you need to take the matter further, check the flow chart.

If you have questions about ...		Contact:
Classroom activities Classroom behavior Classroom standards & expectations Curriculum Homework Assignments Student's academic performance		Main Office who will direct you call (603) 732-9320
Administrative decisions Attendance Policy Building Usage Bus Conduct Harassment or student conflicts Implementation of school policies Potentially illegal or dangerous activities		Building Administrator (603) 732-9320
Busing (schedule routes) School Board agenda/minutes School Board meeting times		Superintendent's Office (603) 732-9227
Budget issues School policies		WLC School Board
Assessment test results		Curriculum Coordinator (603) 732-9320
Assessment test results Class scheduling/graduation requirements College admission requirements/tests Special education testing/eligibility Student enrollment/withdrawal Vocational and trade schools Counseling services Academic 504 ELO/Internship School to Career Online/ College courses		School Counseling Dept. (603)732-9230 x 2120
Athletic policies Game schedules/locations		Athletic Director (AD) (603)732-9230 x 2157
Health screening (eye, ear, scoliosis) Medical policies Sports physicals Use of medications in school vaccination requirements		Nurse's Office (603)732-9230 x 2126
Reduced/free lunch eligibility		Food Service Director (603)732-9230 x2

CONTACT FLOW CHART

Who to contact for assistance with a specific issue



Suggestions for Successful Meetings:

1. Bring any available documentation
2. Bring written notes of prior meetings
3. Prepare specific questions
4. Identify goal: What is the desired outcome?

Other School Services

COUNSELING

Office (Extension 2120)

Counseling Office (603) 732-9320 x 2120

Hours: 7:40 to 3:00pm

Hours: 7:35 AM to 3:00 PM

The role of the school counselor is to provide professional support to children, parents, and teachers in assessing learning and behavior problems as well as developing strategies to promote the social and emotional well-being of our students. ~~Counselors work closely with students, as well as parents and staff.~~ Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The guidance counselor leads the Student Support Team (SST/MTSS) meetings and serves as the 504 coordinators.

Appointments can be made to see the counselor at pre-arranged times. In an emergency, no appointment is necessary.

Academic Expectations & Regulations (see Program of Studies for more information)

High School Graduation Requirements

The Class of 2021 will require 24 credit hours and 24 hours of community service to earn a WLC Diploma. Please refer to the program of studies for specific course requirements for graduation and diploma types.

Promotion - Middle School

Promotion/Retention will be determined by a team which includes, teachers, administrators, guidance, special education, if necessary, and parents/guardians. All necessary information will be gathered and reviewed to help determine the best option for the student. Decisions will be made on a case by case basis.

Promotion - High School

Students will be classified by grade according to the number of credits they have earned as follows:

Freshman - successful completion of grade eight

Sophomore - six (6) credits completed

Junior - twelve (12) credits completed

Senior – eighteen (18) credits completed

[High School - Program of Studies](#)

Progress / Report Card Dates

Date	What is being captured?
Sept 29, 2023	Middle School Snapshot High School Snapshot
November 8, 2023	Middle School <i>Progress Report</i> High School <i>Progress Report</i>
December 15, 2023	Middle School Snapshot High School Snapshot
January 19, 2024	Semester 1 Ends
January 22, 2024	Semester 2 Begins
January 24, 2024	Middle School Semester <i>1 Report Card</i> High School Semester <i>1 Report Card</i>
March 8, 2024	Middle School Snapshot High School Snapshot
April 12, 2024	Middle School Snapshot <i>Progress Report</i> High School Snapshot <i>Progress Report</i>
May 17, 2024	Middle School Snapshot High School Snapshot
June 10, 2024*	Middle School Semester <i>2 Report Card</i> High School Semester <i>2 Report Card</i>

Student Support Team (SST)/Multi-Tiered System of Support (MTSS)

SST/MTSS is a multistep process that our school utilizes to provide services and interventions to help all students, including students who struggle with learning. An integral part of the SST/MTSS model is progress monitoring and data collection which are the foundation of making informed instructional decisions for students. This process improves the early identification and support of students with learning and behavior needs and provides our teachers with vital information so that they can deliver instruction and interventions which are matched to individual student's needs.

If your child requires intervention through the SST/MTSS model, you will be contacted by our SST/MTSS coordinator to discuss our plan for your child's supplemental support and growth. Our shared goal is for all students to reach their full potential.

Title One

Title I provides federal funding to local school districts for tutorial programs that offer children extra assistance in the basic skill areas. Funding eligibility for individual schools is based upon the level of enrollment in the free and reduced lunch program. Eligibility is determined on an annual basis by the Department of Health and Human Services.

In SAU #63, the program is primarily designed to provide supplementary help to eligible students who are having difficulty in Language Arts and/or Math. Difficulties may include: reading comprehension, written mechanics, grammar, vocabulary, spelling, phonics, math problem solving, and math computation.

Title I is a supplementary program. Students receive regular classroom instruction with their classroom teacher(s); they receive support and reinforcement in specific skills from the Title I tutor. Students may participate in Title I approximately two to five times per week. Schedules are arranged with classroom teachers so students miss as little as possible of classroom instruction.

Students are usually referred to Title I by teachers, parents, or school counselors. Eligibility is primarily based on individualized academic testing coupled with classroom performance and teacher/parent observations.

If your child has received Title I in the past, either here or in another location, it does not automatically make him/her eligible for Title I services this school year. Please check with your child's school if you wish new eligibility to be considered.

If you have any questions regarding the Title I Program, or wish to make a referral, please do not hesitate to contact your child's school counselor.

Special Education

Once a child has been found eligible for Special Education Services, a team consisting of the child's parents, teachers, district evaluator(s), special education coordinator, and the Local Education Administrator together develop an Individualized Educational Plan, or IEP.

Students work with a special education teacher in small groups or on an individual basis. They may receive direct instruction from the special education teacher or paraprofessional may support the student in the regular classroom, following the inclusionary model. Special education teachers supervise the work of the special education paraprofessionals.

Rights of All Handicapped Persons

"No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which is offered to non-handicapped persons..." (Section 504, Support A, 104.4(a).)

School Nurse

The school nurse carries out a wide variety of activities not only in nursing, but also in professional relationships with teachers and administrators in the educational field. The nurse contributes directly to the public understanding of educational as well as health needs. The nurse works closely with medical professionals, and has a duty to cooperate with the programs of local, state, and federal agencies in the fields of health, education, and welfare.

The school nurse shall act as a specialist in all matters pertaining to the physical health of the students and school staff of the buildings to which she/he has been assigned. Responsibilities shall be advisory rather than diagnostic. All treatment given by the nurse shall be in the form of first aid or temporary relief. The responsibility for further treatment will rest with the child's parent/guardian or with the individual staff member requiring attention.

Nurse/Health Office Policies

(Extension 2126)

~~Hours: 7:40 AM to 3:00 PM~~ 7:10 to 2:30 Daily

School Nurse Motto: Keeping students Healthy, Safe and Ready to Learn.

The nurse's office is adjacent to the front office. Students who are ill or injured will report to the nurse or the school secretary if the nurse is not available. This is also the place to come for health information, area clinics, immunization requirements etc.

Accident Insurance for Students

Insurance is available at minimal cost and all parents are encouraged to take advantage of this offer. Notices will be sent home regarding price and procedure for obtaining coverage.

Asbestos Notification

A report is available in the school's front office. FRES and LCS continue to have asbestos management plans that are available for review in both buildings.

Food Allergies

Wilton Lyndeborough Middle / High School is a food allergy aware school. (see School Board Policy [JAA](#)).

Head Lice (Pediculosis)

The School nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with NH Department of Health and Human Services recommendations. The affected student will be sent home at the conclusion of the school day, based upon the school nurse's recommendation.

Criteria for return to school: Students will be allowed to return to school after proper treatment as recommended by the school nurse / physician. The Board recognizes that the American Academy of Pediatrics and the National Association of School Nurses discourage "no nit"

policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Illness at School

In case your child becomes ill at school, we will make every effort to contact you. You will be receiving an "Emergency Information/Health" form [JLCE-R](#) at the beginning of the school year. We ask for your cooperation in furnishing a name and telephone number to call in case you are not home. It is important to inform us of any changes in order to provide us with the most current contact information during the school year. A child sent home with a fever of 100 degrees or higher, or vomiting should be kept at home for at least 24 hours after his/her temperature is normal or vomiting has stopped without the use of fever reducing medications.

Immunizations for School Entrance

All students must be immunized prior to school entrance according to the New Hampshire State Public Health Agency. Evidence from a health care provider or completion of these requirements must be submitted to the school nurse prior to the student entering school. No child may be enrolled in school without first presenting an immunization record, or a medical or religious exemption.

Any student may be exempt from the above regulation if a health care provider presents evidence stating that the immunization is detrimental to the child's health. The exemption must state the duration of the exemption. Exemption from immunization for one disease shall not affect other required immunizations.

~~A student may be exempt from immunization for religious reasons at the discretion of the school nurse upon receipt of a notarized letter, signed by the parent or legal guardian, which states that the student hasn't been immunized because of religious beliefs.~~ A student may be exempt from immunization(s) for religious reasons upon receipt of the NH Child Care/School Immunization Religious Exemption Form, which can be found on the district website.

Medication Policy

The following have been adopted for the administering of medication at school:

1. All medication must be brought into school by parents in the original ~~container~~ pharmacy labeled, clearly marked with the child's name and instructions on how to be administered along with written permission from the parent and a written order by the provider. No more than a 30 day school day supply of the prescription for a student shall be stored at school.
2. PRESCRIBED MEDICATIONS should not be taken during school hours unless it is impossible to achieve medical regimen at home. Medications to be given three times a day can be given every eight hours, and thus will not have to be given at school.
3. NON-PRESCRIBED MEDICATIONS ~~will not be encouraged for use by students~~ is not permitted. Over the Counter (OTC) medications require a written consent from parent/guardian in order for the nurse to administer. No phone permissions will be accepted. OTC medication List is available on the Annual Student Health Assessment Record completed by the parent / guardian.

4. The school nurse or designee, assigned by the nurse, shall assist all students in the School District who are required to take medication prescribed by a health care provider during the school day.
5. The school nurse or designee, assigned by the nurse, shall be responsible for administering and observing the taking of medication.
6. All medication shall be stored in a locked cabinet in the nurse's office. Unused medications shall be picked up by a parent/guardian or disposed of by the school nurse at the end of the school year.
7. All medication shall be recorded daily in the school nurse's database. Medications given for chronic conditions will be recorded annually on the student's health record.
8. The school nurse ~~will~~ may keep an updated Epi-Pen on hand in case of emergency. All school personnel have been instructed in its use.
9. Medication prescribed for asthma and severe allergic reactions (inhaler, Epi-Pens, or other medications) may be kept in the student's possession provided the health care provider's prescription for the medication, the directive for self-administration, and the ~~attached~~ written permission from the parent/guardian are on file in the Health Office. The school nurse shall determine if the student demonstrates the maturity necessary to assume responsibility for correct storage and use of the medication and shall document this ability.
10. **EMERGENCY CARE and FIRST AID** (School Board [Policy JLCE](#)). RSA 508:12 EMERGENCY CARE. If any person in good faith renders emergency care at the place of emergency, or while in transit in an ambulance or rescue vehicle, to a person who is in urgent need of care as a result of the emergency, and if the acts of care are made in good faith and without willful or wanted negligence, the person who renders the care is not liable in civil damages for his/her acts or omissions in rendering the care, as long as he/she receives no direct compensation for the care from or on behalf of the person cared for. Any person rendering emergency care shall have the duty to place the injured person under the care of a physician, nurse, or other person qualified to care for such person as soon as possible and to obey the instructions of such a qualified person.

Physical Examinations

All students entering Wilton Lyndeborough Cooperative Middle School / High School for the first time must show proof of completion of a medical examination by a health care provider within one year preceding first entry to school. The Wilton Lyndeborough Cooperative School Board recommends that physical exams also be completed before entry into middle school and again before high school. Physical examinations are required to participate in athletic programs through WLC. No medical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds that such a medical examination is contrary to his/her religious tenets and teachings.

Students transferring into Wilton Lyndeborough Middle/High School must also submit proof of meeting the physical examination prior to or upon first entry into the District's schools. Failure to comply with this provision may result in exclusion from school for the child

Screenings – Hearing & Vision

Screenings are conducted on an as needed basis and /or if requested by student/parent or teacher. School screenings are not a substitute for a complete professional examination. All screening failures will be reported to the parent/guardian.

School Registration

All registration forms can be accessed through our website [here](#).

Transferring Into WLC

To transfer a student into WLC, the following forms must be completed prior to admitting the child:

1. Permission for verbal communication with the previous school.
2. A copy of the child's birth certificate
3. Emergency information/health.
4. Special medication (when applicable).
5. Request for release of records.
6. Emergency release.
7. A copy of the child's immunization record and a copy of the last physical exam (given within the last year).
8. Proof of Wilton/Lyndeborough Residency (i.e. utility bill, lease agreement, property tax bill).

Transferring Out of WLC

If you are moving out of WLC, please inform the principal in person or by phone and complete and submit Student Moving Out of District form found on our district website [here](#). When you register your child at the new school, you will sign a request for a release of records. Our secretary will send all records to the receiving school.

Daily Attendance

Absence Categories

Unexcused Absences: Absences in the following categories will generally be considered unexcused absences, and will count toward the maximum of 6 for Attendance Failures.

Informed Absence	(AI)	assigned when a student does not attend a class and the school and/or the teacher have been notified. Excessive absences without documentation could be considered trancies and be subject to further action.
Uninformed Absence	(AU)	assigned when a student does not attend a class and the school/teacher have not been informed. These absences are subject to further disciplinary actions and are considered trancies.

Nurse Office Absence	(N)	assigned when a student is in the nurse's office for more than 20 minutes of class.
Off-Track Absence	(OT)	assigned when a student is not in class for more than 20 minutes for various reasons, examples may be: visits to guidance or the office.
Tardy Absence	(TA)	assigned when a student is tardy to class or school by more than 20 minutes.
Dismissal Absence	(DA)	assigned when a student is leaves class more than 20 minute prior to the end of class. (excluding school activities)
Dismissed Present	(DP)	assigned when a student is dismissed but attended class for more than 20 minutes

In exceptional cases, and at the principal's discretion, TA's, AU's and AI's may be changed to AE's when adequate documentation is provided.

