Public Notice of Meeting WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING Tuesday, August 13, 2024 Wilton-Lyndeborough Cooperative M/H School

6:30 p.m.

Videoconferencing: <u>meet.google.com/vop-hosr-amt</u> Audio: +1 601-640-1043 PIN: 172 178 719#

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. Business Administrator's Report
- iii. Principals' Reports

VI. TENNIS COURTS

VII. POLICIES-1st READING

- a. BEC-Non-Public Sessions
- b. KB-Title I Parent Involvement in Education
- c. EHB-Data/Records Retention
- d. JFABD-Admissions of Homeless Children and Unaccompanied Youth
- e. EEAG-Use of Private Vehicles to Transport Students

VIII. ACTION ITEMS

- a. Approve Minutes of Previous Meeting/s
- b. Request for Reimbursement from Capital Reserve

IX. COMMITTEE REPORTS

- i. Strategic Planning Committee
- ii. Technology Committee

X. PUBLIC COMMENTS

XI. SCHOOL BOARD MEMBER COMMENTS

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

- i. Review the nonpublic minutes
- ii. Personnel Matters

XIII. ADJOURNMENT

INFORMATION: Next School Board Meeting-August 27, 6:30 PM at WLC

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation,



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 August 13, 2024



We have been busy this summer! It has been terrific to see all of the students at our three schools working with our educators to continue their learning, while also having fun and enjoying the summer. From our extended Kindergarten and FRES Summer Academy, to math and science camps at WLC, we want to say **THANK YOU** to everyone that contributed to a great summer of learning and teaching!



buildings. We are so grateful!

We would like commend our awesome **facility team:** Ann, Josh, Pete, Sam, Andrew, Scott, Bill, Thiago, and Jacob for the work they have put in to care for our facilities and equipment. The summer weeks are their busiest of the year, and this summer was no exception, especially with the weather, the facility improvements, and all of the students and staff in the

- Buddy took advantage of Elm Street School closure (Nashua) last month and was able to obtain **resources for our schools.** He made several trips and brought back book shelves, science lab stools, classroom chairs, industrial shelving units (for athletic equipment), classroom desks, and an awesome Honda lawn mower!
- We increased our **certified staff retention** by 50% from this time last year and were able to recruit outstanding educators to fill our teaching vacancies:

WLC MS/HS

Nathaniel Trask-HS English Paige Lusczyk-HS Math Lynn Colantuoni-Spanish Jeff Caisse MS Science Amber Brewster-Reading **FRES** Kelsey Gregorio-5th Grade Allison Hayden-1st Grade Andrea Lawner-3rd Grade

- We will have a **social media** presence this year with a district Facebook, Instagram, and X accounts. These platforms will be used to highlight and celebrate our schools, as well as send out timely information. These sights will all be one-way communication only. We want to recognize Nick and his IT team for their work with this, along with rolling out Parent Square, our new internal/external communication tool. Much like facilities, the summer is the busiest time for IT!
- The **administrative team** has been actively preparing for a great school year. We are intently focused on continuing the positive momentum at our schools and are excited for the students and staff to return soon. Our **goals this year** remain focused on academic achievement, growing a positive and supportive education culture, and maintaining our fiscal responsibility (see below). We will keep developing our instructional leadership and stay attentive to evidence-based practices and targeted intervention for all our students. Here is the link to the **data report card** that we have aligned with our school district goals. The focus remains on continuous improvement.

https://docs.google.com/spreadsheets/d/1CE1hNRCfghfOJU6wnXDIVIYyh73sxorrS098w7XGEf0/edit?gi d=0#gid=0

• Here are some **upcoming dates**:

0	August 19 & 20	New teacher orientation
0	August 21 – 23	Staff return, workshops, school opening preparations
0	August 26	1 st day for students
0	August 29	Budget Committee Meeting
0	August 30	No school
0	September 2	Holiday

• An **important FYI:** The town of Wilton reached out to us on August 5th and has asked to use our school facility for the **election day on November 5th** (which is a scheduled school day). I informed the town manager that we will look at our options and will report out at the August 27th school board meeting.

SAU 63 Mission Statement

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

Wilton-Lyndeborough School District Goals, 2024 - 25

Academic Achievement

To improve overall student academic performance and competency by supporting evidence-based teaching strategies, differentiated learning approaches, and targeted intervention

- ✓ NH SAS, PSAT 9/10, SAT, iReady K-9
- ✓ Alternative education: Dual Enrollment, Advanced Placement, CTE, VLACS, honors courses, ELOs
- Education Culture

To continue to promote a positive learning 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

- ✓ Post Graduate plans, co-curricular participation, staff retention, discipline, community partnerships
- Fiscal Responsibility

To work together with the budget committee to develop a responsible budget that meets the needs of our students and schools and the expectations of our communities

WLC School Board Report Date: August 13, 2024 By: Tom Ronning and Katie Gosselin

It has been a very productive summer at WLC in preparation for the upcoming school year.

Our facilities crew has been working diligently throughout the summer to ensure that our school is in top condition for the upcoming year. Some of the projects that have been completed or, currently underway:

- **New Backboards**: We have installed new backboards in the gym to enhance our gymnasium.
- **Floor Tiles**: Worn floor tiles throughout the school are being replaced to improve safety and aesthetics. In some areas we're going to provide carpeting.
- **Grounds Maintenance**: The outside grounds are being maintained to provide a pleasant environment for anyone visiting our school.
- **Parking Lot**: The parking lot is being repaired and repaved to ensure a smoother and safer experience for everyone.
- **Gymnasium Windows**: Soon, the gymnasium windows will be replaced, offering better insulation and natural lighting.

Thank You: We would like to share our appreciation for the following individuals hard work and dedication to our students and facility this summer:

- Laura Bujak and Cathy Blais- Science Camp
- Dale Chenette and Joe Sullivan- Math Camp
- Katie Morrow, Ashley Ansara, Amanda Finigan, Erin Rosana, Nancy Rykken, Chrissy Hyer, Liz Meltzer, Kiersten Streeter, Bridget Jasper, Jack Gregg, Hannah Miller, Marissa Hoffstetter, Cathleen Bertoncini- Special Education Extended School Year Program
- Katy Morshed and Melissa Norton Competency Recovery for MS and HS students
- Linda Draper- daily operations, onboarding new stuff, EOY reporting, and much more
- Cheryl Carter- preparing for the upcoming school year with onboarding new staff
- Amanda Kovaliv, Alice Bartoldus, Sharon Coffey- counseling services, registration, scheduling, and transition meetings
- Nick Buroker, Danyel Chapman, Marisa Basto, Michael Marcinuk Chromebook maintenance/updates, website enhancements, supporting athletics (ImPACT testing), new parent notification procedures.
- Buddy Erb, Ann Bird, Josh Morrow, Sam Erb and Andrew Sweeney continued hard work on the many projects within the school and around the school grounds day in and day out

Hiring: Recently hired staff are eager to begin setting up their classrooms - some have already visited to become familiar with the building and curricular requirements.

• **One outstanding position:** Computer Science. We have been in contact with two individuals recently with the intent to secure a qualified person for the start of the school year. In the meantime, all students requesting course work specific to the technology domain have been scheduled for courses.

Athletics; Amber Brewster our Athletic Director has been busy.....

- Letter of introduction sent to parents
- Letter explaining Fall requirements and starting dates sent to parents.
- Equipment and uniform Inventory started
- Fall Staffing: Recently hired a Girls JV Coach; Still seeking Middle School Boys and Girls soccer coaches.
- Hosted an Athletic Council meeting: discussed the upcoming season and received input regarding updates to the Student/Parent Athletic Handbook. An additional meeting is scheduled for August 29th at 5:30
- Updated the Coaches Handbook.
- Met with Fall coaches to outline expectations.

Summer Warrior "Bingo" Card for those interested. Cards to be handed in by August 19th.

Updates to the Student Handbook:

Link for draft 24/25 handbook: E Student/Parent Handbook 2024-2025

Current handbook: Student Handbook - 23-24

- Front page- new school year and new school hours
- Page 10- Updated school board member names
- Pages 12 through 14- Updated bell schedules
- Page 14- Updated course offerings for the UAs due to going to quarters
- Page 16- Adding Assessment Results questions on Who to Call
- Page 19 through 20- Updated report card dates
- Page 26 through 29- Updating the attendance policy to match the new board policy adopted in the 23-24 School Year
- Page 31- Adding Artificial Intelligence language
- Page 32- Removal of tennis as we do not offer a tennis team at this time
- Page 37- Updating library/media center hours
- Page 38- Updating location of the Lost & Found to the cafeteria

FLORENCE RIDEOUT ELEMENTARY SCHOOL LYNDEBOROUGH CENTRAL SCHOOL

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

Bridgette Fuller, Principal FRES/LCS Christina Gauthier, Administrative Assistant FRES Samuel Metivier, School Counselor Sherry LeBlanc, Administrative Assistant LCS

Principal Report August 13, 2024

Summer Programming

We're delighted to share the success of our summer programs. The Kindergarten Extended Year (KEY), Summer Academy, Extended School Year (ESY), and RISE Extended School Year were well-received by eligible students at both buildings. Notably, the Kindergarten Extended Year program, which is in its fledgling year, led by Kirsten Rourke and Samuel Metivier, saw active participation from select Kindergarten students. Sherry LeBlanc's contributions to busing, communication, and day-to-day operations were invaluable. These programs focus on enhancing learning habits and target foundational reading and math skills, and we look forward to their continued success.

We would like to share our appreciation for the following individuals' hard work and dedication to our students and facility this summer:

- Kirsten Rourke and Samuel Metivier- Kindergarten Extended Year
- Kirsten Rourke, Tammy Cargill, Suzanne Tetrault, Laura Seale, Alison Bass, Jessica Radloff- Summer Academy
- Heather Roberts, Megan Levesque, Lisa Boean, Christy Gordon, Dayseanne Martinez, Ariel Desfosses, Roxanne Charlton, Liz Meltzer, Ashley Todesco, Katie Morrow, Janabeth Riettier, Marissa Hoffstetter, Cathleen Bertoncini- Special Education Extended School Year & and RISE ESY Program
- Christina Gauthier & Sherry LeBlanc- Daily operations, onboarding new staff, EOY reporting, ordering, and countless other tasks
- Nick Buroker, Danyel Chapman, Michael Marcinuk: Chromebook maintenance/updates, website enhancements, and new parent notification procedures.
- Buddy Erb, Peter Stephensen, Eric Bouldin, Sam Erb, and Jacob Gauthier continued to work hard on the many projects within the school and around the school grounds.

Staffing Update

At LCS, we seek to fill the Student Services Coordinator position. While we have had limited applicants since our job posting in May, we are optimistic about finding the right candidate. In the meantime, we are considering internal candidates with the necessary skill sets to support students and staff. We plan to keep the position open and review applicants quarterly. If you know of potential candidates, we encourage you to share this opportunity with them and ask them to apply on SchoolSpring.com.

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

Beginning of Year and Dismissal Change Reminder

As we approach the new school year, August 26, 2024, is the first day for students at FRES. At LCS, our first two days will be dedicated to screening assessments. August 28th will be a family visit day and a bus ride, and the first full day of Kindergarten will be August 29th.

Please note the new dismissal times: 2:10 for LCS and 2:35 for FRES. We are excited to welcome everyone back and are committed to making this a successful year for all.

Updates to the Student Handbook:

Current handbook: FRES & LCS <u>Parent/Student Handbook - 23-24</u> Link for **Draft 24/25** Handbook: FRES & LCS <u>Parent/Student Handbook - 24-25</u>

- Frontpage- new school year and new school hours
- Page 2- Updated Principal Credential
- Page 3-4- Updated Table of Contents Health Education & Board Policy Links
- Page 5- Included the LCS & FRES Mission Statement along with the District's Mission
- Page 7- Updated school board member names
- Page 8-11- Updated Staff Directory Names & School Hours
- Page 13- Updated course offerings for Health due to its absence from previous Handbooks
- Page 17-18- Updated links to board policies
- Page19- Updated the attendance policy to match the new board policy adopted in the 23-24 School Year
- Page 20- Updated district notification to Parent Square
- Page 22- Updated School Dress (Recess and Warmer Weather)
- Page 24- Updated report card dates & Kindergarten Visit Day
- Page 27- Updated times for after-school detentions
- Page 29- Updated the Behavior Expectations on School Buses policy to match the new board policy adopted in the 23-24 School Year

IMPORTANT DATES

- July 31, 2024- Welcome Letters from classroom teachers mailed to families
- August 8, 2024- Last day of ESY & Summer Academy
- August 9, 2024- FRES/LCS Leadership Team Summer Meeting
- August 13, 2024- Envisions Math Professional Development (FRES & LCS Staff)
- August 15, 2024- Last day of ESY RISE
- August 19-20, 2024- New Teacher Orientation
- August 21, 2024- First day for staff
- August 22, 2024- Meet and Greet FRES (1:30-2:30)
- August 26, 2024- First day for students at FRES & First day of Kindergarten Screening at LCS. Please note the new dismissal times: 2:10 for LCS and 2:35 for FRES.
- August 28, 2024- Visit Day for Kindergarten students and families
- August 29, 2024- First full day for Kindergarten. Please note the new dismissal times: 2:10 for LCS and 2:35 for FRES.

BEC - NON-PUBLIC SESSIONS

Category: REQUIRED

Related Policies: BEDG

The Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Nonpublic sessions may only occur after a duly noticed public meeting has been called to order, and before that meeting is adjourned. Once the public meeting has been convened, the Board may enter non-public session at any time during such meeting if a majority of the Board, by roll-call vote, find that sufficient grounds under 91-A:3, II exists. A non-public session may occur during a duly notice meeting irrespective of whether a non-public session appeared on either the meeting notice or meeting agenda.

The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering a non-public session.

The Board shall record minutes of all non-public sessions, and such minutes shall be made available and or "sealed", in accordance with RSA 91-A:3. Required content and availability regarding minutes of non-public sessions are described in Board policy BEDG – Minutes.

The minutes of non-public session constitute the record of that session. Information discussed in non-public sessions shall remain confidential except to the extent the same is required to be disclosed subject to applicable law or court order, or as authorized by the Board.

The Board shall require the presence of the Superintendent or his/her designee (see N.H. Dept. of Education Rule Ed 303.01(f)), except those non-public sessions that pertain to the Superintendent's employment.

Each year the Superintendent is directed to obtain and provide to each Board member copies of any NHSBA Non-Public Session Checklist, and update the same during the year as made available by NHSBA

District Policy History:

First reading: September 14, 2010 Second reading/adopted: October 10, 2010 District revision history:

Legal References:

NH Statutes

RSA 42:1-a

Oaths of Town Officers: Manner of Dismissal, Breach of Confidentiality

BEC - NON-PUBLIC SESSIONS

RSA 91-A:3

Non-Public Sessions

RSA 91-A:4

Minutes and Records Available for Public Inspection

NH Dept of Ed Regulation

NH Dept of Ed Rules Ed 303.01 (j) Substantive Duties of School Boards; Sexual Harassment Policy

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.