Attendance at School

In order to participate in any school functions that day or evening (unless prior permission has been granted by the administration), a student must be present for at least four class periods or the equivalent number of long periods (2). Students must arrive by 9:30 (for period 3). This includes any weekend activity if an absence occurs on Friday. This policy covers all co-curricular activities, athletic games or practices and interscholastic events. If a violation becomes known at a later date, it will be enforced at the next practice, game, rehearsal, etc., following disclosure. *Reference School Policy JH*

Attendance Failure Student Learning Expectations

A WLC Student is academically knowledgeable and demonstrates the following:

4- Distinguished

3- Proficient

2- Progressing

1- Emerging

Student...

Student...

An Effective Communicator

Express opinions, ideas and facts in an outstanding manner in all formats

Present developed and clear ideas using evidence and/or details

Interpret information with unique insights based upon sufficient evidence

Deliver high quality information based upon a wide range of reliable sources

Cite/ credit all sources accurately

Express opinions, ideas, and facts clearly and effectively through a variety of formats (oral, written, visual, digital), considering the audience

Present developed and clear ideas using evidence and/or detail

Interpret information logically, based upon sufficient evidence

Obtain and deliver information based upon a variety of resources

Cite/credit sources of information accurately.

Sometimes lacks clarity when expressing opinions, ideas, and facts.

Communicates effectively in some formats

Presents somewhat developed and clear ideas using a limited amount of evidence and/or detail

Information may be interpreted with limited detail

Obtain and deliver information based upon limited resources

Cites/credit few sources of information

Expresses opinions, ideas, and fact with limited clarity

Has difficulty communicating in most formats

Rarely presents developed and clear ideas using evidence and/or detail

Information may be interpreted with little or no evidence

Obtain information based upon little or no supporting evidence

Rarely cites sources

A Strong Collaborator

Highly cooperative with a high level of respect, considering the perspectives of others

Listen attentively; share resources freely and ideas respectfully

Fulfill roles in a high quality manner

Incorporate different points of view to achieve a common goal

Demonstrate great flexibility and willingness to compromise with a strong focus on the common goal

Cooperate with peers and adults respectfully

Listen attentively; share ideas and resources respectfully

Accept and fulfill roles

Respect and consider different/multiple points of view, diverse cultures, and global issues

Exercise flexibility and willingness to compromise in order to achieve a common goal

Cooperation with peers and adults varies

Sometimes listens and shares ideas and resources

Is somewhat reluctant to participate and fulfill roles

Sometimes contributes in a less than respectful manner or not considering the ideas or feelings of others

Is somewhat flexible and willing to compromise in order to achieve a common goal

Has difficulty cooperating with peers and/or adults

Appears to rarely listen to others; rarely shares ideas and resources

Rarely participates or performs assigned roles

Frequently contributes in less than a respectful manner or not considering the ideas and feelings of others

Is rarely flexible and willing to compromise in order to achieve a common goal

A Creative Problem Solver

4- Distinguished

3- Proficient

2- Progressing

1- Emerging

Student...

Student...

Think, create, and solve problems in highly innovative ways

Recognize social and cultural differences to create new ideas and increase both innovation and quality of work

Consider a wide variety of ideas, strategies, and solutions

Incorporate a wide range of high quality sources

Apply highly effective and/or cutting edge technology

Apply inferences and data interpretations to solutions

Solve problems, sometimes in innovative ways

Demonstrates creativity/unique approaches

Frequently considers a variety of ideas, strategies, solutions, and contexts (subject areas or environment)

Incorporate many different resources

Apply appropriate technology

Make inferences and interpret data

Uses more typical ways of thinking, creating, and solving problems

Considers a narrow range of ideas, strategies, and solutions

Incorporates limited resources

Attempts to apply appropriate technology

Inferencing and data interpretation are limited

Thoughts and solutions are basic recall of previous learning

Considers few, if any, ideas, strategies, or solutions

Incorporates few, if any, resources

Applies little technology

Struggles with making inferences and interpreting data

A Self-Directed Learner

Persevere to completion of complex, challenging tasks

Demonstrate a highly positive attitude

Take a high level of responsibility and self-motivation for own learning, self-assessment, and personal development

Engage mentors and stakeholders to gain support for ideas or projects

Demonstrate a high level of curiosity and self-inquiry, sometimes outside a prescribed learning context

Model personal accountability and high quality work habits

Persevere with complex, challenging tasks

Demonstrate a “can do” attitude

Take an active role/initiative in learning and personal development, including goal setting and self-assessment

Work independently

Seek out other, including stakeholders, to learn from or gain support

Initiate inquiry often

Take personal accountability and demonstrate effective work habits (punctuality,

managing time, including deadlines and work load)

Shows limited perseverance in completing complex, challenging tasks

Sometimes has a positive attitude

May rely on others for initiating learning and development

Works independently some of the time

Occasionally engages others in own learning or projects

Relies on others to initiate and prescribe inquiry opportunities

Gives up easily when facing complex and/or challenging tasks

Infrequently demonstrates a positive attitude

Takes a limited role in own learning and personal development; needs external motivation

Resists or struggles with independent work

Ideas or projects are pursued with little or no input from others

resists efforts by others to prescribe inquiry opportunities

A Responsible Citizen

4- Distinguished

3- Proficient

2- Progressing

1- Emerging

Student...

Student...

Act in a highly responsible manner with respect for others

Demonstrate leadership as a contributing member of the larger community

Initiate school activities that demonstrate school and community pride

Recognize ethical behavior in others while demonstrating integrity in their influence

Make decisions with the best interest of others in mind

Respect cultural difference and work effectively with people from a range of social and cultural backgrounds

Initiates, maintains, and encourages activities that service the community

Convey a greater appreciation of the arts

Accept responsibility and understand the impact of personal actions

Demonstrate an awareness of individual rights and responsibilities as contributing members of the larger community

Exhibit school pride through support of school activities and involvement in community life

Model ethical and lawful behavior as responsible and accountable citizens; do what's "right"

Make decisions considering how others think and feel

Demonstrate empathy toward others

Demonstrate social awareness and interpersonal skills to establish and maintain positive relationships

Participate in service to the community

Value the arts (performing and visual) as forms of human expression

Exhibits limited responsibility for the impact personal actions have on the community

Needs reminders about the rights of others

Participates in limited school activities

Acts in an appropriate manner most of the time to do what is right

Needs reminders to consider how others think and feel

Social awareness and interpersonal skills need development

Limited participation in school and community service

Is beginning to understand that people express themselves through the arts

Infrequently accepts responsibility for personal actions

Frequently trespasses on the rights of others

Little to no participation in the school community

Frequently speaks negatively about our school

Disrespectful of school property

Lacks consideration for others

Lacks awareness of the impact on others

Is not community-minded

Limited interest in the arts

S

Under WLC School Board Policy JH, students who miss 7 or more classes in an academic quarter or equivalent time frame may receive an “attendance failure” for that class.

Unless an absence is an “Excused Absence” (see categories below), the absence will count toward the maximum of 6. Note: some tardies and some dismissals may also count toward the maximum. (See below.) An attendance failure shall have a letter grade of “F”, and a numerical grade of 64% or the actual grade, whichever is lower. Administrative attendance failures will be designated as such on report cards/transcripts. High school students may earn credit for courses if they demonstrate passing the competencies for these courses.

~~NOTICE:~~ Although each student has the primary responsibility of being aware of the number of his or her classroom absences, in most instances the parent/student will receive notice from the school before the 7th absence. However, if the 7th absence occurs within 5 days before the end of the quarter or equivalent time frame, the parent/student will most likely not receive timely notice.

~~APPEALS:~~ Detailed rules/procedures relating to attendance appeals may be obtained from the Principal’s office. Generally, however, a student/parent may appeal:

- (a) a determination that a specific absence/tardy, etc. was unexcused;
- (b) a determination that an absence occurred at all;
- (c) whether extreme circumstances exist which make strict application of the Attendance

Rules and Policy inappropriate with respect to one or more absences or an Attendance Failure.

A student/parent wishing to appeal an attendance determination or failure should contact the Principal's office for specific procedures relating to appeals as soon as possible after learning of the attendance determination or attendance failure. Such appeals, however, must be received by the office no later than 14 days after the report card for the quarter or equivalent time frame is issued.

Delayed Openings

On a delayed opening, schools will be open two (2) hours after the regular starting time and bus pickups will be two (2) hours later than normally scheduled. Dismissal will be at the regular time.

Should road conditions remain hazardous; the "NO SCHOOL" announcement will be made over the radio and TV stations and through an automated contact notification system. The decision to close school after a Delayed Opening will be made after 8:30 AM.

Dismissal from School

After arriving on school grounds, when a student needs to leave school (whether for an appointment, parent dismissal, or nurse dismissal) they must sign out with the Attendance Secretary. ALL dismissals must occur through the front office or the nurse. Students are not to contact their parent/guardian directly and ask them to pick them up unless asked to do so by school personnel.

Excused Absences:

Excused absences do not count toward the maximum of 6 absences for attendance failures. In order for an absence to be considered excused, (1) the reason for the absence must fall into one of the specified categories, AND (2) the parent/student must have provided adequate documentation to the school supporting, or have otherwise verified, the reason given for the absence. Medical absences and administrative approved absences will be listed as (AE).

Properly verified, the following types of absences will typically qualify as an excused absence or no absence and are listed with following attendance codes:

Dismissed School Activity (DSA)
Field Trip (FT)
Court Appearance (CT)
Sports Dismissal (SPT)
College Visit (CV)
Late Bus (B)

In-school Suspension (ISS)
Out-of-school Suspension (OSS)
Religious Holiday (R)
Tardy Present (TP)
Dismissal Present (DP)
Dismissal Excused (DE)

~~No School Policy~~ School Cancellations

The policy for NO-SCHOOL Cancellations is geared to the safety of the children. Generally, if the buses can operate safely, school will be in session. However, it is expected that if any

parent/guardian does not desire to have a child venture out during inclement weather, it is his/her prerogative to keep the child at home, weather conditions will be noted on attendance. Road agents and the transportation contractors make the decision to operate as usual, delay, or close. If it is determined that the road conditions are hazardous, parents/guardians and children will be informed in the following manner:

Automated Contact System: Households will receive a recorded phone notification message. Parents wishing not to be contacted in this manner should notify the school office.

Radio/Television Stations:

WBZ

WMUR-TV - Manchester Channel 9

WZID – Manchester 95.7FM

www.WMUR.com

Tardy to School

Students are expected to be in their assigned classroom before the 7:55 AM late bell. Students who arrive late (at or beyond the 7:55 bell) to school must sign in at the office. An office late pass will be issued to them.

When a student arrives at school, tardy without a parent note, or unaccompanied by a parent, an unexcused tardy will be documented. Students are allowed up to ~~six~~ **four** unexcused tardies per ~~trimester~~ **quarter**. Students exceeding six tardies during the quarter will be assigned an office detention for each unexcused tardy for the remainder of the ~~trimester~~ **quarter**. A student may present a note excusing a tardy the following day.

Whether excused or unexcused, excessive tardiness will be addressed on a case-by-case basis with possible disciplinary action.

Vacations

Parents are strongly urged not to schedule family vacations during school days and not to extend the scheduled vacation periods. Should you wish your child to accompany you on a vacation during the time school is in session, you should inform the building Principal at least one week in advance explaining the length of time for the vacation and the reason. Arrangements can be made at the discretion of the classroom teacher for assignments that will be missed and/or study projects.

Who Does What in this Attendance Procedure?

Parents	Students	Teachers	Admin/Office
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Notify school of absence as they occur prior to 8:00 if possible	Upon returning from an absence provide the office with any notes/documentation regarding your absence.	Notify the office when a student is absent and unaccounted for (AU) from your class. Email (Log) and phone.	Communicate attendance issues to teachers.
Provide documentation when available.	Obtain & complete any make-up work upon returning to school.	Provide make-up assignment when requested.	Collect documentation and change attendance codes as necessary.
Check attendance records on PowerSchool regularly.		Communicate attendance concerns you may have to students, parents and administration.	Notify students with many days of absences who may be in danger of failing.
Request in writing a hearing with the attendance committee if necessary within the 2-week time frame.			Generate regular attendance reports.

WLC Procedures and Regulations

Administrator's Discretion

All issues not specifically named in this handbook may be determined at the discretion of the Administration and/or School Board.

Academic Honors

WLC appreciates the efforts students make in achieving their academic expectations. Students earning all A's will receive high honors. Students receiving A's and B's will receive honors.

Academic Integrity

In accordance with the WLC's Expectations for Student Learning, a WLC student is expected to be an ethical person. WLC students will demonstrate the highest standards of academic conduct and personal integrity. The WLC faculty is committed to helping students avoid unintentional plagiarism and understand the rules of responsible scholarship. Students found to have plagiarized and/or cheated will be referred to administration and that ~~work~~ assignment will be given a zero. Students may have an opportunity to re-submit the assignment or similar assignment to determine competency grade as determined by administration. Incidents of this nature may also result in exclusion from school honor societies including the National Honor Society or other honor recognitions.

Students are expected to behave with honesty and integrity in the completion of their

academic work. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited.

Plagiarism is a form of cheating that is defined as taking words, information, or ideas from another source without giving credit or providing proper documentation. Cheating and plagiarism undermine our learning community and will not be tolerated. Examples of cheating include but are not limited to:

- Submitting another’s work as one’s own.
- Giving/receiving test, quiz, or homework answers (working together without teacher permission)
- Using/ supplying “cheat sheets,” texts, etc. on an assessment or inappropriately gaining prior knowledge of assessment questions
- Copying work or allowing someone else to copy your work
- Cutting and pasting from the internet or using direct quotations without proper documentation
- Rephrasing the ideas of another without indicating the source
- Using a translator for assignments in world language classes without teacher approval
- Using summaries (Cliff/Spark notes) in place of reading the text
- Submitting internet work as one’s own

Accidents

All accidents resulting in personal injury must be reported to the school nurse. Accident forms are available in the nurse’s office.