KB - **TITLE I FAMILY AND COMMUNITY ENGAGEMENT**

Category: Required

The Wilton Lyndeborough Cooperative School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school, community, and other family members involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

- 1. Honor and recognize families' funds of knowledge,
- 2. Connect family engagement to student learning,
- 3. Create welcoming, inviting cultures, and
- 4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meetings will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:

- 1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
- 2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
- 3. Build the schools' and parents' capacity for strong family and community engagement.
- 4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
- 5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy,

KB - **TITLE I FAMILY AND COMMUNITY ENGAGEMENT**

or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

District Policy History:

Adopted/Revised: April 2003 Reviewed: October 2004 Adopted/Revised: April 2010, August 10, 2010

First reading: October 26, 2011 Second reading/adopted: November 8, 2011 District revision history: November 8, 2011

<u>Legal References:</u>

Federal Statute 20 U.S.C. §6318 Title I Parent Involvement

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.

EHB - DATA/RECORDS RETENTION

Category: REQUIRED

Related Policies: GBCD Appendix: EHB-R

The Superintendent shall develop and maintain (a) a schedule for the minimum retention of various district records ("Record Retention Schedule") as required under RSA 189:29-a, and (2) procedures for records retention and/or destruction. The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by state or federal law. The Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy applies to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc..

A. <u>Record Retention Schedule</u>. Records of the District shall be retained no less than the time prescribed in District's Record Retention Schedule EHB-R. The Superintendent shall update the Record Retention Schedule from time-to-time in accordance with legislative or regulatory changes, directives of the Board, as recommended by the New Hampshire School Boards Association, or upon advice of counsel. The Superintendent shall inform the Board of any revisions to EHB-R no later than the second School Board meeting after the changes were made.

B. <u>Special Holding or Destruction Provisions</u>. Notwithstanding the District's Record Retention Schedule, (a) special destruction rules may apply to student special education records, and, (b) for other records, the normal retention periods may be suspended when the records are implicated by either a litigation hold or a request for records under the New Hampshire Right to Know law, RSA 91-A.

1. Special Education Records.

- a. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
- b. The District shall provide public notice of its document destruction policy at least annually.
- c. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
- d. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
- e. Absent any request by a student's parents to destroy the records prior to the twentysixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all

EHB - DATA/RECORDS RETENTION

such records be destroyed by the student's thirtieth birthday.

- f. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
- 2. Litigation Hold. On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic or digital records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the District has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.
- 3. Right-to-Know Request Hold. On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than ninety (90) days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

C. <u>Disposal of Sensitive Information & Media Sanitization</u>. District records which include "Sensitive Information" shall be destroyed as provided in this paragraph. All electronic devices with storage capacity shall be deemed to contain sensitive information. For purposes of this section, "Sensitive Information" shall mean and include:

- Records containing student or employee personally identifiable information (PII) as defined in RSA 189:65, VII and VII-a;
- Criminal History Records Information (see Board policy GBCD);
- Drug test records;
- Child labor permits;
- Cobra notices;
- Accident reports;
- Special education student records;
- Records pertaining to civil rights investigations;
- Bonds and continuation certificates;
- Accident reports;
- Banking records;
- Business correspondence including confidential information such as account numbers, banking or digital transaction information;
- Tax forms, unemployment records, etc. with confidential data; and
- Any other information that would be exempt from disclosure under RSA 91-A:5 or deemed sensitive information by the Board, the Superintendent, Building Principal or their designees.
- 1. <u>Physical media</u> (i.e., "hard copies", print-outs, etc.) including sensitive information shall be destroyed by one of the following:

- shredding using District issued cross-cut shredders;
- placed in locked shredding bins approved by the Superintendent to come on-site and shred, witnessed by District personnel throughout the entire process; or
- incineration using District incinerators or if conducted by non-authorized personnel offsite, witnessed by the Superintendent or Superintendent's designee.
- 2. <u>Electronic media</u>. *All electronic media should be assumed to contain sensitive information.* When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, and other similar items used to process, store and/or transmit district records with sensitive data shall be disposed of as follows:
 - Overwriting (at least three times)
 - Degaussing (removal of magnetism)
 - Physical destruction (i.e., dismantling by methods of crushing, disassembling, etc., ensuring that the platter or other storage device has have been physically destroyed so that no data can be extracted).
- 3. Computers and other digital or electronic devices or systems that have been used to process, store, or transmit sensitive information shall not be released from the District's direct control until the equipment has been sanitized and all stored sensitive information has been destroyed using one of the above methods.

D. <u>Destruction of District Records with No Sensitive Information</u>. All records <u>which do not</u> include sensitive information should be destroyed as soon as practicable upon the expiration of the applicable retention period and in a manner deemed most efficient and practical.

District Policy History:

First reading: May 11, 2010 Second reading: July 13, 2010 Final adoption: August 10, 2010 District revision history: XXXX

Legal References:

EHB - DATA/RECORDS RETENTION

NH Statutes

RSA 189:29-a

Records Retention and Disposition

RSA 91-A

<u>New Hampshire Right To Know Law ("Access to Governmental</u> <u>Records and Meetings)</u>

NH Dept of Ed Regulation

NH Code of Admin. Rules, Sect. Ed 306.04(a)(4)

Records Retention

Records Retention

NH Code of Admin. Rules, Sect. Ed 306.04(h)

NH Code of Admin. Rules, Sect. Ed. 1119.01

Confidentiality Requirements

Federal Statutes

20 U.S.C. §1232g

Family Educational Rights and Privacy Act (FERPA)

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.

JFABD - ADMISSION OF HOMELESS CHILDREN AND UNACCOMPANIED

YOUTH

Category: Required

It is the Wilton-Lyndeborough Cooperative School Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), and guidance provided by the New Hampshire Department of Education ("NHDOE"), the term "homeless children and youths" means "individuals who lack a fixed, regular and adequate nighttime residence." Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

- 1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- 2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- 3. living in emergency or transitional shelters;
- 4. abandoned in hospitals;
- 5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- 6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms "unaccompanied youth," "school of origin," "enrollment," and "attendance area school" shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act ("McKinney-Vento") and guidance provided by the New Hampshire Department of Education ("NHDOE"). For purposes of this policy and its accompanying regulation, "homeless students" shall refer to and include "homeless children and youth" and "unaccompanied youth."

*Note: under RSA 193:12, IV, the definition of "homeless children and youth" also includes children "awaiting foster care placement", see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

JFABD - ADMISSION OF HOMELESS CHILDREN AND UNACCOMPANIED YOUTH

B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the "Homeless Liaison" or the "District Homeless Liaison"). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District's obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a. assist in requesting the student's records;
- b. mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c. assist in making transportation arrangements;
- d. ensure that homeless students receive the educational services for which they are eligible or entitled;
- e. coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f. ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g. work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h. ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i. assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j. coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;

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- k. assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- 1. work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. <u>Transportation of Homeless Students</u>.

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those requests to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless ("eligibility decision"), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

a. A succinct explanation of the child's placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State

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Coordinator for Education of Homeless Children and Youth;

- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.
- 2. While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

3. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District's placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal ("appeal") with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District's placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an "appeals package" consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

4. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent's designee, using the appeals package provided at

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Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.
- c. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. <u>Records</u>.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

District Policy History:

First Reading: June 2, 2010 Second Reading: July 13, 2010 Final Adoption: August 10, 2010 Reviewed: November 28, 2017, December 12, 2017 District revision history: December 12, 2017

Legal References:

NH Statutes

RSA 193:12

Legal Residency Required

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NH Dept of Ed Regulation

NH Code of Admin., Sect. Ed 306.04(a)(19)

Homeless Students

Federal Statutes

20 U.S.C. §1232g	Family Educational Rights and Privacy Act (FERPA)
20 U.S.C. 1701-1758	<u>Equal Educational Opportunities Act of 1974 – "EEOA"</u>
20 U.S.C. 6313(c)(3)	Reservation of Title I funding for homeless children and youths
42 U.S.C. 11431	<u>McKinney-Vento Homeless Assistance Act – Education for Homeless</u> <u>Children and Youth</u>
42 U.S.C. 11432	<u>McKinney-Vento Homeless Assistance Act – Education for Homeless</u> <u>Children and Youth</u>

Federal Cases

457 U.S. 202 (1982)

Plyler v. Doe

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.

EEAG - USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

Category: Recommended

Related Policies: EEAE

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. The Board specifically forbids any employee to transport students, except the teacher's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Individuals providing unauthorized student transportation do so at their own expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than \$500,000 Combined Single Limit and provide a Certificate of Insurance naming the District as an Additional Insured. The District will maintain liability insurance, which will be in excess of the owner's primary insurance for authorized student transportation.

Persons under contract with the school district to provide school transportation services must have a valid School Bus Driver Certificate/License in accordance with applicable rules and laws. All vehicles must be approved by the New Hampshire Department of Safety as meeting all applicable school bus safety standards. If operating a vehicle owned by a contracted carrier of passengers, and designed to transport 16 or more passengers (including the driver), the provisions of Policy EEAE apply in place of this paragraph. Parents transporting their own children are exempt from this paragraph, per Department of Safety regulations.

Persons providing transportation on an incidental basis, i.e., not specifically as part of a contract to transport, must have a valid driver's license, and the vehicle used must have a current New Hampshire inspection sticker. A commercial license is required for any vehicle that has a capacity of 16 or more.

No student shall be sent on school errands using any automobile. No student will transport another student for school authorized transportation

Reimbursement for use of private vehicles may be made, but only if the employee or other person has prior approval of the designated administrator.

District Policy History:

First reading: September 14, 2010 Second reading/adopted: October 12, 2010 District revision history: XXXXXX

EEAG - USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

Legal References:

NH Statutes

RSA 376:2, VII

Motor Carriage of Passengers

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Saf-C 1304.05 Exemption From School Bus Driver's Certificate

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.

Nonpublic Session Minutes Wilton-Lyndeborough Cooperative School District Wilton-Lyndeborough Cooperative MS/HS

Date: 6/11/24 Time: 10:17pm

Members Present: Dennis Golding, Brianne Lavallee, John Zavgren, Geoff Allen, Michelle Alley Darlene Anzalone, Jonathan Lavoie, Diane Foss

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to enter Non-Public Session to review the non-public minutes RSA 91-A: 3 II (C) at 10:17pm. Voting: via roll call vote, all aye, motion carried.

Specific Statutory Reason cited as foundation for the nonpublic session:

- **RSA 91-A:3**, II(a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, **unless** the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.
 - RSA 91-A:3, II(b) *The hiring of any person as a public employee.*
- x RSA 91-A:3, II(c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.
- **RSA 91-A:3**, II(d) Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.

RSA 91-A:3, II(e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against this board or any subdivision thereof, or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled

RSA 91-A:3, II(i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

Roll Call vote to enter nonpublic session:

Dennis Golding	Aye
e	
John Zavgren	Aye
Brianne Lavallee	Aye
Michelle Alley	Aye
Darlene Anzalone	Aye
Geoff Allen	Aye
Diane Foss	Aye
Jonathan Lavoie	Aye

Entered nonpublic session at 10:17p.m.

Other persons present during nonpublic session: Clerk Kristina Fowler

Description of matters discussed and final decisions made: Minutes of May 28, 2024 were reviewed.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to approve the non-public minutes of May 28, 2024 as written. Voting: all aye, motion carried.

Minutes were not re-sealed from May 28, 2024 and will be made public.

Note: Under RSA 91-A:3, III. *Minutes of proceedings in nonpublic sessions shall be kept and the record of all actions shall be promptly made available for public inspection, except as provided in this section. Minutes and decisions reached in nonpublic session shall be publicly disclosed within 72 hours of the meeting, unless, by recorded vote of 2/3 of the members present, it is determined that divulgence of the information likely would affect adversely the reputation of any person other than a member of this board, or render the proposed action of the board ineffective, or pertain to terrorism. In the event of such circumstances, information may be withheld until, in the opinion of a majority of members, the aforesaid circumstances no longer apply.*

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to exit the Non-Public Session at 10:21pm. Voting: all aye, motion carried unanimously.

Public session reconvened at 10:21p.m.

These minutes recorded by: Kristina Fowler

WILTON-LYNDEBOROUGH COOPERATIVE 1 2 SCHOOL BOARD MEETING 3 **Tuesday, June 25, 2024** 4 Wilton-Lyndeborough Cooperative M/H School 5 6:30 p.m. 6 7 The videoconferencing link was published several places including on the meeting agenda. 8 9 Present: Dennis Golding, John Zavgren, Michelle Alley (online), Darlene Anzalone, Geoffrey Allen, Diane Foss, and Jonathan 10 Lavoie 11 Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principal Bridgette Fuller, Assistant Principal Katie 12 13 Gosselin, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler 14 15 CALL TO ORDER I. 16 Chairman Golding called the meeting to order at 6:31pm. 17 18 II. PLEDGE OF ALLEGIANCE 19 The Pledge of Allegiance was recited. 20 21 III. **ADJUSTMENTS TO THE AGENDA** Requests were made to add a nonpublic session regarding a personnel matter, add an appointment for 3rd grade teacher and 22 23 immediately after public comment add Performance Tech Committee that Board members were appointed to last meeting to 24 report committee findings and for the Board to ask any questions they may have. 25 26 Chairman Golding asked for all in favor of adding the adjustments to the agenda. 27 *Voting: via roll call vote, all aye.* 28 29 IV. **PUBLIC COMMENTS** 30 The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the 31 meeting asking if they wanted to comment. There was no public comment. 32 33 PERFORMANCE TECH COMMITTEE 34 Ms. Ariel Crotty and Mr. Mike McGonegal were present and spoke of their request for upgrading the sound and lighting at 35 WLC. Ms. Crotty informed the group they received a couple more quotes for the cafeteria sound, which is their priority. They 36 wanted to come back to the Board, provide the quotes and see if they could talk about it some more. She acknowledged it is a 37 huge number they asked for last time but really, it is the cafe sound they are aiming for so that they can hear the students during 38 events in the fall. She informed the Board, they do plan on fundraising. The quotes are between \$20,000-\$26,000 with labor. 39 They are willing to fundraise however; \$26,000 is a lot to get by September. They are looking for a vote on this before the end of this fiscal year. Mr. McGonegal informed the Board the new quotes are not a full match of what they presented at the last board 40 41 meeting as the companies do not carry the same things and he advised them to go with what they carry. Ms. Crotty spoke that 42 they wanted to know if they can get the Board to vote on this and if they can't does it mean they have to wait until next year 43 because her child loves singing and music but this sound issue is making him not want to do it anymore. She would hate him to 44 quit over this and she knows he is not the only one. Ms. Anzalone voiced that she would love to get this taken care of but does 45 not know if it can happen and defers to Ms. LaPlante and the Superintendent. Superintendent spoke that typically in a school 46 year we don't have big expenditures at the end of the school year partly because it becomes a red flag in an audit. We have 47 already brought to the Board uses for unspent funds and this request came after. If the Board wanted to vote for \$26,000, we 48 would have to figure out where that could come from, one of those ways is using unspent funds. In terms of town support, he 49 doesn't see the town balking at this, it is a community arts center and not just for kids. He does not see the community being 50 much of a barrier as he does the accounting. Ms. LaPlante confirms the Superintendent is correct as far as expenditures; our 51 oversight comes from the auditors and the Department of Revenue. Because we are subject to receipt of federal funds, depending 52 on the value of money we get in we may go through a generic inclusive audit, they dig deep, and one of the things they look at is 53 the timeliness of spending. By law, all funds, lapse unless we have a legally obligated reason on June 30. Those funds need to be legally obligated by June 30 as well as they need to be "attached". What she means by that is there needs to be that purpose by 54 55 June 30 and we have to say why we couldn't get it done by June 30 if we are carry those funds over into the next year. Those are 56 the rules around encumbrances and those are the people who will be looking and digging into this or who could be asking those 57 questions. Her concern is that being June 25, even if we placed an order tomorrow, if board approved unspent funds, we could 58 theoretically purchase the materials but we can't encumber any labor because it really does not qualify, there is no legal reason