Reference School Board Policy EBBB

Activities/Clubs/Sports

We believe that students are best served when their academics are complemented with participation in non-academic activities and school organizations.

WLC offers a variety of activities and organizations for its students that span the school year.

Not all activities are offered every year. New activities may be added depending upon student interest. All activities must be approved by the administration.

WLC competes in Division IV for most athletic competitions. The classification of Division IV is determined by the enrollment numbers of WLC. This allows WLC to compete with schools of similar size.

Activities/Clubs:

Drama	Math Team	National Honor Society	Outdoor
Dance	Mentor Program	National Jr. Honor Society	WLCNews

Robotics	Student Government	Peer Leaders	Ski
Art	Student Leadership	GSA	Homework
Dungeons and Dragons		Horticulture/Environment	Volleyball
Student of the Month		Warrior Watch	

Sports Available:

Fall

Cross-Country
Boys Soccer
Girls Soccer
Tennis

Winter

Boys Basketball
Girls Basketball

Spring

Boys Baseball
Girls Softball
Track

**AN EXPLANATION OF THE ACTIVITIES/CLUBS MAY BE FOUND ON PAGES 63-66*

After School Supervision

Students are required to be under adult supervision after 2:25 PM. When an after school program or activity is completed, students should go directly out of the building through the front door. Stops to the bathrooms or lockers need adult supervision. Students who are not under adult supervision will be asked to leave the building.

Areas off Limits to Students

During the school day the following areas are off limits to all students unless under direct supervision of a staff member:

- Teachers' Room
- Nurse's Office
- Outside the building
- Locker Rooms
- Offices
- Gymnasium and Stage
- Custodians' Room/Boiler Room
- All classrooms and shops
- Library/Media Center
- All motor vehicles/the parking lot

Off Limit Areas and the use of passes

Students are not allowed in the hallways, bathrooms, or outdoors during class or study hall periods unless issued a pass or given permission from a staff member. The off limit areas include, but are not limited to:

- outside school grounds
- parking lots
- tech ed room
- gymnasium
- stage area(s)

With the exception of assigned classes, the school grounds and parking lots are off limits during the school day and during lunch, as are the gymnasium, tech ed room, and stage area without supervision. Students in any unauthorized area will face disciplinary action. Students are required to report to assigned classes or study halls on time.

Students requesting permission to leave a study hall their assigned room must present a pass from their teacher. ~~staff member they wish to see to the study hall teacher.~~ Passes are issued with the belief that they will be used as intended by students. Wandering the building, visiting the cafe, or going to the school store is an abuse of trust and will result in loss of that privilege and/or disciplinary action.

Assessments Exams, Mid-Term and Finals

Exams are a means for the students to demonstrate to the teacher the material they have learned. During exams, all students are expected to be present at the prescribed dates and times. During all exams, students should strive to reach academic best scores. The use of personal electronic devices are prohibited.

Books, Chromebooks & Equipment

The school district provides textbooks, Chromebooks and equipment that are needed by the students for class work. The student is responsible for keeping these items in good condition. This material is on loan to the student. ~~All textbooks are to be covered at all times.~~ In cases where books, Chromebooks or equipment are lost, destroyed, or damaged in excess of reasonable wear and tear, the student will be assessed an amount sufficient to cover the loss. Official transcripts, diplomas, and/or report cards will not be released until all accounts are settled.

Buses – Student Conduct

~~The School Board and staff members are very concerned about safety as we transport pupils. Cooperation from parents and students is requested as we attempt to keep the buses safe for all concerned.~~

Students using district transportation should understand that they are under the jurisdiction and code of conduct/disciplinary rules of the school from the time they board the bus until they are deposited at the stop nearest their home.

In accordance with its policies JICC and JICC-R, the WLC School Board is notifying all students that they are subject to being audio-videotaped on the school bus at any time. A sign will be conspicuously placed on the bus notifying riders that their conversations and /or actions may be recorded on tape. This applies to all students transported to and from Wilton-Lyndeborough Cooperative Middle School and High School WLC School District buses (as approved by the Wilton-Lyndeborough Cooperative School Board).

General Rules:

1. The school bus is an extension of the school, and all school rules and regulations which pertain to student conduct, behavior or discipline in the schools are applicable to student conduct on a school bus. Accordingly, in addition to specific rules of conduct and discipline provided below, the ordinary school and District rules and regulations regarding student behavior/conduct/discipline, will simultaneously apply to all students using District transportation, and may result in separate disciplinary actions as permitted under applicable

- statutes, School Board Policy, and any school based or District rules or procedures.
2. The school bus driver is in complete charge of the school bus and the pupils, and shall have the same authority in maintaining discipline as a teacher in the classroom.

Computer Misuse

Students using school computers for purposes other than school-related assignments or access inappropriate websites will lose their computer privileges, per the school computer use agreement contract. Altering computer programs, desktop setup, equipment is vandalism which will result in disciplinary action and reimbursement for damages. The computer use agreement is signed once as a student enters the school but is in effect throughout their complete school experience.

Dances / Guests at school functions

Periodically during the year a club may host a school dance. To be eligible to attend, students must meet the eligibility guidelines. School social functions are extensions of the school day, and school rules continue to apply (including rules regarding smoking, alcohol, and drugs).

- Only WLC HS students and their guests will be allowed entrance to a dance. Students may invite one (1) guest to a dance. The student is responsible for the conduct of his/her guest and will be held accountable for the guest's actions.
 - Middle school students are not allowed to bring guests.
- To sign up a guest, a student must register him/her in the main office no later than ~~noon on the Friday of the week~~ noon the Thursday before the week of the event of the dance. Approval of guests is the sole prerogative of the administration.
- Students will not be admitted to any school dance after one hour past the starting time without advanced administrative approval.

Deliveries

Students are expected to be prepared for the school day. In the event a student forgets an item required for class, a family member may deliver the item to the main office. To comply with the WLCSD Wellness Policy; JLCF, food deliveries such as dominoes, door dash, etc. are not permitted. "In the middle/junior high and high school, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines and competitive foods) to students during the school day, will meet the following nutrition and portion size standards."

Eighteen Year Old Students

The expectation and guidelines are for all students enrolled at WLC regardless of their age. Students who attend school are choosing to comply with the rules and guidelines of our school. Students who are (18) years of age or older and who are living with their parent(s) will be required to have all notes for excused absences, tardiness, dismissals, field trips, parking, and any other form signed by a parent.

Parents or guardians who would like the school to accept the signature of their eighteen year-old student instead of their own signature requires that the parent/guardian complete the **WLC Age of Majority Form**.

E-Hall Pass

~~During the course of the school day and school year, students are expected to utilize E-Pass in order to leave the classroom for any period of time (ie; bathroom, locker, etc). Students will be given four passes per day as needed. Passes that are not utilized in one day do not carry over to the next. Upon special considerations with administration, students may be given more passes. Students will be expected to have their chromebook with them daily to utilize the pass system. In a case when a student does not have their chromebook, their teacher may access their pass portal for them.~~

Electronic Device Policy (High School)

To support the learning process and avoid disruption, electronic devices including cell phones, iPods, MP3 players, smart watches, and tablets are permitted in school within the following parameters:

- ~~Electronic devices, including phones and earbuds, are not to be used or visible during class the school day.~~
- ~~Phones and other electronic devices are allowed in classrooms for educational purposes only with teacher permission with the exception of 9th grade students. 9th grade students are not permitted to use cellphones in class for any reason.~~
- ~~Phones and other electronic devices are permitted in the cafeteria, guidance, nurse's office, and the front office for all high school students.~~
- ~~Phones are not to be used to contact students in classes.~~
- ~~Phones should not be used to call or text a parent with the exception of scheduled lunch or cafeteria study time. Emergency situations should be handled in the main office, school counseling, or the nurse's office.~~
- ~~Devices are not to be used to take photos or videos of students or staff without their permission. Moved to a different location within the handbook~~
- ~~Only hands-free cell phone use is allowed while driving in the school parking lot.~~
- ~~Students are responsible for the security of their electronic devices.~~

During the school day, personal devices are to be off, put away, and not used during the school day unless a student has permission from a staff member to use an application on the device for a school related purpose. In the event a student needs to make a call, they are to go to the office to obtain permission to do so.

It is requested that parents not text or call their child(ren) during the school day. If it is necessary to reach their child(ren), parents should call the main office.

The safest place for personal devices is at home. However if the decision is made to bring personal devices to school, students are accepting responsibility to keep their device safe.

Students are encouraged to use their locker to store personal items and other valuables during the school day as well as record the serial number of their devices in the event they become lost.

Students violating the electronic device rules may have their devices secured for the duration of the school day and receive disciplinary action.

Electronic Device Policy (Middle School)

~~Electronic devices including cell phones, iPods, MP3 players, smart watches, and tablets are not permitted in the middle school during the school day. Students may keep their personal devices in their lockers. They must be off or in silent mode. Teachers may use their discretion as to their use for educational purposes.~~

Eligibility

In order for a High School/Middle School Student to participate in interscholastic athletics or a co-curricular activity they must fulfill all the regulations and requirements set forth by the NHIAA, TCL, GSC, and the WLC School Board. The requirements are as follows:

A High School Student must take four (4) period courses or be enrolled full-time in order to be eligible to participate in the sport or the co- curricular activity. High school students must have received passing grades in ALL units of work during “start of the season snapshots.” Middle school students must have passing grades at the end of the previous grading period (quarter). Please refer to the Guidelines of Academic Probation below. For Fall participants, Middle School/High School eligibility is determined by grades received in the previous grading period. Successfully completed summer school grades and/or credit recovery cannot be used to regain eligibility unless approved by administration.

Guidelines of Academic Probation:

1. Any middle school student who fails 1 or 2 units of work during the previous marking period, or any high school student during the “start of the season snapshots”, will be placed on academic probation for a 10 day period and required to sign an academic probation student contract.
2. The student will be eligible to participate in any activity representing the school during this 10 school day period. At the end of this time the student has to obtain passing grades in all units of work.
3. If at the end of the probation period the student is unable to maintain passing grades the student will be deemed ineligible to participate for the remainder of that activity.
4. If a student is successful in maintaining passing grades the student will be monitored every 10 school days for the remainder of the activity to determine continued eligibility.
5. Students failing more than 2 units of work will not qualify for probation and therefore be ruled ineligible for participation.
6. Students failing 1 or 2 units of work at the end of the school year will have the probation period start at the beginning of the next school year.
7. The grades will be checked at the end of the first 10 days of school; if grades have not been posted, this will be handled on a case-by-case basis with the assistance of administration.
8. Academic probation will begin on the first day of school. Participants will be allowed to

- start at the beginning of the fall season, prior to the beginning of school.
9. Academic Probation will be limited to once per school year.
 10. Grades will be monitored by the Guidance Department, the Athletic Director, and/or the Activity's Advisor.

Field Trips

Field trips are of an educational nature and are related to classroom learning. Every effort is made to have students back at school in time to take the bus home. Parents are notified in advance if they are expected to pick their child up after hours.

Each student will be provided with a permission slip prior to the field trip that will need to be signed by a parent or guardian. No student will be allowed on a field trip without a permission slip on file.

Parents may arrange for bag lunches to be purchased from the school for their student(s).

If you do not wish for your child to participate in any specific trip, please notify the teacher in writing before the trip so that alternative arrangements can be made.

Grades

Receiving academic assessments/grades are a way for students to demonstrate what they have learned and how they may apply their knowledge. Students are expected to be involved and participate in the lessons taught in classes. Throughout the year, students should regularly view their grades using the PowerSchool Data Management Program.

Graduation Participation

The graduation ceremony is a means to honor our students' academic accomplishments. Students who have demonstrated the successful completion of course requirements will participate in the ceremony. Inappropriate behavior or a violation of school rules prior to the graduation ceremony may be grounds for excluding a student from the ceremony. Students may decorate the top of the graduation cap with school appropriate messages. Eligible students who are participating in the ceremony are expected to wear the school-approved cap and gown throughout the graduation ceremony.

Homework

Homework is designed for students to practice skills already taught at school and to enrich the learning activities that are initiated in class. It provides the opportunity for our students to develop self-discipline, responsibility, and initiative. An effective homework program also supports the conviction that learning is not limited to the normal classroom experience, but an extension that works to expand the vital home/school connection.

Students should assume the responsibility to make sure their assignments are completed on time and make an effort to develop effective study habits.

Legal Guardianship/Child Custody/Restraining Orders

Should there be a change in normal custodial arrangements for your child/children, it is imperative the Principal be informed as soon as possible. A letter specifying such from the adult with custodial rights and a copy of the corresponding legal documentation are required to be sent to the Principal for adherence. A copy will be placed on file, and associated personnel will be informed of the change.

The same procedure is required should there be a restraining order in effect relative to the child. Each time there is an extension or alteration to such order, the legal documentation verifying such must be provided to the Principal for adherence to it.

Library/Media Center

~~(Extension 2123)~~ (603) 732-9320 x 2123

~~Hours: 7:40 AM to 3:00 PM~~ Hours: 7:35- 2:35 (with the exception of after school homework club)

The library offers books, magazines, newspapers, computers and internet resources to all students and staff. There is a professional collection of books, magazines and audiovisuals. Suggestions are always welcome.

The media specialist will be available at certain times of the day. These times will be posted on the door weekly. The Media Specialist is there to assist in locating, selecting and utilizing information. The library is a quiet area for individual or group research, study and reflection.

Lockers

Lockers belong to the school and are on loan to the students. Students are responsible for the condition and cleanliness of them. Lockers must be able to be closed without damaging the locker door. Any damage to the lockers will be the financial responsibility of the student. The administration has the right to inspect the lockers at any time

Lost And Found

We maintain a Lost and Found, which is located in the main hallway within each building. Items found in shared areas are displayed in this area. Unclaimed clothing is brought to donation centers twice a year.

Lunch/Food Service

The Wilton-Lyndeborough Cooperative School District offers meals and a la carte items in accordance with the USDA School Breakfast Program and National School Lunch Program. Meals are available to all students without discrimination.

MEALS -- What's for lunch?

- Menus for all meals are posted on the school websites monthly and available in the cafeterias.
- On delayed opening days, breakfast is not served.

- Lunch is available for purchase daily to all students during assigned lunch periods.
- Bag lunches are available for purchase for school sponsored field trips. Please submit the field trip lunch request form to Food Services at least two school days prior to the field trip.
- All meals are compliant to the regulations of the Healthy Hunger-Free Kids Act.
- At all schools, milk is available a la carte for students not purchasing a meal.
- At WLC, additional a la carte items are available.

PAYING FOR MEALS – How do students purchase meals and a la carte items?

- Meal prices are posted on the monthly menus.
- Students will always be permitted to purchase a meal unless their parent has provided written instructions otherwise. Meals will be charged to student accounts. Meal benefits apply.
- A la carte pricing varies, and free/reduced meal benefits do not apply to a la carte purchasing.
- Students at FRES/LCS purchase meals using their MealTime accounts (see MealTime information below).
- Students at WLC can use their MealTime accounts or pay with cash/check at the registers.
- Students at all schools can make deposits to their MealTime accounts online or with cash/check sent to the school.
- Students at all schools who owe on their account will not be permitted to purchase a la carte items. Note that this includes milk, ice cream, and additional entrees as well as all other items offered as a la carte. A la carte purchases are not permitted for overdrawn accounts, even if the student is paying in cash. (Payments can be applied to the MealTime account.)

MEALTIME INFORMATION – How do I see what my student is purchasing? How do I add money to an account?

- We use online software called **MealTime** at our service lines to record student transactions. MealTime provides detailed purchase tracking information, student balance information, and the ability to make deposits into student accounts.
- FREE parent access to your student's account information is available at **myMealTime.com** or using the **myMealTime** app for your mobile device. You will need to know your student's PIN. Please contact Food Service if you do not have this information.
- NOTE: All accounts are open for student use unless we receive written instructions from you requesting no purchases. From time to time, students do get adventurous and sometimes make purchases without their parents' awareness. Parents are responsible for these purchases. We encourage you to set up email alerts on myMealTime.com so that you can be notified when balances are getting low.
- MealTime provides parent access to make deposits using secure credit/debit card payments into the student's account online or using the mobile app. MealTime charges a small fee for deposits made with credit/debit cards.
- Deposits can be made with no additional fees by sending checks or cash to Food Service.

Checks are preferred, especially for our younger students. Please use an envelope marked with your student's name. Checks should be made payable to "WLC School Lunch". At FRES/LCS, these payments are collected by the teachers and delivered to the local Food Service site coordinator. At WLC, payments are accepted at the Food Service office at any time or at the registers during meal service.

- Parents may send a single check for deposit into multiple students' accounts. Please indicate how much to allocate per student.
- Checks returned for insufficient funds (NSF) are subject to a \$30 service charge (service charge is subject to change).
- MealTime automatically sends bills for overdrawn accounts and low-balance notifications every two weeks. These are emailed to the address on file in the school office. Please confirm that the school has a valid email address to reach you.

MEAL BENEFIT PROGRAMS – How do I apply for Free or Reduced assistance?

- Any family or student needing financial assistance should complete the application for free or reduced meals. Meal benefit applications are available on the website, from the Food Service Director, and at all school offices.
- Meal Benefits apply only for the current school year. A new application must be submitted each year.
- Free/Reduced Meal Benefit applications are accepted at any time throughout the year. We encourage you to make an application if your financial situation changes. Applications are typically processed the same day they arrive in the Food Service office.
- All applications may be subject to verification.
- For assistance in completing the meal benefits application please contact the Food Service Director at 732-9344.

ALLERGIES / SPECIAL MEALS – My child has food allergies, what should I do?

- All meals and a la carte items available from Food Service are nut-free.
- If your student has special dietary needs, we ask parents to contact us to discuss your child's needs. Please contact the Food Service Director or the school nurse so that we may help you with your food options.

CAFETERIA SUPPLIES – can we get paper goods and plasticware from the cafeteria?

- Paper goods, plasticware, condiments, etc. are provided for students purchasing meals or a la carte items from Food Service. These items are not available for classroom activities or home use without prior arrangement by the Food Service Director.

USDA NON-DISCRIMINATION STATEMENT

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Program information may be made available in languages other than English. Persons with

disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at <https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA

by mail to:

U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue,
SW Washington, D.C. 20250-9410;
or by fax: (833) 256-1665 or (202) 690-7442;
or by email: program.intake@usda.gov.

This institution is an equal opportunity provider.

USDA information is available in other languages from:

<https://www.fns.usda.gov/school-meals/translated-applications>

Motor Vehicles

~~All students~~ Students in good standing must register their automobiles or motorcycles with the office annually when they intend to drive their motor vehicle to school. No one will be allowed to park an unregistered vehicle on the school property. All automobiles will be assigned a parking space on a first come first serve basis. Once the vehicle has arrived on school property, it should be parked and students should immediately leave the vehicle parking area. Students will not be permitted to return to their vehicle during school hours.

Caution is urged, and all drivers are reminded that the absolute speed limit on school property is 15 miles per hour. Students are also reminded that driving around the oval is only one way. Persons violating good driving practices will lose their parking privileges while in school.

Snowmobiles and other off-road motorized vehicles are not allowed to be used to transport any student "to and from" school.

Parent-Teacher Conferences

Parent conferences are arranged at the end of the first quarter in November. Parents or teachers may request conferences at other times if needed. The Parent-Teacher Conference offers both the opportunity to ask questions relative to your child, and to build an avenue of communication between home and school to better assist your child's progress.

Throughout the school year, parents are encouraged to communicate with their child's teacher whenever necessary. Please call the office and ask the secretary to contact the teacher to set up an appointment or to check on the teacher's availability. If it becomes clear that the issue is of a more serious nature, please schedule a meeting for a time when both parties are prepared to give their full attention to the concern. Each teacher has a district e-mail address (ie. j.doe@sau63.org) and a voicemail that may be accessed through the main office.

Parent/Teacher Organization

The WLC PTO is the parent/community support for WLC students and staff. The group meets one evening per month to plan activities, discuss issues, and develop programs. Information and meeting updates can be found on the WLC webpage. Parents may register to be on the PTO email list for regular updates. All parents of WLC students are most welcome to attend. The WLC PTO also has a facebook page, so be on the lookout for updates!

Photographs/Audio and Video Recordings

We pride ourselves on providing a safe environment for everyone at WLC. Students are not permitted to take photos, audio/video recordings of students and/or staff without the permission of the individual(s) involved. Students who photograph or record others without permission will be subject to disciplinary action.

Property Damage/Care of School Grounds

~~We pride ourselves on a collaborative effort to maintain a positive school environment. Each member of our school community is asked to assist with keeping the school and its grounds looking neat and clean. All individuals in the school should put waste and unwanted items in the containers provided. Any damage to the school building should be reported immediately to a teacher, administrator, or custodian. Individual students or groups of students who are found to have damaged school property will be assessed for the actual cost for repair or replacement of the school property equipment.~~

Restitution or School Service (property damage / destruction incidents)

Students learn best through being held responsible for restitution in situations where they have caused harm or damage to others or school property. Taking accountability for their actions fosters a sense of responsibility and helps them understand the consequence of their behavior, promoting personal growth and a safer learning environment.

Safety Drills (~~Evacuation/Lockdowns, etc.~~)

~~During the course of the school year, the administration will conduct emergency drills to ensure students are familiar with emergency procedures. Uncooperative students will be subject to disciplinary action.~~

Safety of our school community is a priority. Schools must conduct safety drills throughout the school year. The purpose of practicing drills is to ensure students and staff are prepared to quickly make their way to safety in the event of an emergency situation. Staff and students must participate and comply with these drills and measures WLC has put in place to maintain a safe school environment. Students that do not comply or jeopardize school safety will face

disciplinary consequences.

Evacuations: In the event of a threat to student safety, it should be understood that school may not be dismissed for the day by the school administration. ~~Upon direction of the administration, students may be sent to Florence Rideout Elementary School. Upon the approval of the authorities (police and fire departments) it is safe to return to the building, classes will resume.~~ Upon direction from an administrator, students may be relocated.

Students will remain with their teachers and are not permitted in vehicles at any time. ~~who will keep them together at all times. No students are to get into a vehicle at any time.~~

School Attire/Dress Code

Students are expected to dress appropriately at school and in a way that does not disrupt the learning environment. Students not in compliance with the dress code will be asked to correct the violation or face disciplinary consequence. Some clothing can be made available and borrowed at school to correct the problem immediately. Violations include but are not limited to clothing or jewelry that depicts, promotes, or expresses:

- Violence or weapons
- Profanity
- Drugs, alcohol, and/or tobacco use
- Sexual innuendos
- Intolerance or a lack of respect to others
- Gang affiliation

In addition:

- Students must wear clothing including a shirt with pants or the equivalent (for example dresses, skirts, leggings, or shorts).
- Students must wear shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments (waistbands and straps excluded).
- Fabric covering must cover the stomach, torso, genitals, and buttocks and must be opaque (not see through).
- Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, woodshop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Classroom teachers may request that hoods be worn down and hats/caps be removed. Decisions concerning questionable clothing will be determined by the administration.

Reference School Board Policy JICA

Student of the Month

Middle school staff recognize two students from each grade every month for outstanding academic and /or character exhibited over the course of the month.

High school staff recognize four students each month from two grades (alternating months = 9/10 and 11/12) for outstanding academic and/or character exhibited over the course of the month.

Students in Good Standing / Privileges

Students performing well academically (passing all classes with “C” or higher) - and with limited behavior concerns - may be granted privileges throughout the school year.

Video and Audio Surveillance on School Property

The Wilton-Lyndeborough Cooperative School Board authorizes the use of video and/or audio devices on Wilton-Lyndeborough Cooperative School District property to ensure the health, welfare, and safety of all students, staff and visitors to District property and to safeguard District buildings, grounds, and equipment. Placement of the video cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.

Visitors

All visitors, including parents and former students, must report to the main office prior to going elsewhere in the building. All visitors must display a visitor’s pass.

Students are not allowed to bring visitors to school, unless permission has been granted by the administration. ~~Normally~~, A written request for a visitation must be presented to the administration at least one day in advance of the visit. The length of the visit will be determined by the administration.

Volunteers

Parent and community volunteers are also welcome at the school. Contact the Principal’s Office (732-9230) if you are interested.

Warrior Watch Program

Throughout each month, anyone at WLC may nominate a student or staff member for recognition of their effort towards improving the school environment (random acts of kindness), or community service. All nominees will be recognized at the end of each month with a random drawing from nominees to receive a special award

What I Need (WIN)

A “WIN” period can be found within students' schedules. During this period, students will work on academic course work to improve their skill competence.

Code of Conduct

Our discipline approach is directly linked to the goal of our mission statement. As members of the WLC community, we all need to hold each other to a high standard. We strive as a group to

become thoughtful, knowledgeable, honest and community-minded individuals. Our school rules are in place to ensure a safe and considerate environment. As mistakes and poor decisions do happen, students can expect to be treated fairly, to be given guidance on how to make better decisions in the future, and be assigned appropriate consequences in a timely manner. Additionally, as needed, we will contact home to keep parents and guardians informed and involved.

While it is necessary for all of us to be aware of the things that we should not be doing, it is more important to focus on what we should be doing. When appropriate, a restorative approach to behavioral incidents will be applied. Adults and students will work together to communicate openly to create a positive, effective learning environment for all. Restorative approaches may include facilitated meetings, a meeting with the involved staff, student and a facilitator or administrator or a re-entry meeting with involved staff, students and administrators.

Wilton - Lyndeborough Cooperative School endorses the following principles of student conduct in accordance with our Student Learning Expectations:

- I. Respect for the WLC community shall be expected of all students. This includes school rules, as well as laws regarding minors.
- II. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall be expected of all members of the school community.
- III. Respect for real and personal property, pride in one's work, and exemplary personal standards of courtesy, decency, honesty, and kindness are a hallmark of the WLC community.
- IV. Respect for individual worth is the obligation of the school. Diligence and a desire to benefit from the opportunity is the obligation of the student.

Common Expectations

Social Agreement	Examples of what this looks like:	Examples of what this does <i>NOT</i> look like:
<ul style="list-style-type: none"> I will take care of our campus and its resources. 	<ul style="list-style-type: none"> Being mindful of your physical surroundings Picking up trash or loose items in hallways, classroom and other locations Using equipment as designed (i.e, desks, chairs, chromebooks, doors, lockers, etc.) 	<ul style="list-style-type: none"> Leaving a mess Propping feet on furniture Sitting on table and desk tops Creating graffiti

<ul style="list-style-type: none"> ● I will engage in healthy, positive dialogue and interactions. 	<ul style="list-style-type: none"> ● Speaking kindly ● Saying please, thank you, may I help ● Holding the door ● Using a positive tone & an appropriate volume ● Making sure everyone feels safe 	<ul style="list-style-type: none"> ● Using profanity ● Putting people down ● Laughing at another person ● Exhibiting bullying behavior
<ul style="list-style-type: none"> ● I will be where the learning is happening. 	<ul style="list-style-type: none"> ● Arriving to class on time ● Leaving class on time ● Holding to a 3-minute target time for facilities use 	<ul style="list-style-type: none"> ● Wandering/Laps ● Numerous or lengthy bathroom breaks ● Hanging out in various locations when assigned to a class ● Meeting up with friends in the halls or bathroom ● “Packing up” early
<ul style="list-style-type: none"> ● I will be ready to learn. 	<ul style="list-style-type: none"> ● Keeping hands to selves ● Bringing necessary materials to class ● Indicating readiness to learn with your posture (eyes on instruction, seated near instruction, etc.) 	<ul style="list-style-type: none"> ● Pushing/Shoving (hands-on) ● Being distracted by electronics ● Hanging on each other ● Lying down ● Off-task conversations ● Rude behavior at assemblies, performances, events

School-Wide Expectations

WLC Students are expected to:

- ~~Show courtesy and respect to others and their property. Use by using appropriate language, and behavior and dress.~~
- ~~Be a present and contributing member of the school community.~~
- ~~Act in a responsible and appropriate manner at all times when on school grounds and at school events, in the building, on field trips or at sporting events.~~

Classroom Rules:

Teachers will create and implement rules to foster a positive learning environment. In some cases, appropriate interventions may include a detention or office referral. ~~Teachers will determine consequences that may include a teacher after-school detention (with a 24-hour notice).~~

OUR DISCIPLINE PHILOSOPHY

~~At WLC we strive to create a strong community that focuses on building and repairing maintaining relationships. Effective classroom management, student motivation, and positive reinforcement generate an atmosphere where rules are viewed as guidelines for student success.~~

Behavior Infractions/Safe Schools

Smoking/Tobacco Use

New Hampshire State law prohibits:

- Possession of any tobacco products and smoking by persons under the age of twenty-one (tobacco products include cigarettes, cigars, pipe tobacco, chewing tobacco, vaporizers, or similar products.)
- Smoking in school buildings or on school property
- The use of/possession of E-cigarettes are included in this policy.