59 why this could not be done by June 30. She notes no disrespect, the state law says or one of the supplemental readings we have 60 says failure to spend in that time is not a justifiable reason. Looking at that and the rules she has to follow that is the position that 61 she took when she provided feedback to the sound group that it is probably not appropriate. Ms. Foss questioned if the biggest

62 flag is how much or what if it was a smaller amount, what if the Lions Club came through with something or the town. Is there a way we could avoid that red flag. Ms. LaPlante explained it is not about avoiding a red flag, it is about saying it could raise a red 63 flag she wants to be as transparent as possible. Given the proximity to the end of the year, she doesn't know which series causes 64 them to look into it, if it is a federal audit that triggers them to look into things and does not know how deep they go. Her 65 66 concern is the proximity to the end of the school year and the fact it has not been discussed by the Board or given any budget consideration until the last meeting. Her concern is it is not financially in the best interest of the school board or district to start 5 67 days before the end of the fiscal year obligating funds especially because it is materials and labor. A question was raised when 68 69 we would have to start doing something and how long would it take to take care of it. Could you start raising money in other 70 places and is there a way through this. Ms. Crotty responded there is always an opportunity it is just a huge amount, even if we 71 get the parts and then raise money for the labor. Mr. McGonegal confirms it would take a week to install. A question was raised 72 what the split between materials and labor is. Mr. McGonegal responded, assuming we use the numbers we came up with 73 originally, \$21,000 for parts and \$3,000 for labor to install. If we end up raising money for the labor he is ok with that and he is 74 99% sure Sweetwater has it in stock. Ms. Crotty noted \$19,546 is what Mr. McGonegal paired down to get the quote under 75 \$20,000 for parts but that is the biggest portion because it is new technology. Discussion continued including if the unspent 76 funds that were put into the capital reserve for building and roadways could be used or adding it to the budget and tracked through facilities which would give time for fund raising. Ms. LaPlante voiced that it is not likely that we can access the capital 77 reserve for this project. Mr. Allen spoke that one of the biggest issues we have is the intent of the law and our ethical obligation 78 79 to it. At the federal level, we are expected to be good stewards of the budget, plan it out and spend accordingly to that end. Any 80 money we save the taxpayers or any money left over for whatever reason, people get in trouble every single day because they do 81 a mad rush to zero out their balance and that is not what we are supposed to do we are supposed to return that balance. We as a 82 School Board decided as a general rule, that we process things that are emergencies and move things up to free up funds down 83 the road. This is neither. He thinks we would have a very difficult time, I would have a very difficult time with that now but 84 thinks there is a path through if the goal is to get it done by the start of the school year, October, November; it would be nice if 85 we had it by September. There is a lot of talk around about community fund raising and it is hard for us to encumber cost based 86 on that. He would like to see maybe laying out specific steps to move forward. Steps such as starting a fund raising campaign 87 and see what we can get. How much equipment could be donated or raised then come back in August and see where we will be 88 on fund raising, where we will be with expending next year's budget, see if the delta between what we raised and required is 89 something we can look in our the current fiscal year budget. Ms. Alley questioned if the raising a red flag is due to the number or 90 just spending at the end of the year. Ms. LaPlante responded it is more about the spending at the end of the year and does not 91 meet the intent of the budget the voters passed; is there a legally forcible obligation. A question was raised regarding the 92 mechanisms of funding and how does it affect the timeline. Ms. LaPlante responded those are the mechanisms, fund raising, a 93 warrant article or put it into the budget. She agrees she thinks the students deserve a more trust worthy, capable sound system, 94 are there other ways we can improve it, are there equipment rentals to bridge us through, is that an avenue we can go and spend 95 (example) \$5,000 to rent until we can get the funding. Mr. McGonegal responded we could rent something. Ms. Crotty thinks it 96 was \$2,500 to rent sound. Ms. Waldo had looked into that. Ms. Crotty notes \$2,500 is 10% of what we could spend on owning it 97 and does she really want to spend that rent it for 2 days when it could go toward owning it. Discussion continued including 98 support for the project but understanding it is an optional thing to help the community and you can't say it is a necessity that is 99 the problem. A question was raised if the School Board could get a loan. Ms. LaPlante responded no. Superintendent spoke that 100 all our money is intermingled with state and local money and this seems so rushed. The other things the Board agreed to spend 101 took time and if it had been the middle of the year, it may be different. He thinks the red flag is a real flag and it is about our 102 reputation. He is all in for fund raising and production and all in to work with administration and fund raise to see if we can get 103 some in the operating budget. If we had a 2-year window, I think we could do it. It is just right now on record, he has to support 104 Ms. LaPlante, he can't advocate for this expense with only 5 days left in the fiscal year. Discussion continues including it is 105 more about the moral and the ethical piece. Would it be possible or within bounds to see about renting a system for key events 106 and bring that back to deal with it as a Board so that we can have something in place for next year. In the meantime, we work to 107 build it in the budget and meet the intent of being fiscally responsible of taxpayers' dollars and the committee's needs for this 108 year. Would they support that? Superintendent spoke of the Board and community being supportive when it comes to kids; he is 109 not too concerned they would be against renting. We do need the right sound for the performance and it is all about the fine arts 110 and we have community members who have momentum we don't want to lose kids because the lack of it. In the meantime, we 111 put the right sound system in place while we work on the rest. It is like our sports teams, we have lots of conversations about 112 athletics and spend because it is what the community wants and it is for kids. We are starting to come to a solution and it 113 maintains the momentum you started, this would give us some time to think bigger. He is looking at the \$120,000 overall not just 114 the \$26,000. How do we get businesses involved, community members, do car washes, get kids involved etc. We do these 115 things with trips and sports and can do it with the performing arts as well. He is glad we have a plan moving forward. Ms. Crotty 116 noted if we have to rent it this year while we raise funds she is perfectly fine with that, she just wants a sound system. Last year, 117 the Alliance tried to rent it Ms. Waldo is not hear to speak to why it didn't work but it didn't work. As long as we can hear them, that is her main goal. A question was raised if renting one would compare to installing one, would it be better perhaps than 118 119 owning it. Mr. McGonegal replied he uses Behringer for a rental system, it won't be better. From the audiences perspective it 120 will be identical, it will sound the same, and he doesn't know how many mics etc. are in his rental system. He is under the 121 impression he brings in his own amps and cabinets but he doesn't know, as they didn't really focus on that. A question was 122 raised how long it would take to install a rental. Mr. McGonegal responded it would take about 2-3 hours. A question was raised how often we would need to rent one. Mr. McGonegal responded it would depend on how long it takes to raise the money and 123

124 there are grants. Superintendent voiced he and Ms. LaPlante would help writing a grant. Ms. Crotty believes we would need a 125 rental for about 5-6 events throughout the year, she is not sure we would need it for all of them. It was noted renting one might be the way to go to bridge the gap. A question was raised what the life of a system is. Mr. McGonegal responded that as long as 126 they are treated well and that is the key statement, maybe 10-12 years then the electronics start to go. Ms. Foss suggests the 127 committee reach out to the Lions Club they will do whatever they can in the community. Ms. Crotty responded a committee 128 member, Mindy Degan is a member of the Lions Club and she had said they prioritize medical help a lot of the time; they helped 129 130 with some kids going to camps too. Ms. Foss encourages her to reach out to them. Mr. Lavoie suggested tabling this until the 131 next board meeting. Ms. Foss agrees. Chairman Golding notes we will table this and revisit it on the 13th. Ms. Crotty asked if 132 there were anything, the Board would like from them for that meeting. Chairman Golding responded we would task the 133 Superintendent and Ms. LaPlante to see about rentals for now. Ms. Crotty said we would start talking about fund raising, she does not know if all the committee can come on the 13th. Mr. Allen voiced he would hate for this to get lost or on the back 134 135 burner. Whether administration or the committee comes back with where we are at with fund raising, available grants and what 136 we need for next year and if we are better off renting for the year or for those specific events. Mr. McGonegal responded it 137 would be for specific events, renting for the year is expensive, this guy rents for the event. Ms. Anzalone spoke for clarification, 138 she understands, when she looks toward the next meeting we will not be able to spend the \$26,000, the next meeting will be 139 what can we do for next year, what can we do for renting equipment and what can we do for budgeting next year. She wants to 140 be sure she is not misunderstanding what the Board is saying and that they leave with some answer. Chairman Golding 141 responded we want to continue to have the conversation, but he doesn't think we can spend the money; it is not fiscally 142 responsible right now. Ms. LaPlante expressed that for her, the summer is obligated with closing out FY 24. She wants the 143 opportunity to discuss grants and sponsor opportunities not just look at rentals, she is concerned she cannot do her part by 144 August 13 and wants to postpone it if we can, as July and August are busy for her. Superintendent voiced that he thinks we can 145 still can keep it moving but get our August start up done and in September make sure it is on the agenda, we would have met 146 already about fund raising, and plan to solicit companies and have a cover letter written. Let's say we choose 2 event for next 147 year and we can talk about fund raising we have been able to raise or plan to and then we can in the first steps of the budget 148 process and have to discuss if we want to put this in the budget. We are stretched out in July, and August and Ms. LaPlante is 149 right to move this to September. Mr. McGonegal noted moving it to September will allow him to get another quote from Sweetwater, Ms. Crotty asked if we do the rental, is that money going to take away from other things for these kids to pay the 150 151 rental fees. Ms. LaPlante confirms no, we will not punish the kids; we will make sure they still have their programs etc. 152 Chairman Golding asked this be on the September 24 agenda if no objection and asked the committee to send over anything they 153 have in terms of quotes etc. in the meantime.

154 155 156

BOARD CORRESPONDENCE

a. Reports

V.

i. Business Administrator's Report

157 Ms. LaPlante reported it has been a busy spring opening up FY 25 and all the other financial components, closing out the year, 158 159 the state changed how we access title funds and it took them by surprise. They also worked on a COPS grant for \$105,000. She 160 does not have an elaborate YTD report right now, the best way to report out is that as of the middle of this month we have is \$495,000 in unspent funds, which includes about \$100,000 worth of projects the school board did approve with unspent funds. 161 162 By the time we factor in the \$100,000 that was approved by the voters we have \$395,000 left. That number may increase by the 163 time we close out all the purchase orders that we still have outstanding right now. She is content with where we are at right now. 164 Mr. Allen exited the meeting. As teachers and kids are going out of the building, the facilities crew is going right in emptying 165 rooms getting key ones ready for the summer programs. The boilers have been ordered and we are waiting on the vendor to 166 receive the product and schedule the install, which will be done by September 30. New England Courts who is our tennis court 167 vendor has determined that the material where the concrete was heaving is substandard we had to pull out the tennis poles as 168 referenced and he material underneath them was substandard causing the heaving concrete. We are waiting on cost to figure out 169 what it is going to take to possibly replace some of that material so once we re-cement the posts they are in there for the long 170 term. Some of the 1-2 inch cracks that were quoted back in 2022 when we first started looking at this have opened up so he is looking at what it will take to cover and fill in some of those, maybe adding some mesh membrane. Any increase cost will come 171 out of FY 25. We are also working on rough estimates for the locker room, it is not as simple as 1, 2, 3 because that is only the 172 173 construction and demo cost. We also have to have an idea of materials and plan to bring it to the Facilities Committee meeting to 174 discuss materials. Then when we bring it forward to the Board, we will have the total cost. She highlighted some donations received in the 23-24 school year: Eugene Edwards - \$100 for baseball program, Brennan & Mackay Appliance, LLC - \$500 for 175 176 baseball program, Sara and Patrick Kenney - \$50 for baseball program, Sandra Reynolds - Technics SX-PX-344 Electric Piano 177 and piano bench valued at approximately \$400, \$150 - American Legion Auxiliary Bent-Burke Post 10 for meal account debt, 178 \$110 - Boys & Girls Club of the Souhegan Valley for meal account debt and \$270 in anonymous donations for meal account 179 debt and knows there are other donations as well these are for the district itself. We are very thankful for what the community 180 does to support our programs directly and indirectly. She spoke of this summer being busy, we are in the office, we are 181 reconciling our financials, the state made some changes and one thing she needs from the Board is to sign the manifests. If they 182 are not signed, it means we are finalizing sometimes 6-8 weeks at a time and it is not the most effective use of our time if we can 183 keep up on it that is the most effective. When you receive the email to sign manifests if you commit to it please do it, if she needs to stay late or come in early she can do that. Mr. Lavoie volunteered to be the Lyndeborough representative to sign the 184 manifests. The tennis court encumbrance, voters approved \$75,000 to rehab the tennis court, which includes site work, is 185