School policy reflects these laws with the goal of making WLC a healthy environment for both students and staff. Students are prohibited from smoking on school property and at any school-related event that takes place off school property, regardless of their age.

Welcome to Wilton-Lyndeborough Cooperative
Middle/High School

It is our pleasure to welcome all students, parents, and guardians to WLC. The faculty, staff, and administrators are dedicated to the mission of WLC.

Our Mission: WLC strives to be a positive learning community that ensures each student has the opportunity to develop to their potential. WLC believes all children learn at different individual rates and times and under different teaching and learning situations. We bring the family, school and community together to be accountable for the cognitive, affective, and physical growth of our students. We work together to help them become creative, future- oriented problem solvers who will take responsibility for their education, live and learn in harmony, and be involved in their school and their community.

This mission statement is our purpose. We have all come together—students, faculty, staff, administrators, and coaches to learn. Providing a learning environment that increases student achievement and develops confident learners can only be achieved by working together. We must utilize all tools available to reach our goals. Developing a strong partnership between parents, students, faculty, administrators, and the community is critical. When we make decisions about what classes to offer and what rules to create and enforce, we do it with this goal in mind. When you think about your role in our school community, you should think about what you can do to make this mission possible for all of us.

This handbook is a comprehensive guide for students and parents/guardians at WLC, and most answers to questions pertaining to our school can be found in this document. Please take the time to review the valuable and important information within the handbook.

Wilton-Lyndeborough Cooperative Middle School/High School is a member of the Wilton-Lyndeborough School District with Florence Rideout Elementary School and Lyndeborough

Central Elementary School. This handbook is exclusively for the Middle and High School, references to WLC are for the school only. School District references will be so designated. The WLC School Board represents all three schools and policies set by the WLC School Board are WLC School District Policies encompassing all three schools within the district.

WLC is committed to the highest standards of academics and integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility. Whether we are students, parents, faculty, staff, or community members, we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

In accordance with R.S.A. 78:12-b, all incidents of possession of tobacco products or smoking involving students under the age of eighteen will be reported to the Wilton and/or Lyndeborough Police Department. Under R.S.A. 169-B:32 the student will be issued a district court complaint by the Wilton and/or Lyndeborough Police Department.

- 1st Offense: Out-of-school suspension 1-5 days with possible addition of in school suspension.
 - 2nd Offense: Out-of-school suspension 5-10 days with possible addition of in school suspension.
 - 3rd Offense: Ten days out-of-school suspension with recommendation to the Superintendent of Schools for additional disciplinary action
- Welcome to Wilton-Lyndeborough Cooperative
Middle/High School

It is our pleasure to welcome all students, parents, and guardians to WLC. The faculty, staff, and administrators are dedicated to the mission of WLC.

Our Mission: WLC strives to be a positive learning community that ensures each student has the opportunity to develop to their potential. WLC believes all children learn at different individual rates and times and under different teaching and learning situations. We bring the family, school and community together to be accountable for the cognitive, affective, and physical growth of our students. We work together to help them become creative, future- oriented problem solvers who will take responsibility for their education, live and learn in harmony, and be involved in their school and their community.

This mission statement is our purpose. We have all come together—students, faculty, staff, administrators, and coaches to learn. Providing a learning environment that increases student achievement and develops confident learners can only be achieved by working together. We must utilize all tools available to reach our goals. Developing a strong partnership between parents, students, faculty, administrators, and the community is critical. When we make decisions about what classes to offer and what rules to create and enforce, we do it with this goal in mind. When you think about your role in our school community, you should think about what you can do to make this mission possible for all of us.

This handbook is a comprehensive guide for students and parents/guardians at WLC, and most answers to questions pertaining to our school can be found in this document. Please take the time to review the valuable and important information within the handbook.

Wilton-Lyndeborough Cooperative Middle School/High School is a member of the Wilton-Lyndeborough School District with Florence Rideout Elementary School and Lyndeborough Central Elementary School. This handbook is exclusively for the Middle and High School, references to WLC are for the school only. School District references will be so designated. The WLC School Board represents all three schools and policies set by the WLC School Board are WLC School District Policies encompassing all three schools within the district.

WLC is committed to the highest standards of academics and integrity, acknowledging that respect for self and others is the foundation of educational excellence. As such, we will cultivate an environment of mutual respect and responsibility. Whether we are students, parents, faculty, staff, or community members, we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

Reference School Board Policy ~~HCG~~ JICH

Drug and Alcohol Use

Because of the serious consequences, legal and otherwise, that may result from the use of alcohol or other drugs, a student may not attend school, or participate in, or be present at any activity sponsored by the school if the student shows evidence of having used alcohol or any other drug. Violators will be suspended at once. In addition, any student in the possession of, or any student selling or distributing alcohol or drugs, will be subject to disciplinary action up to and including expulsion from school. It should also be noted that students who are in possession of look-alike drugs or in the presence of others who use or possess drugs are subject to disciplinary action. All drug and alcohol related violations will result in police notification.

Possession and/or Use of Drugs or Alcohol:

- 1st Offense: ~~Five days out of school suspension~~ 1-5 days out of school suspension with possible addition of in school suspension
- 2nd Offense: ~~Ten days out of school suspension~~ 5-10 days out of school suspension with recommendation to the Superintendent of Schools for additional disciplinary action. This additional action could be a recommendation to the Wilton-Lyndeborough School Board by the Superintendent that the student be expelled from school for the remainder of the school year.

Selling, Transferring or Distributing Alcohol or Drugs:

Ten days out-of-school suspension with recommendation to the Superintendent of Schools to take additional disciplinary action. This additional action could be a recommendation to the Wilton-Lyndeborough School Board by the Superintendent that the student be expelled from school for the remainder of the school year.

Reference School Board Policy JICH

Bullying and/or Cyberbullying

Bullying or cyberbullying is a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:

- Physically harms a student or damages the student's property
- Causes emotional distress to a student
- Interferes with a student's educational opportunities
- Creates a hostile educational environment
- Substantially disrupts the orderly operation of the school.

The Wilton Lyndeborough School Board is committed to providing a safe and secure environment in which all members of the school community are treated with respect. Any insult, taunt, negative comments, verbal challenges, and physical challenges that are likely to intimidate others or provoke a violent or disorderly response will not be tolerated. This includes communications that occur through electronic media, whether at WLC or in the community at large. Such offenses will be dealt with in accordance with school and district policy and may result in disciplinary action including but not limited to detention, suspension, and restriction from participation in school activities. This policy is intended to comply with RSA 193-F, which specifically identifies bullying as a form of student harassment. Conduct constituting bullying or cyberbullying will not be tolerated and is prohibited by this policy in accordance with RSA 193-F.

Reporting Bullying or Cyberbullying

Any school employee, or employee of a company under contract with a school in the district or the district itself, who has witnessed or has reliable information that a student has been subjected to bullying or cyberbullying, as defined above, shall report that incident to the Principal or his/her designee, who shall in turn send a copy of the initial report to the superintendent of schools. This report shall be investigated by the principal or his/her designee. A final report in writing detailing the status of the incident shall be submitted to the Superintendent of Schools. If an investigation concludes that a student has engaged in bullying/ cyber bullying conduct prohibited by this Policy, that pupil shall be subject to appropriate disciplinary action. This may include, but is not limited to, loss of privileges, detention, suspension, expulsion, or other actions determined to educate/inform persons about the ramifications of bullying/cyber bullying behavior. Any such disciplinary action shall be taken in accordance with the applicable Wilton Lyndeborough School Board Policy and legal requirements.

Reference School Board Policy JICIB

Fighting

Physical fighting for any reason will not be tolerated. Students involved in fights will be subject to suspension or expulsion from school. Students are encouraged to resolve disputes by talking the problem out or by seeking a disinterested third party (teacher, administrator, or counselor) to resolve the dispute.

Reference School Board Policies JIC, JICD, JICDD, KFA

Possession of Weapons

In compliance with New Hampshire RSA 193:13 and 193D (Safe School Zones and relative to school violence), and Federal Statute Improving America's Schools Act of 1994, "any student

who is determined to have brought a weapon to school or who knowingly possesses a weapon in a safe school zone without written authorization from the Superintendent or designee shall be expelled for not less than one year (365 days). A 'weapon' means a firearm as defined in Section 921 of Title 18, United States Code, and in NHRSA 193:13. Weapons shall include, but not be limited to starter pistols, pellet guns, BB guns, rifles (NHRSA 193:13); and by any 'weapon' which will or is designed to or may readily be converted to expel a projectile by the action of an explosive' (Title 18), or any destructive device, including 'any explosive', incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or any similar device..." (Title 18).

Possession of Dangerous Objects/Other Weapons

The possession of a dangerous object in the school building or on school property and school buses and including school functions is prohibited and will result in suspension, police intervention, and possible expulsion from school. Dangerous objects include but are not limited to knives, slingshots, pepper spray, and other similar chemicals and/or sprays. In addition to these expressly prohibited dangerous objects, almost any object can be potentially dangerous depending upon its usage. Any object used in an aggressive or reckless manner shall fall under the consequences of this section. All students are permitted to turn in "dangerous objects/other weapons" which may have been accidentally brought to school as soon as they are discovered thus averting the serious consequences described by the regulations.

Note: Look alike and/or toy weapons will be included in the category of "other weapons," and will result in serious consequences for students who intend to use them to frighten, harass, or intimidate others and then use the disclaimer "it was only a toy."

Reference School Board Policy JICI

Level I	Level II	Level III	Level IV	Level V
Classroom Behavior	Disruptive Behavior	Rule Violations	Safety Violations	Gross Misconduct
Consequences at teacher discretion	Detention and/or Loss of Privilege 1/2 -1 hour per disruption	In-School Suspension (1-3 days)	Out of School Suspension (1-10 days)	Out of School Suspension (10+ days)
<p>Teachers establish rules and procedures that support a safe, respectful environment conducive to learning. They may create and consistently apply consequences around behaviors that include but are not limited to the following:</p> <ul style="list-style-type: none"> -Excessive Talking -Work habits and practices -Use of phones and other devices -Disruptive behaviors <p>Teachers may assign teacher detention for violations of classroom rules. Repeated classroom rule violations should be referred to administration.</p>	<p>Disruptive behaviors that include but are not limited to:</p> <ul style="list-style-type: none"> -Skipping class -Tardies -Disrespect -Directed profanity -Insubordination -Classroom disruption -Skipped detentions -Misuse of personal electronics/phones -Cheating/plagiarism -Being out-of-area -Bus behaviors -Dress code violations 	<p>Rule violations that include but are not limited to:</p> <ul style="list-style-type: none"> -Excessive Tardies (10+) -Failure to report to office when sent -Forgery -Leaving school grounds -Bullying -Racial harassment -Sexual harassment -Vandalism -Theft -Misuse of computers/networks -Misconduct 	<p>Safety Violations that include but are not limited to:</p> <ul style="list-style-type: none"> -Fighting -Assault -Possession, use <u>or</u> being under the influence of alcohol, or other drugs. -Use or possession of drug paraphernalia, tobacco, vaping equipment, etc. -Threats -Abusive conduct or language -Use or possession of weapons or items to be used as such. -Threatening behavior -Sexual harassment -Racial harassment -Unsafe driving on school property** Gross Misconduct 	<p>Behaviors that are deemed to be gross misconduct may be referred to the Superintendent of Schools for additional suspension and/or possible expulsion by the School Board</p>

Progressive Discipline Plan

Office Referral:

Administrators will determine consequences that may include an office after-school detention, in-school suspension, out-of-school suspension or other appropriate positive reinforcement. A meeting between the teacher-student (and possibly parent) may be required prior to the student returning to the classroom.

~~Because of the variety and severity of offenses that may occur, the administration reserves the right to adjust the consequences when necessary after conferring with the referring teacher and referred student.~~

Teacher Detention

~~Teachers can assign detention to be served before or after school at their discretion for minor classroom offenses such as tardiness, missing homework, lack of preparedness for class, or talking out of turn.~~ The assigning teacher and student will utilize this time together to discuss the incident and create a plan so the incident is not repeated. Students will be provided 24-hour notice prior to serving the detention and be released by 3:30 pm. Teacher detentions are not included in a student's cumulative discipline record; however, missed teacher detentions and/or repeated misconducts will be referred for administrative discipline. ~~When serving a teacher detention, students must report to the teacher's classroom at the end of the school day. Depending on the teacher and the conditions of that day's attendance, the student may be completing missed assignments or other academic tasks as assigned. When students leave their assigned detention area, they are to report to the front entrance and remain there until they are picked up.~~ Note: phones and other electronic devices are not permitted during detention periods. Office phones are available if needed.

Administrative Detention

Disciplines involving administrative detentions are retained in the school discipline files. Detentions are held on Mondays ~~and~~ Wednesdays, and Thursdays. While serving administrative detention, students report to the main office at the end of the school day. Students should bring enough work or silent reading to occupy the designated detention period, either a half hour or a full hour. When students leave their assigned detention area, they are to report to the front entrance and remain there until they are picked up. Note: Phones and other electronic devices are not permitted during detention periods. Office phones are available if needed.

In-School Suspension (ISS)

In-school suspension (ISS) is assigned for more serious or multiple discipline infractions. While serving an in-school suspension, students will report to the ISS room and work on assignments given to them by their classroom teacher. Use of phones and other electronic devices is not permitted. Students will have their lunch in the ISS room.

Out-of-School Suspension (OSS)

Students who commit severe violations of school safety are suspended from school and are not permitted on school grounds.

Suspension from School and Athletics/Participation in Co-Curricular Activities

Participation in co-curricular activities is a privilege at WLC. Students who choose to participate

are representing our school and are held to a high standard. Students who receive either ISS or OSS are also suspended from participating in athletic practices and games as well as participation in any co-curricular activities during or after school. This suspension will last from the date of suspension through its duration. Any student sent to the office for founded disciplinary reasons who is participating in a co-curricular activity ~~will~~ may be excluded from participation on that day. This includes practice, games, competitions, or performances. Students who have continued disciplinary actions will be excluded from co-curricular activities.

Make-up work after an OSS

Students receive full credit for work completed during an OSS. Students should coordinate missing work with individual teachers. **It is the student's responsibility to seek out the teacher's assistance and make up work.**

Suspension and Expulsion of Students (RSA 193:13)

- The Superintendent is authorized to suspend students from school for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, providing that where there is a suspension lasting beyond 10 school days, the parent or guardian has the right to appeal such suspension to the local school board. Suspension to continue beyond 20 school days must be approved by the local school board.
- Any student may be expelled from school by the local school board for gross misconduct, for neglect or refusal to conform to the reasonable rules of the school, for an act of theft, destruction, or violence as defined in RSA 193D:1, or for possession of a pellet or BB gun or rifle. The student shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year further; any parent or guardian has the right to appeal any such expulsion by the local school board to the State Board of Education.
- Any student who brings or possesses a firearm as defined in Section 921 of Title 18 U.S.C. in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Any expulsion shall be subject to review by the local school board if requested by a parent or guardian prior to the start of each school year, and further, any parent or guardian shall have the right to appeal any such expulsion by the local school board to the state Board of Education.
- Any student expelled by a local school board under the provisions of the Gun-Free School Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of the expulsion. Nothing in this section shall be construed to prevent the local school district that expelled student from providing educational services to such student in an alternative setting.
- A student expelled from school in another state under the provisions of the Gun-Free School Act of 1994 shall not be eligible to enroll in a school district in NH for the period of the expulsion.

~~I. Student Conduct~~

- ~~A. Students will stay on the curb or off pavement at the side of the road until bus stops, door is open and lights are flashing.~~

- ~~B. Students will board buses in single file and fill seats as assigned by the driver.~~
- ~~C. Students will stay in their seats at all times, with feet on the floor; they will not change seats without permission of the driver.~~
- ~~D. Students will not lower windows without permission of the driver. Hands and heads must never be extended from open windows.~~
- ~~E. No smoking at all on any bus, including charter trips.~~
- ~~F. No profane language, obscene gestures, excessive noise, fighting, wrestling, or acts of physical aggression will be tolerated.~~
- ~~G. Once a student has boarded the bus, he/she may not get off except at his/her destination. (Exemption will be made only with a note from the principal.)~~
- ~~H. Students may ride only the bus to which they are assigned. (Exemption will be made only with a note from a principal).~~
- ~~I. Students must be seated and are not permitted to change seats when the bus is in motion or to annoy other riders on the bus~~

Reference School Board Policy JICC

Important School Board Policies:

~~Acceptable Use Policy for use of Computers, Computer Network and Internet Access(AUP)~~

~~I. — Statement of Purpose and Intent~~

~~The Wilton-Lyndeborough Cooperative School District (“School District”) is providing access for its students and employees to computers, computer networks, and the internet (the “Computer Systems and Network” when referred to collectively). This service allows employees and students to share information, learn new concepts, research diverse subjects, and create and maintain school-based websites.~~

~~The School District has adopted this “Acceptable Use Policy” to set guidelines for accessing Computer Systems and Network service provided by the School District.~~

~~Every year, students and employees who want access to the Computer Systems and Network will need to sign and return an Acceptable Use Policy Agreement (“AUP Agreement”) to the School District for that year. Students who are under 18 must also have their parents or guardians sign the Acceptable Use Policy Agreement. In addition, students must also follow any school procedures developed at the school site.~~

~~By signing an AUP Agreement, the student, employee and parent or guardian agree to follow the rules set forth in this Acceptable Use Policy and to report any misuse of the computer systems and network (or any component thereof) to a teacher or supervisor.~~

~~Parties agreeing to this Acceptable Use Policy also understand the School District may, in its~~

~~sole discretion, revise the Acceptable Use Policy at any time as it deems necessary.~~

~~Once a student or employee has returned the signed AUP Agreement, the District will assign an access "Account" to the student or employee.~~

~~The Account may only be used during the time the user is a student or employee of the School District. Anyone who receives an Account is responsible for making sure it is used properly.~~

~~II. — Acceptable Uses of the Computer Network or the Internet~~

~~The Account provided by the School District should be used only for educational or professional purposes. Staff may use the Internet for personal use only if such use is incidental and occurs during their duty-free time or is minimal and is otherwise in compliance with the terms of this Acceptable Use Policy.~~

~~If a user is uncertain about whether a particular use of the Computer Systems and Network is appropriate, he or she should consult or contact the Technology Coordinator.~~

~~III. — Unacceptable Uses of the Computer Network or the Internet~~

~~The following uses of the Account provided by the School District are unacceptable:~~

- ~~A. Uses that violate any state or federal law or municipal ordinance are unacceptable. Unacceptable uses include, but are not limited to the following:
 - ~~1. Selling or purchasing any illegal substance;~~
 - ~~2. Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law; or~~
 - ~~3. Transmitting or downloading confidential information or copyrighted material~~~~
- ~~B. Uses that involve the accessing, transmitting or downloading of inappropriate matters on the Internet, as determined by the School Board or its designate(s) or any other related authority.~~
- ~~C. Uses that involve obtaining and or using anonymous emails.~~
- ~~D. Uses that cause harm to others or damage to their property are unacceptable. Unacceptable uses include, but are not limited to the following:
 - ~~1. Deleting, copying, modifying, or forging other user's emails, files, or data;~~
 - ~~2. Damaging the Computer Systems and Network, any part thereof, or any files or data stored within the Computer Systems and Network;~~
 - ~~3. Using profane, abusive, or impolite language in transmittals;~~
 - ~~4. Disguising one's identity, impersonating other users, or sending anonymous e-mail messages;~~
 - ~~5. Threatening, harassing, or making defamatory or false statements about others;~~
 - ~~6. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials;~~
 - ~~7. Accessing, transmitting or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting the performance of any part of the Computer Systems and Network;~~
 - ~~8. Accessing, transmitting, or downloading large files, including "chain letters"~~~~

~~or any type of “pyramid schemes.”~~

- ~~E. Uses that jeopardize access or lead to unauthorized access into Accounts or other computer networks are unacceptable. Unacceptable uses include, but are not limited to the following:~~
- ~~1. Using other users’ Account password or identifiers;~~
 - ~~2. Accessing another person’s email or account without their permission, and as a result of that access, reading or forwarding the other User’s emails or files without that User’s permission;~~
 - ~~3. Disclosing one’s Account password to other users or allowing other users to use one’s Account;~~
 - ~~4. Getting unauthorized access into other users’ Accounts or other computer networks; or~~
 - ~~5. Interfering with other users’ ability to access their Accounts.~~
 - ~~6. Using any District computer or part of the Computer Systems and Network to attempt hacking into computer systems, files or data, or otherwise attempting to access information that is protected by privacy laws, irrespective of whether such attempts are within the District’s own Computer Systems and Network.~~
 - ~~7. Seeking to circumvent the District’s cyber security and content filtering measures through the use of proxies.~~
- ~~F. Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:~~
- ~~1. Selling or buying anything over the Computer Systems and Network for personal financial gain; or~~
 - ~~2. Using the Computer Systems Network for advertising, promotion or financial gain; or~~
 - ~~3. Conducting for-profit business activities and engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes.~~

~~IV. Internet Safety~~

- ~~A. The District will implement filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors less than 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by the School District. However, no software is foolproof, and there is still risk a user of the Computer Systems and Network may be exposed to a site containing such materials. An Account user who accidentally connects to such a site must immediately disconnect from the site and notify a teacher or supervisor. If an Account user sees another user is accessing inappropriate sites or information, he or she should notify a teacher or supervisor immediately.~~
- ~~B. The District and its representatives will implement a mechanism to monitor all minors’ online activities, including website browsing, email use, chat room participation and other forms of electronic communications. Such a mechanism may lead to the discovery that a user has violated or may be violating this Acceptable Use Policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as~~

- ~~—help enforce this Acceptable Use Policy, as determined by the school board, local education agency or other related authority. The District also reserves the right to monitor other users' (e.g., employees, students 17 years or older) activities on or through the Computer Systems and Network, and to access, review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary.~~
- ~~C. Information concerning student identity shall not be posted unless it is necessary to receive information for instructional purposes, or as otherwise permitted in writing by the student and the student's parent or guardian if the student is younger than 18.~~
- ~~D. Account users shall not reveal on the Internet personal information about themselves or about other persons. For example, Account users should not reveal their full name, home addresses, telephone numbers, school addresses, or parents' names on the Internet.~~
- ~~E. Account users shall not meet in person anyone they have met on the Internet in a secluded place or a private setting. Account users who are under the age of 18 shall not meet in person anyone they have met on the Internet without their parent's permission.~~
- ~~F. Account users will abide by all school district security policies.~~

~~V. Privacy Policy~~

~~The District has the authority to monitor all Accounts, including e-mail and other materials transmitted or received via the Accounts. All such materials are the property of the School District. Account users do not have any right to or expectation of privacy regarding such materials.~~

~~VI. Storage Capacity~~

~~To ensure that Account users remain within the allocated disk space, users with email accounts should check their email frequently and delete unwanted messages and other files or data that take up excessive storage space. The District will also routinely delete messages from Account users' inbound and outbound log files, messages saved to the archive folders on the system, and messages posted to the School District's website.~~

~~VII. Penalties for Improper Use~~

~~The use of the Account is a privilege, not a right, and inappropriate use will result in the restriction or cancellation of the Account. Inappropriate use may lead to any disciplinary and/or legal action, including but not limited to suspension or expulsion or dismissal from employment from the School District, or criminal prosecution by government authorities. The School District will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.~~

~~VII. Disclaimer~~

- ~~A. The School District makes no guarantee about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of the Accounts. The School~~

~~District also denies any responsibility for the accuracy or quality of information obtained through the Account.~~

~~B. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the School District, its affiliates, or employees.~~

~~C. Account users are responsible for any losses sustained by the School District or its affiliates, resulting from the Account users' intentional misuse of the Accounts.~~

~~For further information, please contact Technology Coordinator or System Administrator and/or refer to [School Board Policy JCL - School District Internet Access for Students](#).~~

~~JRA - Student Records and Information~~

~~Annual Notification of Rights under "FERPA" Access to Student Records~~

~~Notice Concerning Student Records~~

~~The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:~~

- ~~1. The right to inspect and review the student's education records within 45 days of the day the School District receives a request for access.~~
- ~~2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.~~
- ~~3. The right to consent, or to deny consent, to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent of a parent or eligible student, is disclosure to "school officials with legitimate educational interest". The terms "school official" and "legitimate educational interest" are defined to include but not be limited to:~~

~~Release to intra-institutional officials such as teachers, counselors, and administrators. Release to other schools where the student is seeking to enroll.~~

~~Release to federal and state officials for the purposes of evaluating or auditing a program receiving federal or state support.~~

~~Release of information in connection with a student's application for financial aid.~~

~~Release to official accrediting organization in conjunction with the accreditation process.~~

~~Release of necessary information in cases of health and safety emergencies.~~

~~Release to state and local officials if statutes or regulations requiring release were adopted prior to November 19, 1974.~~

~~Release to organizations or persons developing validation information or conducting predictive tests.~~

~~Release of such information as tuition bills and grades to parents of dependent students. Release of information pursuant to judicial order or subpoena.~~

~~The School District may disclose without consent "directory information", which is~~

information not generally considered harmful or an invasion of privacy if disclosed.

Directory information includes:

- Name of the student
- Participation in officially recognized teams or activities Student's class designation
- Name of the school the student is attending Achievement, awards and honors

Parents may request, in writing to the building principal by October 1, of each school year, that the School District refrain from making all or some of this directory information on their child available to the public. Upon request, the School District discloses education records without consent to officials of a school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

The Office that administers FERPA is: Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue SW Washington, DC 20202-4605

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

Important School Board Policies: Safety/Student Discipline

NEPN/NSBA CODE: ACAA-R

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC - Nondiscrimination/Equal Opportunity and ACAA - Harassment and Sexual Harassment of Students. Complaints alleging discrimination or harassment of employees or other third parties (such as parents, volunteers, vendors, etc.) should be addressed through the Board's Employee & Third Party Discrimination and Harassment Complaint Procedure (ACABR).