186 complete, straightening and fixing the fence, which was completed and court resurfacing. Legally those funds have to be spent 187 by June 30 unless we have a legally obligating reason. In the absence of a contract, our legal obligation is the school board 188 voting to encumber those funds, saying, the school board recognizes it could not be done because of the weather, it rained cats and dogs all summer long last year and that affected our vendor. There are only so many vendors, we are at their mercy and 189 obviously we couldn't do it this spring because they are still playing catch up. It is not failure to spend it; we could not get 190 191 contractors here due to circumstances beyond our control. She needs a Board vote to carry over and spend the remaining \$42,790 192 from the warrant article to legally carry over these funds and complete this project. If the Board will do that, whatever extra 193 materials costs etc. will have to come from FY 25 otherwise the options are to suspend the project and not fund it or pay it out of 194 FY 25, which is not budgeted. Concern was raised about the situation. A question was raised if we ripped up the entire surface, 195 dig down far enough it sounds like the original surface is going to repaired and if it does not get taken care of the cracks will 196 come back, has it been looked at. Concern was voiced about patching this and not fixing it. Mr. Erb spoke that there is a lot of 197 clay and debris underneath you. We brought it up before and it was voted to fix them, you might as well do it. He brought up that 198 he knew there was clay, no one listened to him, to do it (fix them) you are talking hundreds of thousands of dollars. The vendor 199 has a solution to put membrane over the crack and that would buy you 6-8 years but there is still no guarantee because of what is 200 underneath there. We now have to dig deeper to put the poles in. What was done before, was supposed to keep it down but it 201 didn't work. It was noted this is something for the Board to consider, pouring money into an "empty hole". This was a lengthy 202 discussion, including that the tennis courts have been talked about for quite a long time. If it ends up being too much money to 203 take care of them is there another solution. Discussion about needing to dig down to solid ground as the clay is not solid which is 204 very expensive and will need new quotes. The clay is not just segregated to where the posts are. The Board didn't support it 205 before, the voters voted to spend the money, and now it is worse than first thought. Could we just say no to spend it due to new 206 facts being discovered. What can we do now? Superintendent spoke that it is up to the Board to decide, there was a time the Board approved destruction of the courts. He felt they were unsafe and then that was the right decision to repurpose them but 207 208 that was a couple of years ago and then the community voted to repair it, the dilemma is it is not going to be enough money to 209 repair it and we will be in the same situation and a new Board will face it. The reality is if we keep down this road, we already 210 invested \$20,000-\$30,000 in the fence and site work. We made that investment and to tear it up now is a difficult decision but 211 we also have to accept the fact that the work we do will only be for 6 or so years at best with the membrane and how do we fund 212 the excess cost. That is the next step for us. A guestion was raised if the Board can decide to tear it up, can we as a Board say we 213 need to make the decision to tear it up and what would it cost to do that, what is the process to say this, what is our obligation, do 214 we need to put it back out to the community? Superintendent spoke that we meet on August 13 and he would like to think at that 215 time the vendor would have an accurate quote for us with the membrane so you know exactly what the excess cost is, and when 216 it can be done. We really need that evidence, if it is only \$5,000 more; that might be a different decision vs. \$25,000 more than 217 we budgeted for. The issue becomes what if they can do it in July and now you won't be able to see it until August, this is 218 beyond authorizing a board member to approve a new teacher, this would take more than a full Board vote representing the 219 community. The timing is tricky. Ms. Alley spoke remembering the discussion at district meeting. At the end of the day, you 220 want us to say to carry over the \$42,000 before June 30 but with thought we won't have any answers until August. Is that what 221 you want us to do? Ms. LaPlante responded this is the legal mechanism. The Board can vote to carry funds over, the Board can 222 decide to not finish it and it would become part of unspent funds. If you choose to carry over the funds we will safeguard that if you don't carry it over, it all comes out of FY 25. Ms. Alley noted, if we don't pass it, the kids can't use it anyway. What 223 224 happens to that ground and the cost of not doing anything but tearing it down. Mr. Erb responded a couple of years ago it was 225 \$26,000 to tear it out and put loam in to make it a practice field. Ms. LaPlante noted ideally we would have known about the 226 costs but this has only transpired in the last couple of weeks. Discussion continued that this has been talked about for years; we 227 had a quote to turn it into practice fields and received an email from a couple of citizens saying we need these. It was brought to 228 district meeting, one citizen made an impassioned plea, it was said it may not work and now we want to reapprove this money 229 and potentially add more to fix something that we already knew would not be warrantied to begin with. It was never torn up to 230 begin with and that was something we voted to do. It was noted weather happens but this seems irresponsible, the courts have 231 been talked about for years, if there is clay under there and we are talking membrane and may last 6 years if we do not have 232 monsoon rains like we did 2 years ago. Chairman Golding notes he does not think we should put any more money into it. Mr. 233 Lavoie exited. Mr. Zavgren asked if there is a way we can stipulate we will only spend that only if the repair will last some 234 period of time. Chairman Golding responded that he believes we can only follow the intent of the original warrant. All we are 235 doing now is encumbering the money that was allocated for that warrant and spend it appropriately now. He confirms we do not 236 know how long the repairs would last as there is no warranty on the work. Mr. Zavgren noted he hates to spend the money that 237 does not achieve anything. Mr. Allen returned, he comments right now we are looking to encumber the remaining money from 238 the warrant but will have to raise further funds to repair them. Because it was a warrant article what are the legal obligations in 239 filling that warrant. Ms. LaPlante responded they are to spend the money as the taxpayers gave it to us. It wasn't a mandate to 240 get this done or a warrant to make this happen it was a warrant to raise and appropriate funds to only be used for this purpose. 241 Mr. Lavoie returns. Mr. Allen asks if we vote to not encumber the funds, as he understands that amount of money is not enough 242 to fix the problem, so we can still spend the rest of the \$75,000 and they will still not have tennis courts they can use unless he 243 misunderstands something. Can we vote to not approve this money? Ms. LaPlante confirms you can, your options are, do 244 nothing and the funds go back to the taxpayers, encumber the funds say the repair comes back at \$50,000 and we have \$42,000 245 and only need the balance to come from the FY 25 budget (as an example). It depends on the scope of the work; those are our 2 246 financial options. A question was raised if we encumber the funds and the quote comes back at \$100,000, do we have the option to say we can't come up with the rest of the money? We have the option to encumber the funds and wait to see what the quote 247

248 is. Ms. LaPlante responded correct, we are in this situation because of weather and scheduling through no fault of our own. If the 249 funds were encumbered with the intent to complete the repair, her only caution would be the Board does not vote to complete 250 repair then there be a tangible reason. As an example, we only have \$42,000, the project came in at \$100,000 we can't do the rest of it. That is an option if we don't use the funds it is part of the funds being returned to the taxpayers next year. Ms. LaPlante 251 was asked if she has an opinion on the most ethical choice we could make. Ms. LaPlante responded because we have a possible 252 253 scenario but no actual scenario the most responsible scenario is to carry over the funds, it protects our investment and next years 254 budget. It was well communicated throughout the process it is not a guarantee, there is no warranty if now the cracks have 255 increased and we are looking at using membrane she has concerns, it would be reasonable to see if what we are doing, is the 256 most responsible. Chairman Golding agrees it is our responsibility to encumber this amount only. 257

A MOTION was made by Mr. Lavoie to encumber the funds until next fiscal year, task Mr. Erb to get to get a total cost with
 quotes to completely dig up and build a proper tennis court for the community, bring these new findings of fact to the co-op
 meeting and let the towns people decide what the next best move to make on this subject to be.

262 There was no second to this motion.

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Ms. LaPlante notes it needs 2 separate motions, 1 needs to be to encumber the funds, the auditors and DRA and then another with what you want Mr. Erb to do.

267 *A MOTION was made by Mr. Lavoie SECONDED by Ms. Anzalone to encumber the funds until next fiscal year.*

269 A question was asked if the tennis courts would last 6 years if we did the membrane, was that correct. Chairman Golding 270 responded it is possible they could last 8 years we don't know yet. A question was raised if there would be legal issues if we 271 chose not to encumber the funds. Ms. LaPlante responded, she is not a lawyer, the voters gave us permission to do that, if the 272 school board decides not to do that, they gave us funds to spend not a mandate to do the project. Superintendent added, keep in 273 mind if we don't encumber the funds we need to figure out what to do with the courts. It is still sitting there, an unsafe situation 274 whatever the decision we make there is a cost associated afterwards. It could be \$42,000 to tear it up now. A question was raised 275 if we encumber this next year and decide not do it, we then can't use the funds to destroy it correct. Ms. LaPlante confirms that 276 is correct.

278 *Voting: via roll call vote, six ayes, one nay from Ms. Alley; motion carried.*

A MOTION was made by Mr. Lavoie to task Mr. Erb with the total cost with quotes to completely dig up and build a proper
 tennis court for the community, bring these new findings of fact, to the town co-op meeting and let the town's people decide what
 the next best move to make on this subject should be.

283 Mr. Lavoie explained that his idea is we just voted to encumber the money, the money is to fix the tennis courts we now know it 284 285 will take a lot more money to fix the tennis courts, let's bring these findings of fact to the people who voted for it originally. Let 286 them know it will cost, a certain amount of money to fix these things if they want to take that money and repurposes it, let them 287 decide it is not up to us to decide at this time. They wanted to see the tennis courts get fixed, we tried to fix them, it is not 288 financially responsible for us to continue the project at this time, let's table it and bring these findings and fact to the community. 289 Chairman Golding notes essentially you want to have a warrant article to ask the community what they want to do. Mr. Lavoie 290 thinks it is the most responsible thing to do. Mr. Erb spoke if we are going to wait that long we have to do something where we 291 pull the net poles out to preserve, we will need to do something with the cracks and holes if wait that long. Ms. Alley spoke that 292 she wants the motion to include so the public knows what the options are if it is not feasible to finish the court what the options 293 could be to use that space and the amount it would take to fix that space for practice fields or whatever we decide. A question 294 was raised if we need to have a warrant article for each. Ms. LaPlante responds if she understands correctly you want a warrant 295 article to raise and appropriate \$250,000 (example) to create new tennis courts or a warrant article for \$75,000 to tear down the 296 tennis courts (example), if that is what you are speaking of they do need to be separate warrant articles. Mr. Allen commented he 297 is sick of hearing about these tennis courts and would much rather see Mr. Erb come back to turn it into a kickball field, 298 encumber the funds and if it comes in to fix them an unreasonable amount, return the funds to the public and see if we have 299 funds to turn it into fields etc. Ms. Anzalone commented, encumber the money and determine how much it will realistically cost 300 and as a Board make the final decision. She doesn't want to continue to bring it up as a warrant each year. If we can fix it for 301 \$50,000 great and we can come up with the other \$8,000 or do we have the authority to say we are not going to do this, we make 302 the decision and whatever you do with the funds you do. Superintendent hopes we will have a quote to repair them for 6-8 years 303 for the August 13 meeting. Let's say it is \$50,000 the Board can decide if we want to repair it' we need direction. Mr. Erb has 304 worked for 7 months to get into the queue because the project is so small for them and the weather has not helped. We have 305 fence and site work completed and poles dug up and holes that are filling with water, we won't do anything in July and August 306 have the quote and the Board will give us direction then. If we can get in the queue for August, we will do that but we may need 307 a down payment. Chairman Golding noted we already encumbered the funds, \$42,970. If the quote came in close, we probably 308 won't have an issue to repair them but he doesn't know how much further we would go.

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310 Mr. Lavoie WITHDRAWS his MOTION.

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A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to put a hold on this project until further notice, task Mr. Erb with a total cost with quotes to completely dig up and build a proper tennis court for the community, also quotes to dig up and remove the tennis courts, bring these new findings of fact to the town co-op meeting and let the towns people decide what the next best move to make on this subject should be.

A question was raised what will happen to the courts until the district meeting. Chairman Golding responded he believes it will depend on what the quote comes in at for the repair work. Right now, we have voted to encumber the money, if the quote comes in and it only comes in at that much, great, if it comes in for a little more we will probably fix it because we already encumbered the funds. It would irresponsible to not fix it but if it comes in over that, we will make that decision when we hear about it at the next meeting, hopefully.

323 Superintendent asked a clarifying question if the motion seems the opposite of what was said we would do. It sounded like we 324 would hold off and not do anything until you have quotes for the March (district) meeting. It did not sound like we would bring 325 quotes to the August 13 meeting for the repair work. Mr. Lavoie spoke that his intention is to pause the project until we have the 326 number, the updated quote to Band-Aid the problem then we can decide from there if we will hold off until the co-op meeting or if we will continue with the project. Superintendent noted it sounded like the motion was to hold off with the quotes until the 327 March meeting. We will work on the updated repair quote, as Chairman Golding said and hopefully the vendor can help us get 328 329 the other quote to tear it up for a practice field or tear it up and make a proper one. Discussion was had if we need a motion to say we will get quotes, we already encumbered the money, it seems the motion is saying we get the quote and have to wait until 330 331 district meeting to make a decision. Chairman Golding spoke he believes the intent is if it goes above and beyond which this 332 additional repair work might be it goes to the town to determine what they want to do. Ms. Anzalone asked can't we as a Board 333 just make that decision? Chairman Golding responds yes. She would rather just wait to see what the quotes come back as. Ms. 334 Alley asked if there is a concern that they will start work on it before the next meeting. Chairman Golding noted there is that 335 possibility as we have already encumbered the funds and that was the intent of the warrant. Superintendent asked for clarification, if they can start the work in July and they say it will cost \$50,000 are we still going to continue with the work and 336 337 ask for the balance that we are over? It sounds like the Board wants to vote on the total cost of the repair. If it costs \$75,000 the 338 Board may not in favor of repairing it but if it is \$43,000 you will probably agree to that. Superintendent asks if you are saying if 339 we can get the work done in July to go ahead and move forward with it. It sounds like we should be waiting for August 13 for 340 the Board to give us direction to move forward depending on what the cost is for the repair. Mr. Lavoie spoke that this is where 341 his concern is, he know having clay as a base it will just never work. He doesn't think we should spend \$50,000 with that finding of fact to Band-Aid this thing because we will have to do it again and again until eventually someone gets smart, digs up the 342 343 entire thing and rebuilds it from the base up. His motion is going beyond where we need to be today but feels it is the most 344 financial one. Mr. Allen spoke that his intent is to vote against this motion, but would entertain a motion to direct administration 345 to take no action without Board vote until the findings come back only so it does not get done while we are on recess in July. Chairman Golding spoke his personal opinion is if he quote comes in over the \$42,970 that we don't spend another dime on it. 346

Voting: via roll call vote, seven nays from Ms. Alley, Mr. Allen, Mr. Zavgren, Ms. Anzalone, Mr. Lavoie, Ms. Foss and Chairman
Golding, motion fails unanimously.

A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to direct administration and the facilities manager to
 make no repairs until the Board has reviewed the quotes for repair and had the opportunity to vote to move forward.
 Voting: via roll call vote, all aye; motion carried.

ii. Director of Technology's Report

356 Mr. Buroker reported 71 new tickets, 8 open tickets with an average close time of 23 days and many of those need to wait until summer vacation for them to be acted on. Collecting Chromebooks this year was much better than last year. He gave a shout-out 357 to Assistant Principal Gosselin and Principal Ronning for their invaluable support. ParentSquare is up and running, 358 administration has been invited to train on the new platform. We will push out training to teachers when they come back. 359 360 Tomorrow work will be done to integrate the radios with the PA system at WLC. He spoke of the Data Governance Plan, he reviewed not much has changed since last year other than one exception, the Board revised policy EHAB last year and of the 4 361 362 major changes talks about an exception to data privacy we hold students to. The exception being students pursuing career 363 interests. He read the section "utilizing approved but non-vetted applications for career exploration courses with parental 364 consent. NH RSA189:66 provides an exception that students participating in career exploration or career technical education 365 may, with written parental consent, register for technology platform and services to be used as part of the student's approved 366 program of study, which require the provision of personally identifiable information. The RSA also requires that copies of 367 written parental consent shall be retained as part of a students' educational record". It would only apply to HS and we would 368 send out a parental consent anytime there was a platform we needed to use for college or occupational training that type of thing, 369 but could not get it approved because it does not meet our privacy standards. We would need to get it back before the student can 370 use that platform. There is also a provision in here that students cannot be penalized for not having parental consent and teachers

must provide an alternative activity for the time they would be using these career, exploration platforms. This will be appendix
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A MOTION was made by Ms. Foss and SECONDED by Mr. Zavgren to accept the Data Governance Plan as written. Voting: via roll call vote, all aye; motion carried.

VI. DATA PRESENTATION

378 Ms. Dignan reviewed the agenda, timeline and what the colors mean in the graphs (a copy of the PowerPoint is attached to these 379 minutes). She highlighted certain slides and notes she is happy to go over any other slides. Slide 13 shows grades 2-5 iReady 380 math is similar to what we had in the MS (last board meeting) each graph shows first our results, NH results and national results. 381 We are outperforming the state and nation. Slide 16 shows grades K-1, iReady math, our first grades and Kindergarten are out 382 performing the state and nation. With Kindergarten, they cannot be more than 2 grade levels behind. Slide 22 shows reading 383 iReady grades 2-5 we are either above or around the state and nation. Slide 25, K-1, iReady-reading shows more students on or 384 above than the state and nation and 1st grade is relatively close to the state and nation. NHS SAS (NH Statewide Assessment 385 System) assesses students in reading, writing and math in grades 3-8, science grades 5, 8, and 11. She reviewed the colors and 386 scale. She notes for our data, we put level 3 and 4 together because they are both considered proficient. Slide 29 NH SAS shows 387 class of 2031(our current 5th grade) consistently, historically at or above the state average. These are all preliminary and not on the state website yet. Slide 30 NH SAS math, class of 2032 (our current 4th grade) had a 21% increase in math proficiency. Slide 388 31, NH SAS math, class of 2033 (our current 3rd grade) shows there is no state data yet released from the state, results show 48% 389 390 of these students are proficient in math. NH SAS just released the ELA, class of 2031, slide 33 (current 5th grade) shows they are consistently at or above the state average. NH SAS, ELA, slide 34, class of 2032 (current 4th grade) has increased their score again with a higher percent of proficiency. NH SAS, ELA, slide 35, class of 2033 (current 3rd grade) shows 47% are proficient in 391 392 393 ELA. Principal Fuller reviewed what we have done on slide 37, we continued with data and transition meetings, continue to 394 develop and vet the curriculum through our PD days, continue with math PD (slide 38) and target our interventions for numbers 395 and operations and vocabulary. Slide 39 shows what is next for LCS and FRES specifically. We met with our sending and receiving teachers for data meetings. Summer Academy will start after July 4th holiday. We have a new kindergarten extended 396 vear program happening now at LCS, which targets our neediest learners there. We are going to utilize the kindergarten screener 397 398 to tailor classes next year and continue our PD in science of reading. Many teachers are attending LTRS training and the 399 vocabulary book study. We have an accelerated learning program, which had 12 students in it, and the Crazy 8 enrichment 400 program has a wait list. Ms. Dignan added that there was also tutoring at FRES for reading and math. She shared some bonus 401 data, math K-8, our median student made 100% of their annual typical growth goal in math, which is a huge amount and the 402 same thing for reading, our median student, made 121% of their annual typical growth goal in reading K-8. She included iReady bonus data in the slides about growth from when students took the assessment for the first time and this last time. 403

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VII. CALL FOR RESOLUTIONS

Superintendent explained this comes up each year, the NHSBA resolutions are their guiding principles, in some ways it is like 406 407 our policies, and they guide the process and policies of their organization. Each district can send 1 delegate and the assembly 408 members vote on the resolutions. Before that as a School Board, you look over the proposed resolutions and vote on how the 409 delegate should vote. You also have the opportunity to write and submit one. We did not submit a resolution last year, we did 410 submit one in 2021 and it addressed the concern with the Board of comingling funds. That is the only significant resolution the 411 Board considered and it has to do with how they use lobbying funds and how do we separate the funds and not mix them 412 together which looks like every district violates. Ms. LaPlante has a plan to move forward next fiscal year with it. The Delegate 413 Assembly is October 19. He recommends we review resolutions in September and elect a delegate. The dilemma with the 414 resolution is if you want to do one we would have to do it tonight as the deadline is August 2. Ms. LaPlante spoke that it has 415 been talked about since she started here that we have to protect those funds. There is an RSA that states you can't use federal 416 funds for lobbying and there have been a lot of questions regarding if they are considered a lobbying organization. A work 417 around we made last year but not in time to make the payment is we will open a separate bank account, only deposit local funds 418 into it and cut the check from that account. She didn't want to open it now so that the auditors didn't spent time and effort 419 auditing an empty account, it will be done for next fiscal year when we pay the NHSBA dues and it will meet the requirement 420 and intent. Superintendent spoke that conversation from a prior board member was a reasonable one, other districts have tried to 421 find a solution and it is reasonable, we have a solution just have to wait for July 1 to make it work. Ms. Anzalone asked would it 422 be money we locally raise. Ms. LaPlante gave an example she may take an appropriation check and some of that goes into that 423 account, it is not comingling it with any federal funds. Ms. Anzalone state that makes it worse, now we are using our local 424 money going to lobbyists. Ms. LaPlante notes it is all the same money. Right now, all of our funds go into one bank account. 425 What we had done to show the School Boards intent of not using federal funds is send a letter to say we do not consider these 426 federal funds. Whether it is local funds or federal funds, we currently will receive the same pot of money no matter what. 427 Chairman asked if anyone has a resolution to bring up. Mr. Allen stated he doesn't have a resolution but would like to see this 428 Board have a resolution that directs the NHSBA to not use member dues for lobbying dues. Ms. Anzalone agrees with this and it 429 was discussed. She thought the intent of the person who brought it up before was that our dues are going to lobbying that not 430 everyone may agree with. Do we just vote as a Board to do that? Superintendent notes we would use the same format for 431 submitting it, he doesn't know that we can take the time to write it out here but the Board would have to vote. He will write your 432 intent in the language and whoever is the lucky person going to the Delegate Assembly has to speak to that resolution and

- advocate for it in front of the assembly. The Board would need to vote on this. It will be sent to the person appointed in July andthat board member can look it over to be sure it is the motion and intent.
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 436 *A MOTION was made by Ms. Anzalone that as a Board we present a resolution to not use membership dues for lobbying...*437 Motion not completed.

A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to direct administration to write a resolution in the
 appropriate language that directs the NHSBA to not use member dues for lobbying purposes.

442 Ms. Foss spoke that when she went to the Delegate Assembly last year, she asked them about their lobbyists because hearing 443 people talk from this Board she expected to see a huge lobbyist group representing them. That is usually the way it is like in her 444 speech and language group, but they told her they don't have that. They have, she believes the president, a female, (doesn't 445 remember the name) who has to list themselves as a lobbyist. If you don't have a group that goes and follows these bills, you 446 don't know what is coming. The individual there is listed as lobbyist as they felt it was better to list her but it is not like she goes 447 out to lobby and has clientele. She doesn't have a problem with her answer and Ms. Foss would not support this solution. Mr. 448 Allen responded if that is how she represented it to you she was completely inaccurate in her represented and is it listed on the 449 NHSBA website that one of their major roles is legislative advocacy lobbying and they are registered as lobbying because they do lobbyist activities. Ms. Foss asked if it specifically says who that is. He didn't dig into the specifics. In the emails they send 450 us they list which bills they support and don't, what their lobbyist activities are on behalf of us and sometimes they represent our 451 taxpayers and sometimes they go against our taxpayers. A lot of constituents have issue with taking our local, federal tax funds it 452 453 doesn't matter giving it to an organization that they feel lobby's against their interest. He likes NHSBA because he feels it does 454 save us in attorney fees, they are a good resource for legal services but he feels their lobbying efforts are not always, in line with 455 what we as a district maybe it does some individuals but he feels he does not want them to use their funds for lobbying. The 456 feedback he gets from the people he talks to in the community and he feels they would rather not pay an organization to do 457 blanket lobbying, sometimes they agree with it and sometimes they don't. 458

459 *Voting: via roll call vote, four ayes, two nays from Ms. Foss and Chairman Golding, one abstention from Mr. Zavgren, motion carried.*461

462 Superintendent was directed by the Chairman to draft the resolution as soon as possible.

VIII. YTD REPORTS

Ms. LaPlante reported she does not have an in-depth YTD report because of the way our encumbrance are showing and defers
back to her Business Administrator's Report. We have about \$495,000 in unspent funds with about \$100,000 tied up to go into
the Building & Roadways Capital Reserve fund as a result from voter action. We are looking at about \$395,000 as the middle of
this month.

IX. POLICIES

a. 2nd Read

i. EEA-Student Transport Services

473 Mr. Lavoie reviewed there were no changes since the last reading. He asked for any questions. Ms. Anzalone spoke that she 474 believes that one stipulates we have to provide transport within a certain amount, it is not saying if some student lives closer we 475 will not provide it. Mr. Lavoie responded, correct that would be a Superintendent issues. Ms. Anzalone asked if we look at every 476 school, if someone lived close to FRES but not WLC, do we judge it by which school they attend. Superintendent spoke that the 477 primary issue is safety there are something communities where is not enough room on the bus for us it is more about safety. He 478 gave the example of the parent who spoke at public comment last meeting her issue was about safety. Principal Fuller worked 479 with the transportation company and they altered the route so they can ride the bus. Typically, the routes are set early and usually 480 it is a good process. There is a policy that parents can request a change. 481

- A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to accept policy EEA-Student Transport Services as written.
 Voting: via roll call vote, all aye, motion carried.

ii. EEA-R-Procedure for Requesting Bus Stop Change

486 Mr. Lavoie reviewed there were no changes since the last reading and asked for any discussion. No discussion heard.

A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to accept policy EEA-R-Procedure for Requesting Bus Stop
 Change as written.

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

iii. EEAE-School Bus Safety Program

493 Mr. Lavoie reviewed there were no changes since the last reading and asked for any discussion. No discussion heard.

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A MOTION was made by Mr. Allen and SECONDED by Mr. Lavoie to accept policy EEAE-School Bus Safety Program as written.

497 *Voting: via roll call vote, all aye, motion carried.* 498

iv. EEAE-R Safety Guidelines for Parents/Guardians of Students Using School Buses

Mr. Lavoie reviewed there were no changes since the last reading and asked for any discussion. No discussion heard. 500 501

- 502 A MOTION was made by Mr. Allen and SECONDED by Mr. Lavoie to accept policy EEAE-R Safety Guidelines for
- 503 Parents/Guardians of Students Using School Buses as written.

504 Voting: via roll call vote, all ave, motion carried. 505

v. ECAF-Audio and Visual Surveillance on School Buses

507 Mr. Lavoie reviewed there were no changes since the last reading and asked for any discussion. No discussion heard. 508

509 A MOTION was made by Mr. Allen and SECONDED by Mr. Lavoie to accept policy ECAF-Audio and Visual Surveillance on 510 School Buses as written.

511 *Voting: via roll call vote, all aye, motion carried.* 512

vi. JICC-Student Conduct on School Buses

Mr. Lavoie reviewed there were no changes since the last reading and asked for any discussion. No discussion heard. 514 515

516 A MOTION was made by Mr. Allen and SECONDED by Ms. Foss to accept policy JICC-Student Conduct on School Buses as 517 written.

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

X. **ACTION ITEMS**

a. Approve Minutes of Previous Meeting

522 A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to approve the minutes of June 11, 2023 as written. 523 *Voting: via roll call vote, all aye, motion carried.* 524

b. July Appointments

526 Superintendent reviewed because there is a school board recess in July, there may be times when we have a position we can fill 527 and to wait until August 13 to have the Board vote on that, we may lose the opportunity to recruit and hire that person. The Board has appointed a single person that can make that decision on behalf of the Board. In past years, we have a number of 528 529 openings in July and it was challenging. Currently we have 1 opening remaining assuming the Board approves the positon tonight for computer science. Looking ahead, that person may work with administration to review the resume and authorize the 530 hiring of the candidate. The Board has to take a vote to nominate one person and then that one person will be the spokesperson in 531 July or until the Board reconvenes. A brief discussion was had nothing had come up last year but the full board will be informed 532 533 if it is needed. Chairman Golding volunteered, no objection heard. 534

535 A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to give authority to Chairman Golding to appoint 536 teachers until August 13 when the Board reconvenes.

537 *Voting: via roll call vote, all aye, motion carried.* 538

XI. **COMMITTEE REPORTS**

i. Strategic Planning Committee

541 Ms. Anzalone reviewed it was a short meeting; she was elected Chair and Ms. Cloutier-Cabral as Vice Chair. Superintendent added, he recalled 2 things, 1 was an action plan for administration to complete the district report card, look at data points, set 542 goals and present that to the Strategic Planning Committee in early August. The Strategic Planning Committee will speak on 543 August 13 at the Board meeting. This will look at data points different from Ms. Dignan's data, attendance data, the number of 544 kids taking advanced courses etc. The bigger issue is the purpose of the committee and its role, what is our mission and 545 546 objective. We talked about the SRO being placed on that agenda and still on there and part of the budget process and if we will 547 include it in the budget but what is the role of the committee and mission. August 5 is the next meeting. Chairman Golding spoke 548 that it is a Board directed committee, we give you the task and they do the legwork. He sees no reason to change that. Superintendent spoke of his experience with strategic planning, it is to develop a comprehensive, plan, some bring in a 549 550 facilitator, and that is not the mission of this committee. We have the SRO, data report card and to set goal for the next school year, those are the big things in August for us. Chairman Golding commented he thinks that is a great direction. 551

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- XII. **RESIGNATIONS / APPOINTMENTS / LEAVES**
 - FYI-Resignation-Christina Stamoulis-Paraprofessional a.
- **FYI-Resignation-Jill Hopkins-Food Services** b.
- **Resignation-Alison Bass-FRES 5th Grade Teacher** c.

- 557 Superintendent reviewed the resignations. He read a from Ms. Bass's resignation letter emphasizing her decision is not
- influenced by her colleagues or students at FRES. "It has been a tough choice because the students here are truly amazing and
 have made the last 2 years worthwhile. Additionally, my colleagues, particularly the 4th and 5th grade team have been incredibly
- supportive of me and each other, adding another layer of complexity to my decision". He feels we turned the corner and there
- was a time with a different tone. She is leaving reluctantly and that says a lot about our district. It is a credit to our community and School Board where we are and the focus on the kids
- and School Board where we are and the focus on the kids.
- 564 There was a brief discussion out of curiosity, of the penalty for resignation in the new WLCTA CBA and if it is in effect as it 565 starts on 7/1/24 but a contract was signed for 24-25. Superintendent suggested checking with the attorney to look at that and get 566 back to the Board. He was asked if there were anything else he would share about that resignation. Superintendent responded, 567 not really other than it was a family decision.
- A MOTION was made by Ms. Foss and SECONDED by Mr. Zavgren to accept the resignation of Ms. Alison Bass, 5th Grade
 Teacher.
- 571 *Voting: via roll call vote, six ayes, one nay from Mr. Lavoie (who does not want her to go), motion carried.* 572
- Ms. Anzalone reviewed that section in the CBA. Ms. Foss spoke of wanting to know the likelihood that we could hold someone accountable for that. She wanted to know if it would cost a lot of money if we pushed that if someone resigns. She has concern about that. Mr. Allen voiced that lawyers vetted these contracts when they were written and he believes this question was asked. He remembers them saying it is a contract. Superintendent confirms our school attorney did look at it and approved it. Ms. Foss would like it asked again.
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- Appointment-Andrea Lawner-FRES-3rd Grade Teacher
- 579 Superintendent reviewed the nomination of Ms. Lawner and notes she completes her Masters this week. It was noted we don't have an opening for 3rd grade; we have an opening for the 5th grade. Principal Fuller explained that is correct. We have a 3rd grade teacher ask to be transferred to 5th grade, Ms. Hobbs. Superintendent noted she had taught 5th grade in Massachusetts and this will be her 3rd year with us.
- A MOTION was made by Mr. Allen and SECONDED by Ms. Foss to appoint Ms. Andrea Lawner, 3rd Grade Teacher, salary of
 \$49,000, Masters, Step 1.
- 586 Voting: via roll call vote, all aye, motion carried.587

XIII. PUBLIC COMMENTS

589 The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the590 meeting asking if they wanted to comment.

- 592 Ms. Mel Jones apologized she was not in person with Ms. Crotty and Mr. McGonegal. It sounds like there was good information
 593 tonight from you guys and asked if there was anything else, the Board needs from them. She had dates etc. but no one was
 594 chatting with her. Chairman Golding responded I think we are all set right now.
 - XIV. SCHOOL BOARD MEMBER COMMENTS

Mr. Allen commented we got through a lot of things tonight, some bigger ticket stuff as a Board and did that well together which is appreciated. One of the things he loves about this Board is our ability to agree or disagree and drive on. He appreciates the staff for the work they do behind the scenes to make these meetings run smoothly, you do an incredible job every day in and day out. He is very appreciative, it is indicative of how this district is moving, and we are doing things correctly and ethically. He appreciates all of you; you are doing a phenomenal job.