Definitions

For purposes of this procedure:

- A. A "Complaint" is defined as an allegation that a student has been discriminated against or harassed on the basis of sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, physical or mental disability.
- B. "Discrimination or harassment" means discrimination or harassment on the basis of sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, or physical or mental disability. "Discrimination" may include treating individuals differently, or interfering with or preventing them from enjoying the

~~advantages or privileges afforded to others because of their membership in a protected class. "Harassment" may include oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the District's programs or activities by creating a hostile, intimidating or offensive educational environment.~~

- ~~C. Complaints of bullying and cyberbullying not involving the protected classes described above may also be pursued under Board Policy JCIB—Bullying and Cyberbullying.~~

~~How to Make a Complaint~~

- ~~A. Any individual who believes a student has been discriminated against or harassed should report his/her concern in writing promptly to the Building Administrator or the Nondiscrimination Officer/Title IX Coordinator and utilize this complaint procedure. Individuals who are unsure whether discrimination or harassment has occurred or who need assistance in preparing a written complaint, are encouraged to discuss the situation with the Building Administrator or the Nondiscrimination Officer/Title IX Coordinator.~~

- ~~B. School employees are expected to report possible incidents of discrimination or harassment of students to the Building Administrator or the Nondiscrimination Officer/Title IX Coordinator.~~

- ~~C. Students and others will not be retaliated against for making a Complaint or participating in an investigation. Retaliation is illegal under state and federal nondiscrimination laws and any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.~~

- ~~D. Students are encouraged to utilize this Complaint Procedure. However, students are hereby notified that they also have the right to report complaints to the New Hampshire Commission for Human Rights, 2 Chenell Drive, Unit 2, Concord, NH 03301-8501 (telephone: 603-271-2767) and/or to the federal Office for Civil Rights, Regional Director, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02110-1491 (telephone: 617-289-0111).~~

~~Complaint Handling and Investigation~~

- ~~A. The Building Administrator or the Nondiscrimination Officer/Title IX Coordinator shall promptly inform the Superintendent and the person(s) who is the subject of the Complaint that a Complaint has been received.~~

- ~~B. The Building Administrator or the Nondiscrimination Officer/Title IX Coordinator may pursue a prompt and equitable informal resolution of the Complaint with the agreement of the parties involved. Any party to the Complaint may decide to end an informal resolution process and pursue the formal process at any point. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the parties in light of the particular circumstances and applicable policies and laws.~~

C. The Complaint will be investigated by the Nondiscrimination Officer/Title IX Coordinator or by another internal or external investigator designated by the Superintendent. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the Complaint.

1. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation. The Complainant shall not be required to attend meetings with the subject of the Complaint, but may choose to do so as part of the resolution process.
2. The Complainant and the subject of the Complaint may suggest witnesses and/or submit materials they believe are relevant to the Complaint.
3. If the Complaint is against an employee of the District, any applicable individual or collective bargaining contract provisions shall be followed.
4. Privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
5. The Nondiscrimination Officer/Title IX Coordinator shall keep a written record of the Complaint and investigation.
6. The Nondiscrimination Officer/Title IX Coordinator or the Superintendent may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending. Examples of interim measures include, but are not limited to, ordering no contact between individuals, changing schedules or classes, etc.
7. The Nondiscrimination Officer/Title IX Coordinator or other designated investigator shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
8. The investigation shall be completed within 21 business days of receiving the Complaint, if practicable.

D. If the Nondiscrimination Officer/Title IX Coordinator or other designated investigator determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:

1. Determine what remedial action, if any is needed to end the discrimination or harassment, remedy its effects, and prevent recurrence
2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
3. Inform the complainant and the subject of the Complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws and any applicable collective bargaining agreement provisions).

E. If the complainant is dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be provided in writing to the complainant within 21 business days, if practicable. The Superintendent's decision shall be final.

Legal Reference:

~~Americans with Disabilities Act (28 CFR § 35.107), as amended Section 504 of the Vocational Rehabilitation Act (29 U.S.C. § 794), as amended; 34 CFR § 104.7~~

~~Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)~~

~~Title VI of the Civil Rights Act of 1964 (P.L. 88-352) 20 U.S.C. § 1232g; 34 CFR Part 99 NH Code Admin R. Ed. 303.01(i) and (j)~~

Cross Reference:

~~AC – Nondiscrimination/Equal Opportunity~~

~~ACAA – Harassment and Sexual Harassment of Students~~

~~ACAB/ACAB-R – Harassment and Sexual Harassment of Employees/Employee & Third Party Discrimination and Harassment Complaint Procedure~~

~~NEPN/NSBA Code: ACAA, HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS~~

~~Harassment of students because of sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, physical or mental disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

~~Harassment includes but is not limited to verbal abuse based on sex, sexual orientation, religion, race, color, ancestry, national origin, age, marital status, familial status, or physical or mental disability. Complaints of bullying and cyberbullying not based on the characteristics described above may also be pursued under Board Policy JCIB – Bullying and Cyberbullying.~~

Sexual Harassment

~~Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.~~

~~Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.~~

~~The Superintendent or the employee designated as the Nondiscrimination Officer will investigate complaints of harassment in accordance with the Student Discrimination and Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.~~

~~Legal Reference:~~

~~Americans with Disabilities Act (28 CFR § 35.07), as amended~~

~~Section 504 of the Vocational Rehabilitation Act (29 USC § 794), as amended; 34 CFR § 104.7~~

~~Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.) Title VI of the Civil Rights Act of 1964 (P.L. 88-352)~~

~~NH Code Admin. R. Ed. 303.01(i) and (j) Cross Reference:~~

~~ACAA-R—Student Discrimination and Harassment Complaint Procedure AC—~~

~~Nondiscrimination/Equal Opportunity~~

~~JCIB—Bullying and Cyberbullying~~

~~First Reading: June 2, 2010~~

~~Second Reading: August 10, 2010~~

~~Final Adoption: August 10, 2010~~

~~Revision: June 25, 2013~~

**~~PROCEDURES IMPLEMENTING NON-DISCRIMINATION ON THE BASIS OF
DISABILITY POLICY~~**

~~A. Coordinator~~

~~The Coordinator of this policy, under the federal law cited below, shall be known as the section 504 Coordinator and ADA Coordinator. The Coordinator may be contacted at the Special Education Office.~~

~~Inquiries regarding the non-discrimination policy, the filing of grievances, and requests for copies of grievance procedures covering discrimination should be directed to the coordinator.~~

~~B. Content of Notice of Non-Discrimination Policy~~

~~The SAU #63 has prepared and shall use the following form of notice (the “Notice”):~~

~~“It is the policy of SAU #63 not to discriminate on the basis of race, color, national origin, age, sex or disability in its educational programs, activities or employment policies as required by Section 504 of the Rehabilitation Act of 1973, Provision of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, title IX of the Education Amendments of 1972, the Education of All Handicapped Children Act of 1975, the Individuals with Disabilities Education Act of 1990 and the Americans with Disabilities Act of 1991.”~~

~~Inquiries regarding Section 504 of the Rehabilitation Act of 1973, ADA and 34 C.F.R. Part 104 may be directed to the Superintendent of Schools, 192 Forest Road, Lyndeborough, NH 03082 or the State Department of Education, 101 Pleasant Street, Concord, NH 03301.~~

~~Any person having inquiries concerning Title IX or the Education Amendments of 1972 and 34 C.F.R. Part 106 may contact the Title IX Coordinator, Department of Education, 101 Pleasant Street, Concord NH 03302, or the Assistant and/or Regional Director, United States Department of Education, Office for Civil Rights, Region I, Boston, Massachusetts.~~

~~SUMMARY OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973~~

~~The following is a summary of the rights granted under federal law to qualified disabled students and their parents. The full provisions of the federal law creating these rights can be found at 29 U.S.C. Section 794 (Section 504 of the Rehabilitation Act of 1973); and 34 C.F.R. Part 104 et. Seq. A copy of the full regulations is available from the 504 Coordinator.~~

~~Qualified Disabled Students:~~

~~may not, on the basis of disability, be excluded from participation in, or denied the benefits of, programs or activities offered by the District;~~

~~may not, be discriminated against on the basis of their disability in connection with any program or activity of the District;~~

~~have a right to be educated in facilities and receive services comparable to those provided for non-disabled students;~~

~~have a right to be educated with non-disabled students to the maximum extent appropriate;~~

~~have a right to receive a free appropriate public education. (For purposes of Section 504 of the Rehabilitation Act, a "free appropriate public education" means the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the qualified disabled student as adequately as the needs of the non-disabled students are met);~~

~~have a right to an equal opportunity to participate with non-disabled students in non-academic and extra-curricular services and activities offered by the District;~~

~~have a right to have evaluation, educational and placement decisions made based upon a variety of information sources; and to have placement decisions made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data and placement options;~~

~~have a right to be placed in the regular educational environment operated by the District unless the District demonstrates that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily;~~

~~and their parents have a right to be advised by the District regarding the District's duties under Section 504.~~

~~Parents of Qualified Disabled Person have a right:~~

- ~~1. to examine all relevant education records relating to their child;~~
- ~~2. to request mediation through the State Department of Education, and/or to request an impartial~~

hearing before a hearing officer and/or any other means available through state or federal law, in the event that they disagree with an action regarding identification, evaluation, services or placement of the person.

In such a hearing a parent shall have the opportunity to participate and be represented by counsel:

- a) to file a local grievance; and
- b) to ask for the payment of reasonable attorney's fees, if the parent prevails, and to the extent provided by law.

NOTE: Due to the hearing process requests should be filed with the Commissioner, New Hampshire State Department of Education, 101 Pleasant Street, Concord, NH 03301.

JCD – Student Conduct, Discipline and Due Process – Safe School Zone

Inappropriate student conduct that causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Suspension means an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities.

An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to

~~meet these conditions and terms will result in immediate reinstatement of the penalty.~~

~~Expulsion means an action by the Wilton-Lyndeborough Cooperative School Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the Board.~~

~~Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.~~

~~The Superintendent may modify expulsion requirements as provided in RSA 193:14, IV.~~

~~Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individual with Disabilities Education Act (IDEA).~~

~~At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable Board policies. Students and parents will be notified annually of this policy.~~

Legal References:

~~RSA 193:13, Suspension & Expulsion of Pupils~~

~~NH Code of Administrative Rules, Section Ed 306.04(a)(3), Student Discipline NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline~~

~~NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures See Appendix: JICD-R~~

~~First Reading: June 2, 2010~~

~~Second Reading: July 13, 2010~~

~~Final Adoption: August 10, 2010~~

~~Safe Schools Board Policies~~

~~JCH - Drug and Alcohol Use by Students~~

~~The Wilton-Lyndeborough Cooperative School Board is concerned with the health, welfare and safety of its students. Therefore, the use, sale, transfer, distribution, possession or being under the influence of unauthorized prescription drugs, alcohol, narcotics, unauthorized inhalants, controlled substances, and illegal drugs is prohibited on any school district property, in any district-owned vehicle, or in any other district-approved vehicle used to transport students to and from school or district activities. This prohibition also applies to any district-sponsored or district-approved activity, event or function. The use, sale, transfer or possession of drug-related paraphernalia is also prohibited.~~

~~For the purposes of this policy, a controlled substance shall include any controlled substance as defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or RSA 318-B, Controlled Drug Act.~~

~~Students may only be in possession of medication as detailed in Board Policy JLCD. Searches of persons reasonably suspected to be in violation of this policy will be conducted in accordance with Board Policy JHH.~~

~~Any student who is found by the administration to be in violation of this policy shall be referred for prosecution and subject to disciplinary action up to and including suspension, expulsion or other discipline in accordance with the district's disciplinary policy. Strict compliance is mandatory. The school principal shall immediately report all incidents involving a controlled substance to the appropriate local law enforcement agency and the superintendent. All controlled substances shall be turned over to local law enforcement.~~

~~Students with disabilities who violate this policy will be disciplined in accordance with the student's Individual Education Program (IEP.)~~

~~Legal References:~~

~~21 U.S.C. § 812(c), Controlled Substances Act RSA 318-C, Controlled Drug Act
RSA 571-C:2, Intoxicating Beverages at Interscholastic Athletic Contests~~

~~First Reading: September 14, 2010~~

~~Second Reading: October 12, 2010~~

~~Final Adoption: October 12, 2010~~

~~JCDD - STUDENT DISCIPLINE: OUT-OF-SCHOOL ACTIONS~~

~~The Wilton-Lyndeborough Cooperative School Board recognizes that out-of-school and off-campus student conduct is not normally the concern of the Board. However, the Board~~

~~also recognizes that some out-of-school and off-campus conduct may have an adverse effect upon the school, school property, or school staff.~~

~~Therefore, it shall be the policy of this Board that the Board or school administrators may impose disciplinary measures against students for some out-of-school or off-campus conduct. Discipline may be imposed if, in the principal's opinion, such out-of-school conduct causes a significant disruption or substantial interference with the school's educational mission, purpose, or objectives. Additionally, any off-campus or out-of-school behavior that has a strong potential to disrupt normal school operations may also be met with appropriate disciplinary actions by the Board or school administrators.~~

~~Out-of-school and off-campus student conduct that may subject a student to discipline includes, but is not limited to:~~

- ~~1. Damaging school property;~~
- ~~2. Violence at or near the school's bus stop, either before or after the school day;~~
- ~~3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;~~
- ~~4. Damaging the private property of school staff or employees; or~~
- ~~5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.~~

~~Cyber-Bullying and Internet Threats~~

~~The Board also recognizes that there are growing occurrences of "cyber-bullying" and threatening language being used by students on the internet when out-of-school and off-campus. Instances of cyber-bullying have a direct and substantial effect on students, staff and student performance. Cyber-bullying includes, but is not limited to, the following actions: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs.~~

~~The Board recognizes that this definition may not be all-inclusive. Therefore, the Board reserves the right to impose discipline for actions that may fall outside this definition but are still within the general purposes of this policy.~~

~~Students or staff who believe they have been victims of cyberbullying should report their concerns to a teacher or the building principal. Students or staff who believe they have been victims of cyberbullying are encouraged to print the relevant material and provide copies to a school district employee.~~

~~The administration shall fully investigate all reports of cyber-bullying.~~

~~The Board may impose disciplinary measures against person who is found to have engaged in such behavior, provided the cyber-bullying and/or internet threats:~~

- ~~1. Violate any school district rules or regulations;~~
- ~~2. Contains threats of violence against staff members or students;~~
- ~~3. Threatens vandalism to school property;~~

- ~~4. Suggests or advocates physical harm to staff members or students;~~
- ~~5. Creates a disruption to the school's educational mission, purpose and objectives; or~~
- ~~6. Interrupts or severely impedes the day-to-day operations of the school.~~

~~Any staff member who learns of an occurrence of cyberbullying and/or internet threats shall report the same to the Principal, who shall then conduct an investigation into the alleged bullying and/or threat.~~

~~Any discipline imposed by virtue of this policy will be in accordance and consistent with the Board's policy regarding student discipline.~~

~~First Reading: September 14, 2010~~

~~Second Reading: October 12, 2010~~

~~HCIB - Bullying and Cyberbullying - Pupil Safety and Violence Prevention~~

~~BULLYING AND CYBERBULLYING~~

~~The Wilton-Lyndeborough Cooperative School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations.~~

~~The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as he/she deems appropriate.~~

~~A. Prohibited Conduct~~

~~Students are prohibited from bullying and cyberbullying actions or communications directed toward other students which:~~

- ~~1. Occur on, or are delivered to, school property or a school-sponsored activity or event on or off school property; or~~
- ~~2. Occur off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.~~

~~Students are further prohibited from retaliating against or making false accusations against a victim, witness or anyone else who in good faith provides information about an alleged act of bullying or cyberbullying.~~

~~B. Definitions~~

~~For the purposes of this policy, the following definitions shall apply:~~

- ~~1. "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:~~
 - ~~a. Physically harms a student or damages the student's property;~~

- b. ~~Causes emotional distress to a student. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school-sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;~~
- e. ~~Interferes with a student's educational environment;~~
- d. ~~Creates a hostile educational environment; or~~
- e. ~~Substantially disrupts the orderly operation of the school.~~

~~"Bullying" shall also include actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs (a) through (d) above.~~

~~Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state laws.~~

~~Complaints regarding such conduct may be processed through the Board's Student Discrimination and Harassment Complaint Procedure (ACAA-R).~~

- 2. ~~"Cyberbullying" means conduct defined in Paragraph 1 that takes place through the use of electronic devices.~~
- 3. ~~"Electronic devices" include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.~~
- 4. ~~"School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.~~
- 5. ~~"Perpetrator" means a student who engages in bullying or cyberbullying.~~
- 6. ~~"Victim" means a student against whom bullying or cyberbullying has been perpetrated.~~

~~C. Disciplinary Consequences and Intervention Programs~~

~~Administrators have the discretion to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student's willingness to cooperate in the investigation and correct behavior; and the student's prior disciplinary record.~~

~~Disciplinary consequences may include detention, suspension or expulsion from school. In addition, students may be required to participate in education programs, mediation, counseling and/or other programs and/or activities to address and prevent recurrence of bullying and cyberbullying behavior.~~

~~D. Reporting Bullying and Cyberbullying~~

~~Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any staff member/volunteer, who then should deliver the report to the building administrator.~~

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal.