- Mr. Zavgren spoke of the efforts of the WLC Performance Tech Committee it is a positive thing and would do anything he can
 to help that go forward.
- Mr. Lavoie congratulated the staff and administration at FRES for another successful testing year, things are on the rise as usual,
 as they have been and congratulated Principal Fuller for leading that. You are doing a great job. Have a great summer
 everybody.
- Ms. Alley thanked the WLC Performance Tech Committee for coming by and presenting what they feel the school needed and
 effort they put into that. She congratulated the new teacher and sad to see those leaving FRES and WLC.
- 613 Ms. LaPlante asked for permission to comment. Permission was granted. Ms. LaPlante commented that she is thankful for the
- 614 way this Board has functioned this past fiscal year, school year. It was evident in give and take discussions tonight both hard
- 615 conversations about the sound system and tennis courts, things like that and really wanted to applaud the Board for the progress
- 616 you made with being more inclusive with feedback, both amongst yourselves and administration. She voiced to be blunt, a year

- and a half ago she probably would not have given you the feedback that she did. As an employee to employer, thank you for
- 618 making this a much more welcoming environment for us. Thank you.
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XV. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)

621 *A MOTION was made by Ms. Anzalone and SECONDED by Mr. Allen to enter Non-Public Session to discuss personnel matters* 622 *BSA 91.4: 3 II (C) at 9:12 nm*

- 622 *RSA 91-A: 3 II (C) at 9:12pm.*
- 623 Voting: via roll call vote, all aye, motion carried.624

RETURN TO PUBLIC SESSION

- 626 The Board entered public session at 9:53pm.627
- A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (C) by Mr. Allen and SECONDED by Ms. Anzalone.
 Voting: via roll call vote, all aye, motion carried.

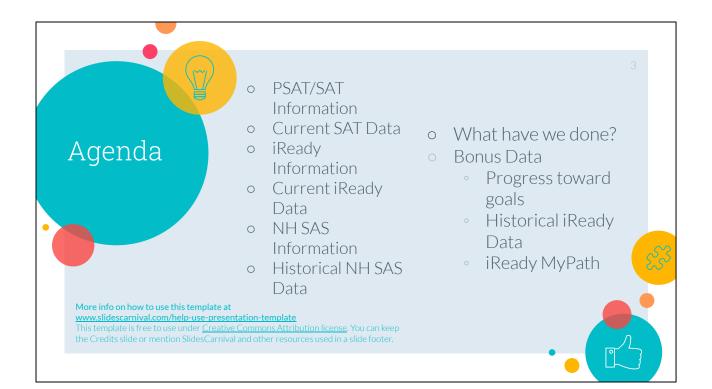
XVI. ADJOURNMENT

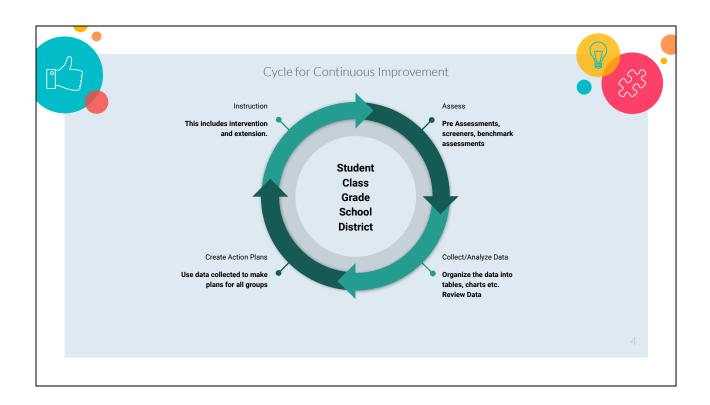
- *A MOTION was made by Mr. Allen and SECONDED by Mr. Zavgren to adjourn the Board meeting at 9:54pm. Voting: via roll call vote, all aye, motion carried.*
- 633 Voting: via roll call vote, all aye, motion ca 634
- 635 *Respectfully submitted,*
- 636 Kristina Fowler
- 637



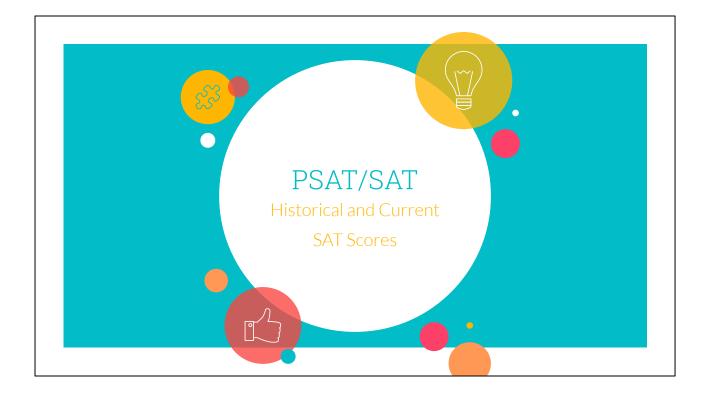


This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.



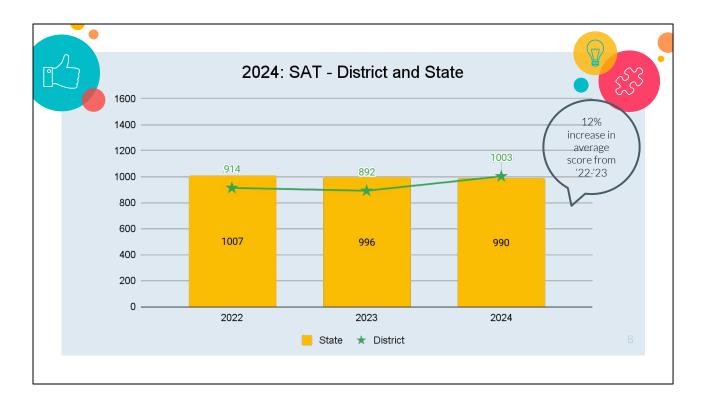


As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.



	PSAT/SA	T Timeline	6
PSAT 9	PSAT 10	PSAT/NMSQT	SAT
Taken annually in March by students in 9th grade.	Taken annually in March by students in 10th grade.	Taken annually in October by students in 11th grade.	Taken annually in March by students in 11th grade.





This graph shows state and district SAT data from 2022-2024. The pink is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is the teal color. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 90 points. Our average score has improved from last year to this year about 110 points.

This increase in average score can be attributed to multiple factors. This last year, our students have participated in WIN at WLC. Students were provided with a number of opportunities to support their growth this year.

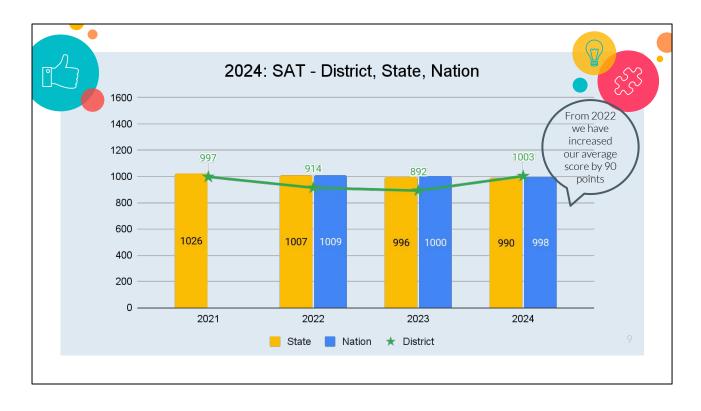
Their College Board accounts (the company who does the SAT testing) were linked to Khan Academy (an online platform with interactive lessons) to provide students with personalized learning opportunities.

Stephanie Erickson provided SAT prep for students to complete during Advisory this year. This work included a variety of skills in both reading and writing, as well as test taking strategies.

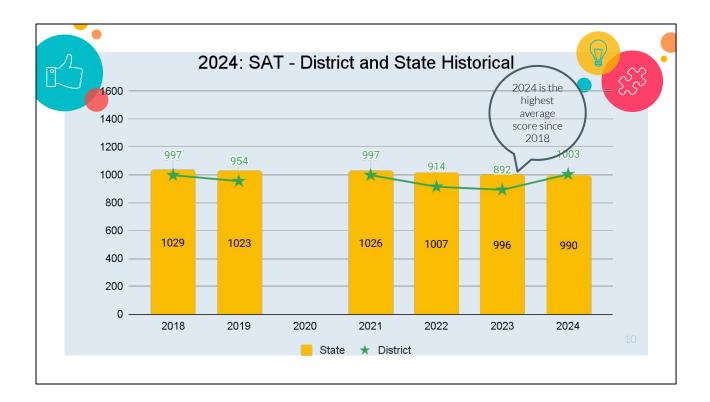
WLC hosted an SAT informational evening, which included presentations from the department heads.

WLC offered FREE in-person/online tutoring for SAT prep in both Math and Reading.

Overall this success is due to the fact that WLC staff and students have worked collaboratively to make learning a priority.

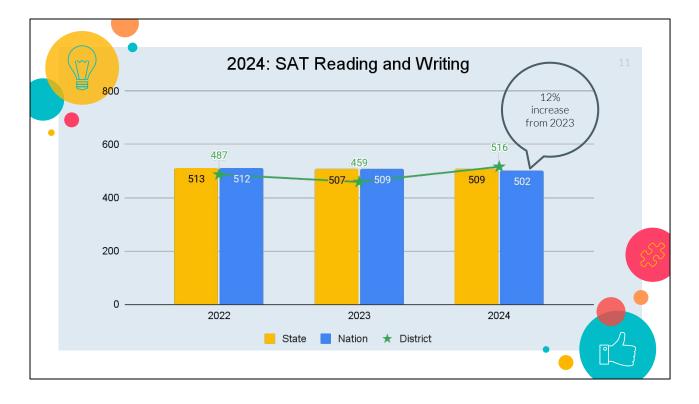


This graph shows national (missing for 2021), state, and district SAT data from 2021-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by about 10 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 90 points. Our average score has improved from last year to this year about 110 points.

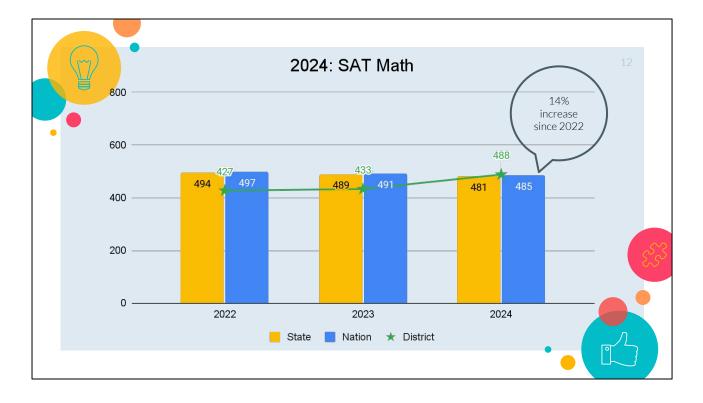


This graph shows state, and district SAT data from 2018-2024. This is valuable information because it shows how our students were performing prior to the pandemic, and how they are performing now.

This year's score is the highest average score our district has on record since 2018.



This graph shows national, state, and district SAT Reading and Writing data from 2022-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by about 10 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 30 points. Our average reading and writing score has improved from last year to this year about 60 points.



This graph shows national, state, and district SAT Math data from 2022-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by 12 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average Math score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average Math score by about 61 points. Our average Math score has improved from last year to this year about 55 points.



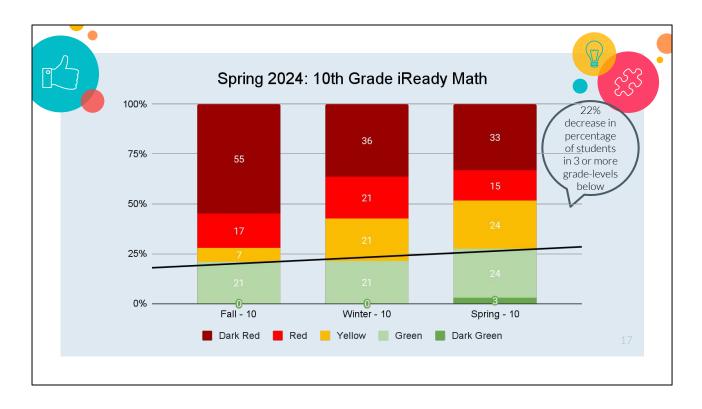
	iReady Ber	nchmark Testing '	Windows
Septer	mber 2023	January 2024	May 2024
collecte meet to data and	fall nark data is ed. Teams analyze d develop or students.	iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.	iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

We take our iReady benchmark assessment three times a year, K-10.

	iReady Scale				
Deep Red	Red	Yellow	Green	Dark Green	
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.	

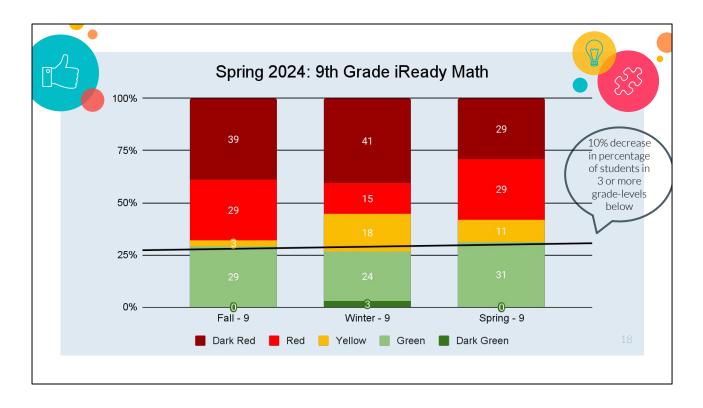
Just to review what each of our colors means. I know it has been a while, so to orient you to the colors, yellow is where most students should be scoring at the beginning of the school year and as we move toward the end of the year we want to see a higher percentage of students moving into the green. Our goal is to move students from any color band into the next color band whether that is light green to dark green, or red to yellow. We are aiming to have all students on a path of continual improvement, gaining one grade-levels worth of growth for each student based on their iReady scores



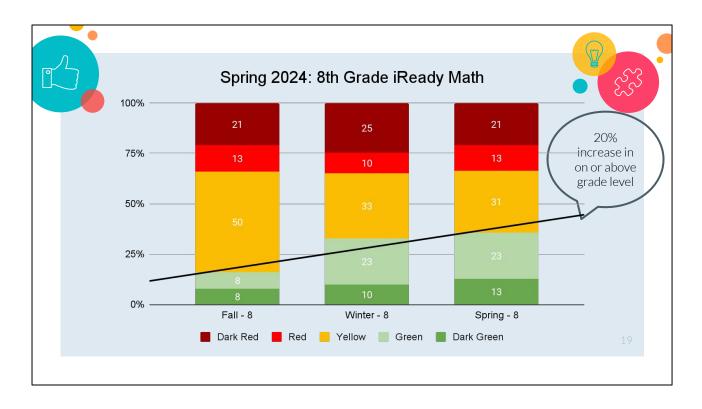


This is where our tenth grade students scored in math in the fall, the winter, and where they are right now. These numbers represent the percentage of students in each color gradient for that particular grade-level. The black line at the top of the on grade-level color band is our trendline. You will notice the percentage of students in the 3 or more grade-levels below has decreased by 22%, and the percentage of students in the one grade level below has increased by 17%. This shows that we are reaching our students who are struggling the most.

This decrease in the percentage of students within 3 or more grade-levels below could be caused by multiple factors. The high school has implemented a new WIN block which is providing personalized learning including SAT Prep (Khan Academy as well as Stephanie Erickson's work), and iReady MyPath if students are scoring below an 8th grade level on iReady. We have had a heavy focus on math due to the fact that our math scores were the largest area of struggle in both 9th and 10th grade.

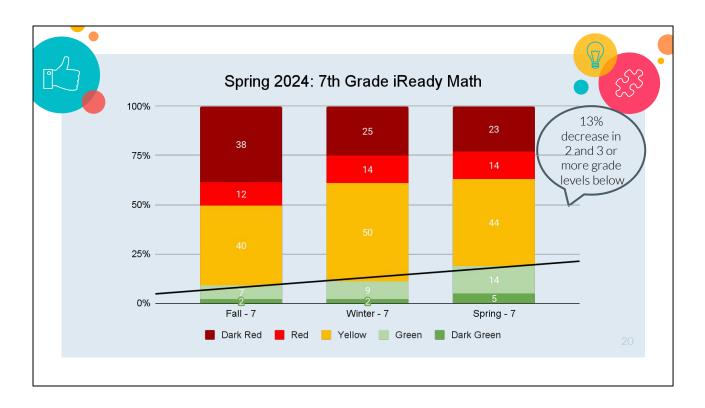


This is a comparison of our ninth grade students from the fall and winter benchmark to this most recent benchmark. These numbers represent the percentage of students in each grade-level band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in the 3 or more grade-levels behind has decreased by 10%, and the percentage of students in the one grade level below has increased by 8%. This shows that we are moving students from 3 or more grade levels below to one grade level behind.

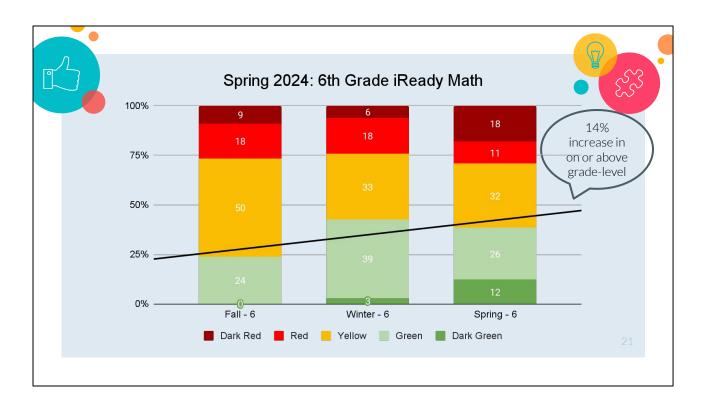


This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in the on and above grade level, and a decrease in the students who are one grade level behind.

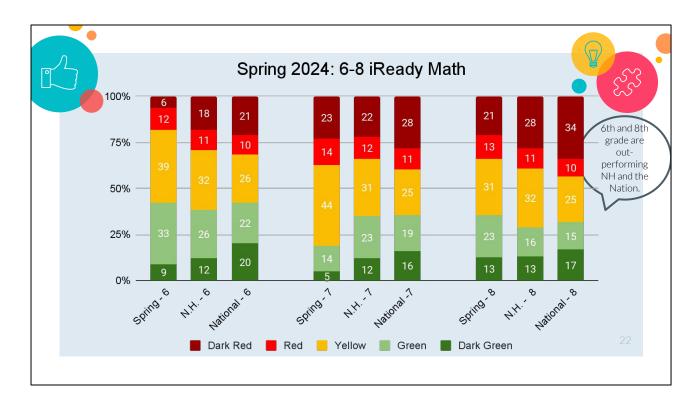
These increases can be attributed to the WIN block implemented at the middle school as well. Not only are teachers working with students to ensure they are completing their MyPath, but students are receiving Title I tutoring at the middle school and are working in small groups with their classroom teachers to hone their skills.



This is a comparison of our 7th grade students from the fall benchmark, the winter benchmark, and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students in both on and above grade level have increased. The decrease in the percentage of students in two and three or more grade levels below has decreased by 13%. We are moving students from 3 or more grade-levels behind to 2 grade-levels behind and 1 grade-level behind.

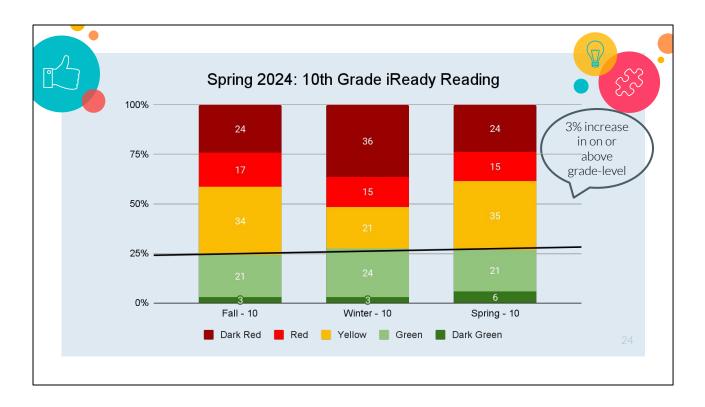


This is a comparison of our 6th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade level has increased by 14%.



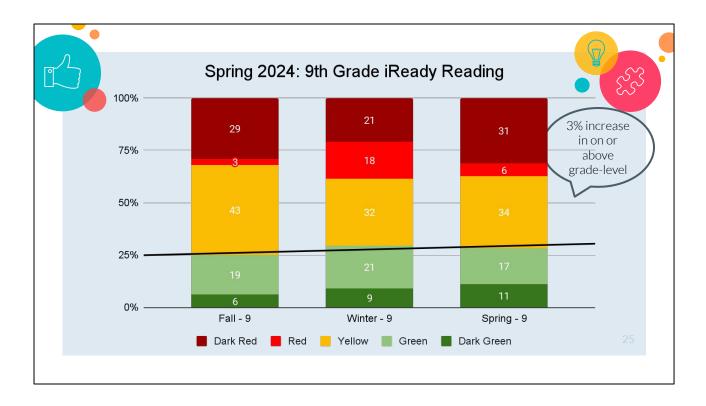
This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. Each grade has three bars for a reason. The first bar in each set is the percentage of students who fell within each color band in our most recent benchmark assessment. The second bar in each set is the percentage of students who took iReady and fell within each color band within the final benchmark window. The final bar is the percentage of students in the nation who took iReady and fell within each color band in the final benchmark window.



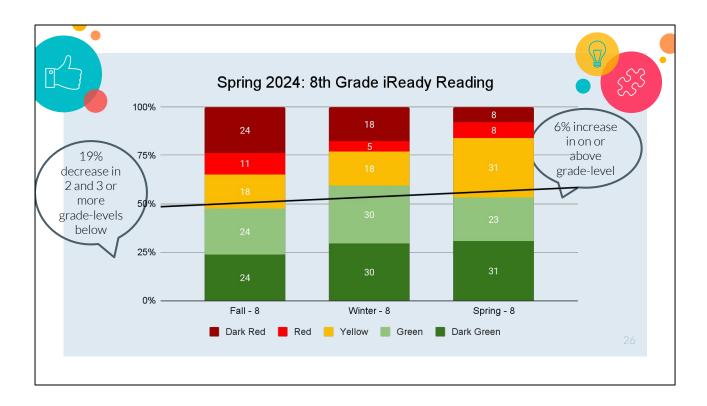


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased by 3%.

As we mentioned earlier in the slides, our focus has been on math this year as far as interventions go, which explains why there was not as much of a drastic increase in reading.

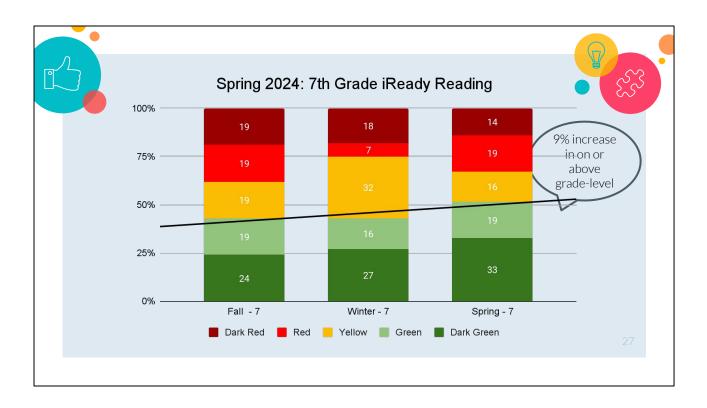


This is where our ninth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within the on or above grade-level bands has increased by 3%.

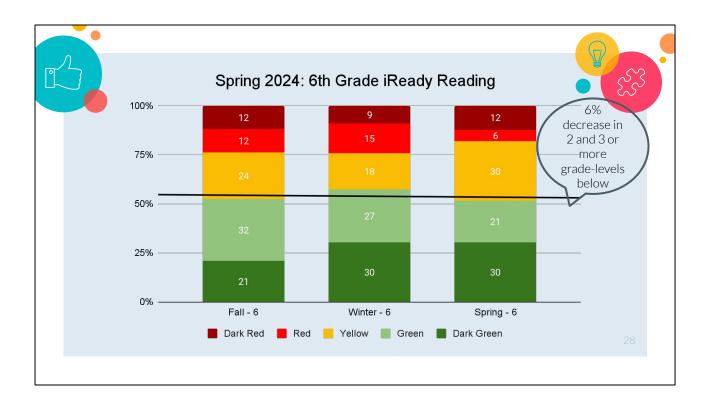


This is a comparison of our 8th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both on and above grade-level by 6%, and a decrease in 2 and 3 grade-levels below by 19%.

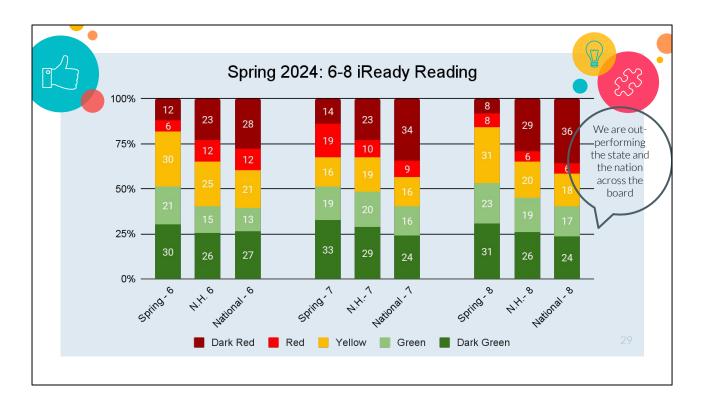
These improvements can be attributed to the teacher instruction, interventions, and iReady MyPath.



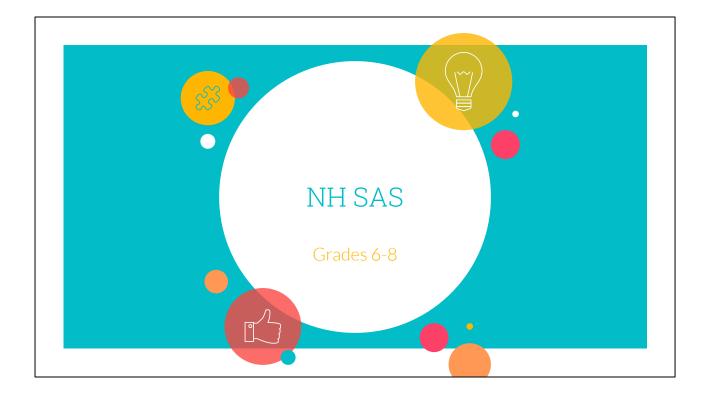
This is a comparison of our 7th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The increase in the percentage of students in the on or above grade-level has increased by 9%. This shows that we are taking students who are one grade-level below and moving them toward meeting on grade-level expectations.

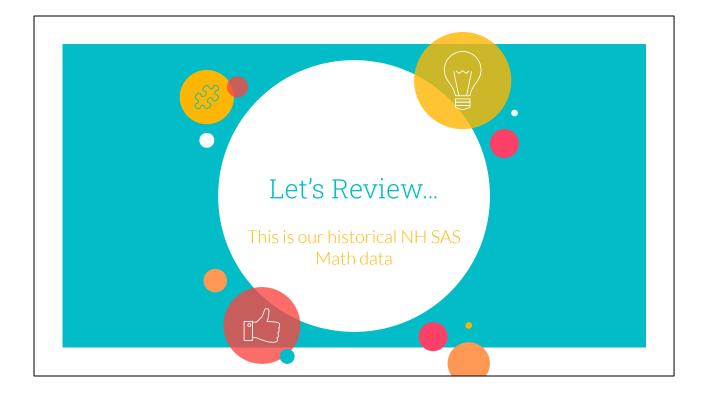


This is a comparison of our 6th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two and three or more grade-levels below has decreased by 6%.

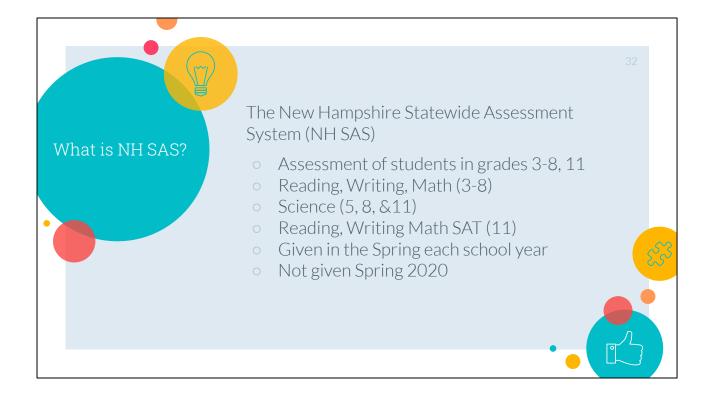


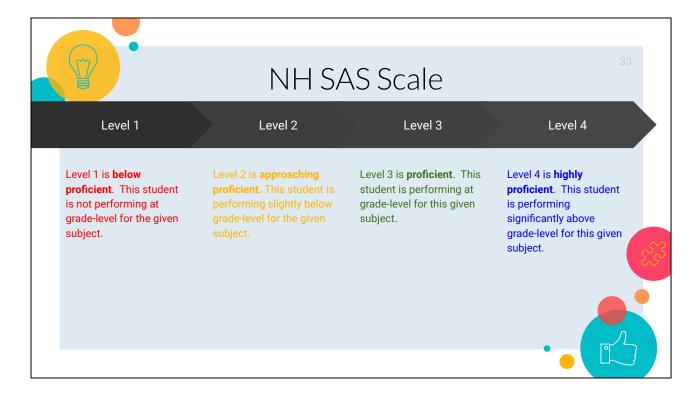
This graph mirrors the middle school math graph where the first column is our students most recent benchmark assessment, the second column is a comparison of other students in New Hampshire in this benchmark window, and the last column is the comparison of other students in the Nation in this benchmark window for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.