E. Report Handling and Investigation

1. The building administrator shall notify the parents/guardians of the alleged victim(s) and perpetrator(s) that a bullying/cyberbullying report has been made within 48 hours of the report and in accordance with applicable privacy laws. However, the building principal or designee may request a waiver of this parent notification requirement from the Superintendent. The Superintendent may waive parent/guardian notification at this stage of the procedure if he/she determines this to be in the best interest of the victim(s) and/or the perpetrator(s). Any such waiver of the parent notification requirement shall be made in writing.
2. An investigation of the bullying/cyberbullying report will be initiated by the building principal or designee within five school days:
 - a. The alleged perpetrator(s) will be provided the opportunity to be heard as part of the investigation.
 - b. Privacy rights of all parties shall be maintained in accordance with applicable laws.
 - c. The building principal or designee shall keep a written record of the investigation process.
 - d. The building administrator or designee may take interim remedial measures to reduce the risk of further bullying/cyberbullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.
 - e. The building administrator or designee shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.
 - f. The investigation shall be completed within 21 school days of receipt of the report, if practicable. The Superintendent may grant in writing an extension of time to complete the investigation of up to 7 additional school days if necessary. The Superintendent shall notify all parties involved of any such extension.
 - g. If the building principal or designee substantiates the bullying/cyberbullying report, he/she shall, in consultation with the Superintendent determine what remedial and/or disciplinary actions should be taken against the perpetrator(s) and determine what further assistance should be provided the victim(s), if any.
 - h. The building principal or designee shall inform the victim(s), the perpetrator(s) and their parents/guardians in writing of the results of the investigation and any remedies and/or assistance provided by the school, including strategies for protecting students from retaliation. Such communication shall be provided within 10 school days and shall be in compliance with applicable privacy laws.

~~F. Training~~

- ~~1. The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying if possible, and to educate staff on how to properly identify, respond to and report incidents of bullying/cyberbullying.~~
- ~~2. The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.~~

~~All training and education programs shall be initially approved by the Superintendent. Building administrators are responsible for scheduling the required training and education programs each year.~~

~~G. Annual Report to New Hampshire Department of Education~~

~~The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.~~

~~H. Immunity~~

~~Any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.~~

~~Policy Dissemination~~

~~This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.~~

~~Legal References: NH RSA 193-F:2-F:10~~

~~Cross References: AC – Nondiscrimination/Equal Opportunity ACA – Harassment and Sexual Harassment of Students ACA – R – Harassment and Sexual Harassment of Students Complaint Procedure~~

~~JCIB – Bullying and Cyberbullying~~

~~First Reading: June 2, 2010~~

~~Second Reading: August 10, 2010~~

~~Final Adoption: August 10, 2010~~

~~Revision: June 25, 2013~~

Title IX Regulations

~~In compliance with the implementation of the Title IX of the Education Amendments of 1972, prohibiting sex discrimination in education, “no person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected~~

~~to discrimination under any educational program or activity receiving federal assistance” and furthermore; that the requirements not to discriminate in education programs and activities is extended to employment practices therein and admission thereto.~~

~~It is the policy of School Administration Unit #63 that all employees and students should be able to work in an environment that is free of sexual harassment.~~

~~Complaints regarding compliance with Title IX regulations should be submitted in writing to:~~

~~Title IX Coordinator—Kristie LaPlante
192 Forest Road
Lyndeborough, NH 03082
Phone: (603)732-9227~~

~~Safe School Reporting~~

~~193-D:4 Written Report Required:~~

~~I. (a) Any public or private school employee who has witnessed or who has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act in writing immediately to a supervisor. A supervisor receiving such a report shall immediately forward such information to the school principal who shall file it with the local law enforcement authority. Such a report shall be made by the principal to the local law enforcement authority immediately, by telephone or otherwise, and shall be followed within 48 hours by a report in writing. If the alleged victim is a student, the principal shall also immediately notify the person responsible for the victim's welfare, as defined in RSA 169-C:3, XXII, that a report was made to the local law enforcement authority.~~

~~(b) The provisions of subparagraph (a) shall not apply to any simple assault involving pupils in kindergarten through grade 12 if the local school board has adopted a discipline policy which sets forth circumstances under which parents shall be notified of simple assaults.~~

~~(c) Each school district, in conjunction with the local law enforcement authority, shall establish a memorandum of understanding for administering the provisions of RSA 193-D:4, I(a)-(c).~~

~~H. The report required under paragraph I shall include:~~

~~(a) The name and home address, if known, of any person suspected of committing an act of theft, destruction, or violence in a safe school zone.~~

~~(b) The name and home address, if known, of any witness to the act of theft, destruction, or violence in a safe school zone.~~

~~(c) Identification of the act of theft, destruction, or violence as defined in RSA 193-D:1 that was allegedly committed.~~

~~Reference School Board Policy JCD-R~~

~~School Health & Wellness Policy~~

~~The Wilton-Lyndeborough Cooperative School District is committed to promoting wellness and academic performance in schools through curriculum, activities, and life skills. Wellness is a result of both health promotion and disease prevention which includes intellectual health (knowledge), physical health, and social-emotional health. Modeling by adults coupled with~~

~~peer reinforcement can help shape healthy habits in school children. A cooperative integrated effort between administrators, food service professionals, school nurses, physical and health educators, teachers, parents, and students is necessary. Click here for WLC's complete [Health and Wellness Policy](#).~~

Guidelines for School Wellness Implementation

~~1. Foods Available at School (outside the school nutrition program to include the following)~~

- ~~▪ Vending machines~~
- ~~▪ Beverage contracts~~
- ~~▪ Fundraisers~~
- ~~▪ Student stores~~
- ~~▪ School parties/celebrations~~
- ~~▪ Classroom projects~~

- ~~1.1. Healthy snacks will be encouraged and modeled by all classroom teachers at classroom events during school hours. Classroom teachers shall limit the number of non-healthy snacks permitted during classroom events.~~
- ~~1.2. Classroom teachers will encourage students to consume foods only during designated times and in designated locations.~~
- ~~1.3. The Guidelines for Food and Beverage as developed by the California Center for Public Advocacy will be used as the guideline for defining healthy food choices.~~
- ~~1.4. A letter will go home to parents at the beginning of each school year for students in grades K-12 encouraging them to support healthy food choices for parties at school and delineate individual classroom practices when appropriate.~~

Baseball Teams

Baseball is a varsity and Middle School spring sport that is offered to boys.

Basketball Teams

Basketball is a varsity, junior varsity and Middle School winter sport that is offered to boys and girls.

Band & Chorus

The music department offers students the opportunities to be part of band and/or chorus. Students perform for two (2) concerts (December and May) and sometimes for special school assemblies.

Dance Team

The Dance Team seeks students through open auditions each fall. The students practice throughout the year and participate in several competitions. There is usually at least one performance at the school during the spring. Open to both high school and middle school.

Drama Club

The Drama Club performs up to two shows a year and invites all students to audition for each show. Students not wishing to perform may sign up to work on the technical crew. Grades 6-12 are welcome!

Dungeons and Dragons Club

A teacher-run middle and high school group for all ability levels.

GSA

The GSA is a student-run club which provides a safe and supportive environment for LGBTQ youth and their allies.

High School Math Team

Tryouts are held each fall. The team competes in 5 SMASH Math League competitions and the State Math Contest each year.

Middle School Math Team

The Middle School Math Team consists of students who enjoy math. They meet on a regular basis to do challenging problems. In early February a qualifying test is given to the group and the best eight (8) students are chosen to represent WLC at the MathCounts Competition at Keene State College.

National Honor Society

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. The National Association of Secondary School Principals

(NASSP) officially established the NHS in 1921 and continues to regulate it today.

Election to membership in the National Honor Society represents the highest honor and trust that can be bestowed upon a student at WLC. Membership in the society is indicative that the student is not only demonstrating and promoting qualities of scholarship, leadership, service and character, but is also exerting an effort to improve conditions in the school and community. Students are invited to apply for NHS based on a minimum GPA of 3.5 and selection is made by a faculty Advisory Board.

National Junior Honor Society

The National Junior Honor Society (NJHS) is the nation's premier organization established to recognize outstanding young students.. More than just an honor roll, NJHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character. The National Association of Secondary School Principals (NASSP) officially established the NHS in 1929 and continues to regulate it today.

Peer Leaders

Peer Leaders are a group of 7th and 8th grade students selected by school staff members. These students demonstrate strong leadership skills, are friendly and kind to their peers, and serve as role models for the entire WLC middle school community. Peer Leaders are responsible for programs such as Student of the Month, Red Ribbon Week, and Pennies for Patients. This organization participates in activities that will benefit the school as a whole.

Robotics

Robotics is a program open to all students. There is a middle school team and a high school team. Teams build and program robots. The team competes with other schools in their ability to meet the specific challenges.

Ski Club

The Ski Club (organized and run by an outside organization) participates in an after-school ski program for several weeks each winter. Information will be available for sign-ups during the fall months in the office. This club is recognized by WLC and students will be dismissed accordingly without penalty.

Soccer

Soccer is a High School Varsity and Middle School fall sport that is offered to boys and girls.

Softball

Softball is a High School Varsity and Middle School spring sport that is offered to girls.

Student Government

All students are encouraged to participate in WLC's Student Government. The group meets regularly. Meeting times will be announced. There is both a middle school and a high school

student government.

Student Leadership Team

Open to middle school and high school students who wish to help increase student voice in decisions made at WLC and increase pride in our school.

Track Team

Track is a spring varsity sport that is open to both boys and girls. Middle School students may participate via petition.

Tennis

Tennis is a spring varsity sport that is open to both boys and girls. Middle School students may participate via petition.

Outdoor Club

Outdoor club is an after-school organization that meets with their leader to go on hikes, visit local rivers, and more!

Horticulture/Environmental Club

Horticulture club combines a passion for plants, the practice of horticulture, education, and environmental stewardship.

Art Club

Students can participate in art club weekly on various school community projects! Art club helps students in developing their creative skills. They use multiple forms of medium and have a great time learning new skills and techniques to produce wonderful artwork.

The WLC News Show

Students can participate in the WLC News Show to learn broadcasting and journalism skills in order to promote and showcase various activities and events throughout the school. Students will also learn video editing and digital citizenship all while having a great time!

After School Homework Club

WLC Teacher(s) will be available to assist students with homework three days per week for students who would like more time to complete their schoolwork in a group or individual setting.

Volleyball Club

Volleyball club will be working on learning the fundamentals of volleyball. All are welcome!

STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

Print Student Name: _____

Grade: _____

MARK BOXES WITH "X" SIGN (unmarked boxes will designate opt out) AND RETURN THIS FORM TO YOUR ADVISOR BY 9-1-2023

☐

I RECOGNIZE AS A MEMBER OF THE WLC SCHOOL COMMUNITY THAT I AM RESPONSIBLE FOR UNDERSTANDING AND RESPECTING THE EXPECTATIONS OUTLINED IN THE WLC STUDENT HANDBOOK.

☐

I GRANT WLC PERMISSION TO USE MY NAME AND/OR PICTURE AND/OR VIDEO RECORDING FOR SCHOOL PUBLICATIONS AND PRESS RELEASES.

Student Signature: _____

Date: _____

☐

I RECOGNIZE AS A MEMBER OF THE WLC SCHOOL COMMUNITY THAT I AM RESPONSIBLE FOR UNDERSTANDING AND RESPECTING THE EXPECTATIONS OUTLINED IN THE WLC STUDENT HANDBOOK.

☐

I GRANT WLC PERMISSION TO USE MY STUDENT'S NAME AND/OR PICTURE AND/OR VIDEO RECORDING FOR SCHOOL PUBLICATIONS AND PRESS RELEASES.

☐

I INTEND TO ACCESS POWERSCHOOL TO TRACK MY STUDENT'S ACADEMIC PROGRESS.

☐

I HAVE INTERNET ACCESS & WOULD LIKE COMMUNICATIONS VIA EMAIL AT THIS ADDRESS:

Print Parent/Guardian: _____

Date: _____

Parent/Guardian Signature: _____

DRAFT