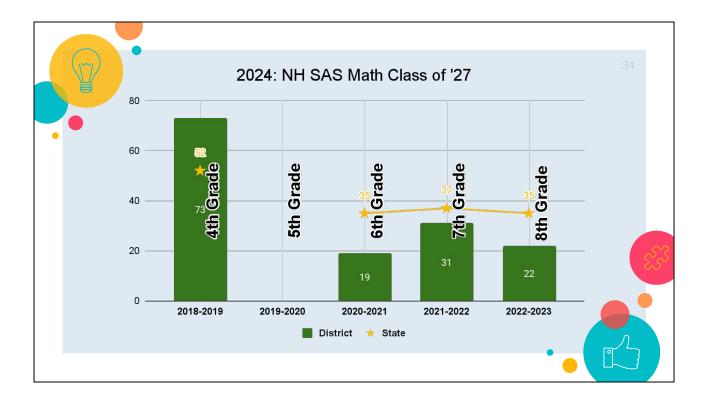


The data for this year is still considered preliminary data, so there is no current comparison to the state. Additionally, due to the way the Department of Education is scoring the English Language Arts Assessment, that data is currently not yet available.

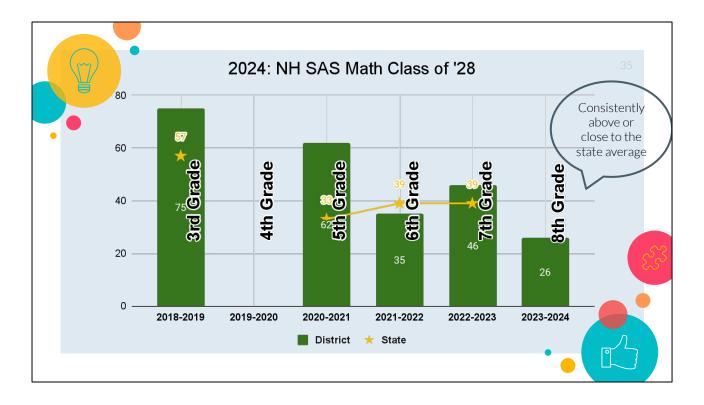




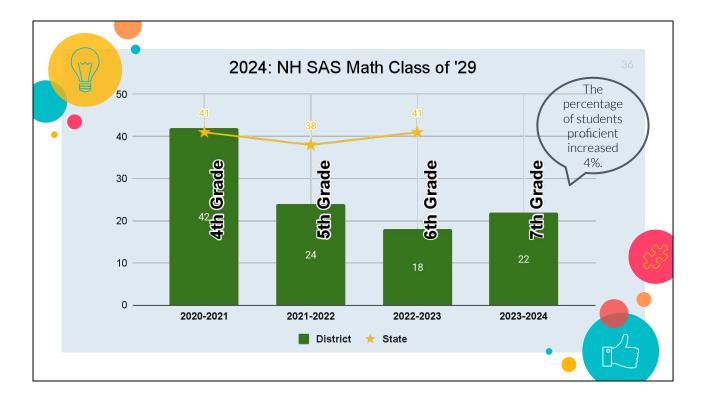
Levels 3 and 4 are both considered proficient. What we will look at moving forward are the percentage of students who fall in both level 3 (on grade-level) and level 4 (significantly above grade-level).



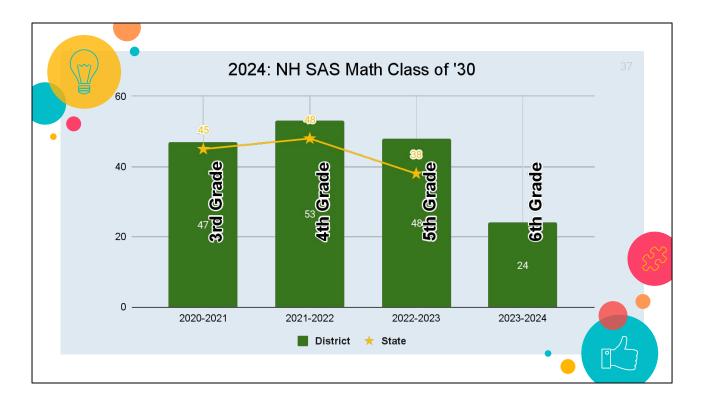
This is our NH SAS graph for the class of '27 which is the current 9th grade. On this graph you will see the Level 3 and Level 4 students combined to indicate the students who are deemed proficient or above according to NH SAS in Math. The gold star is a line graph (minus the 2019-2020 year due to Covid) for the percentage of students in the state that scored proficient or above. The bar graphs represent the percentage of students that are proficient each year. You can see prior to the pandemic, when the students were in 4th grade, they were scoring above the state average, and we have a slow climb to regain that momentum.



This graph is designed the same as the previous one. This is our NH SAS graph for the class of '28 which is the current 8th grade. You can see this group of students was not as impacted by the pandemic as the 9th grade was. They are out performing the state, or very close to the state pretty consistently.

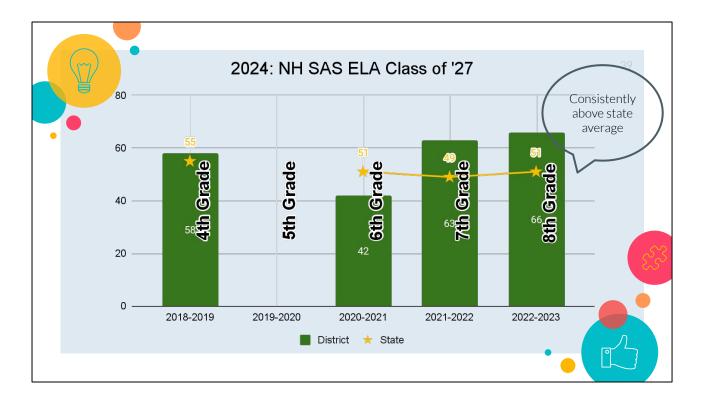


This graph is designed the same as the previous two. This is our NH SAS graph for the class of '29 which is the current 7th grade. This group was not tested in 3rd grade due to the pandemic, this group dipped a bit after 4th grade, but are starting to regain the percentage of students who are proficient this year.

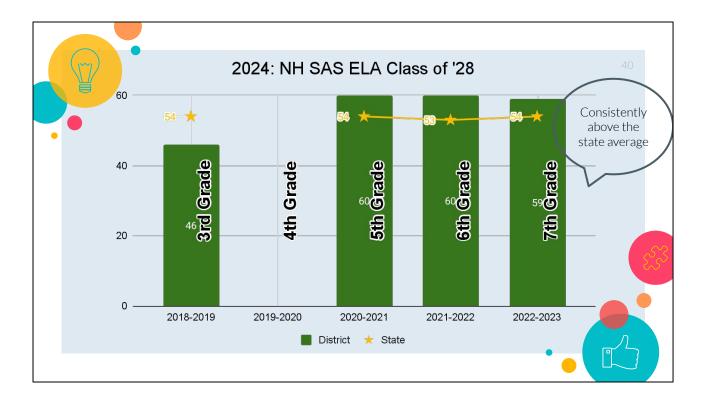


This graph is designed the same as the previous three. This is our NH SAS graph for the class of '30 which is the current 6th grade. This group is consistently scoring around the state scores.

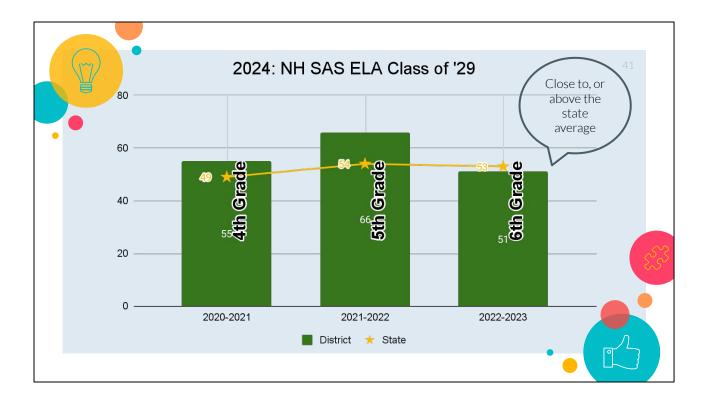




This is our NH SAS graph for the class of '27 which is the current 9th grade. On this graph you will see the Level 3 and Level 4 students combined to indicate the students who are deemed proficient or above according to NH SAS in ELA (both reading and writing are tested). The gold star is a line graph (minus the 2019-2020 year due to Covid) for the percentage of students in the state that scored proficient or above. The bar graphs represent the percentage of students that are proficient each year. You can see prior to the pandemic, when the students were in 4th grade, they were scoring above the state average, and they quickly recovered in reading to be higher than the state in their 7th grade year.

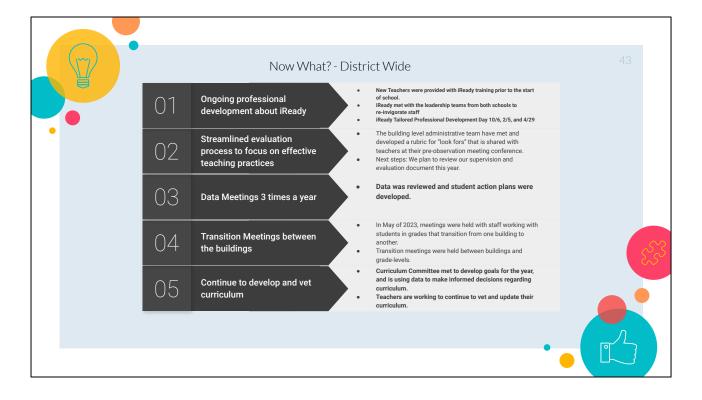


This graph is designed the same as the previous one. This is our NH SAS graph for the class of '28 which is the current 8th grade. You can see this group of students was again, not as impacted by the pandemic as the 9th grade was. They came back from the pandemic to outperform the state.

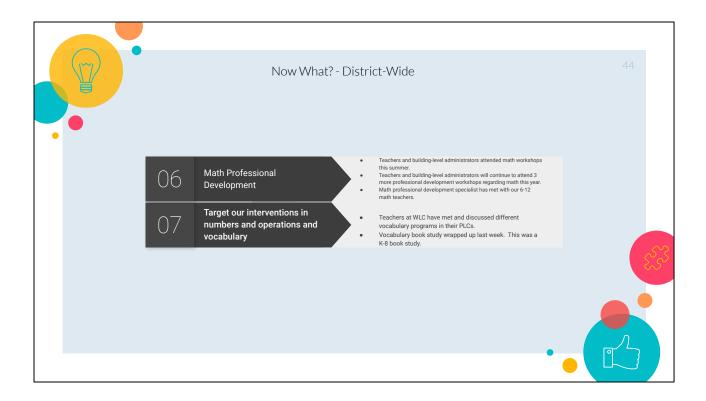


This graph is designed the same as the previous two. This is our NH SAS graph for the class of '29 which is the current 7th grade. This group was not tested in 3rd grade due to the pandemic, but you can see in 4th and 5th grade they were meeting the state scores.





These are the items we listed in our presentation in the spring as our ways to support continuous improvement for our students.



These are the items we listed in our presentation in the spring.

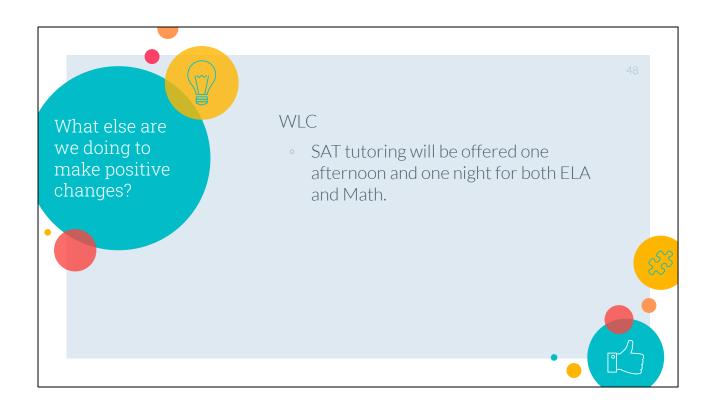
The book study was offered to teachers K-8, and 9/10 seats are filled. Teachers from LCS, FRES, and WLC Middle School are participating in the book study.

		NowW	Vhat? - V	VLC	
	01	Moving the Personal Finance elective to a required course	•	In accordance with a new state legislative order, personal finance has been moved to a required course for all graduating seniors '25	
•	02	Incorporating more high-stake assessments into the curriculum (ie midterm and final exams)).	WLC teachers developed/reviewed their midterms and final exams on our professional development day 10/6 and 5/24 Midterms and final exams continue to be reviewed at PLCs.	
	03	Continue to offer advanced placement math course in 7th and 8th grade	·	Students in 8th grade who are recommended are offered the opportunity to take an 9th grade math course.	
	04	Continue After School Homework Club		The homework club continues to run twice per week for all students grades 6-12. Teachers are calling parents when students are struggling in class and offering this as an option. Promoting the academic best work - quarterly award ceremonies	23
	05	Continue to work on interdisciplinary curriculum		Middle school is working to develop interdisciplinary units as grade-level teams. High school is looking at grading practices and how they can reinforce skills from one content area in another Continue to Analyze and modify our writing across the curriculum rubric.	•
					P A

These are the items we listed in our presentation in the spring.

		No	ow Wha	at? - WLC	46
	06	Continue PSAT and SAT prep into curriculum and WIN		Every week during advisory all high school students are given PSAT/SAT prep. WLC hosted an SAT Informational Night on 11/29 for families in grades 8-11.	
•	07	Adjust the use of the PLC model		WLC Math teachers are grouped in a PLC as a department, allowing these groups of teachers to have time to collaborate. Information from PLC meetings are embedded into departmental meetings. Analyzing student work to ensure common practice and rigor. Using PLCs to ensure all students are making academic progress.	
	80	Implement motivators for students taking standardized assessments (NH SAS, SAT, iReady etc.)	:	Awards will be given for students who drastically improve on their Ready. Gift cards will be given to students who are performing at their academic best on standardized assessments	
	09	Format classroom assessments	·	We are continuing to work to improve the rigor on classroom summative assessments.	2
	10	Emphasize the importance and rationale behind the assessments	·	Prior to each iReady diagnostic , the middle and high school had assemblies with Mr. Ronning explaining the importance of these assessments. Our catch phrases are "Academic Best" and "Best Version of Self".	
				•	٩









Progress to Annual Typical Growth (Median) Current Placement Distribution 30% 22% 34% 8% 7% 100% 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 100% 10% 10% 10% <th>Progress to Annual Typical Growth (Median) Current Placement Distribution</th> <th></th> <th>udents are making K-8 - Math</th>	Progress to Annual Typical Growth (Median) Current Placement Distribution		udents are making K-8 - Math
100% 1 50% 100% 50% 100% So% 100%	30% 22% 34% 8% 7% 100% 10	Students Assessed/Total: 392/397	
✓ 100% 1 1 50% 100% The median percent progress towards Typical Growth for this school is 100%. Typical Growth for a student at their grade and baseline placement level. ● Early On Grade One Grade Level ● Three of Grade Level ● Three of Grade Level ● Three of More Grade Level	✓ 100% 100% 100% 100% The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. The median percent progress towards Typical Growth is the average annual growth for a student at their grade and baseline placement level.	Progress to Annual Typical Growth (Median)	Current Placement Distribution
I I 50% 100% The median percent progress towards Typical Growth for this school is 100%. Typical Growth for a student at their grade and baseline placement level. Mid or Above Grade Level Early On Grade Level Two Grade Level Two Grade Level Three or More Grade Level Growth is the average annual growth for a student at their grade and baseline placement level. (From 4%) (From 14%) (From 56%) (From 15%) (From 11%)	I 10% The median percent progress towards Typical Growth for this school is 100%. Typical Growth for a student at their grade and baseline placement level. Mid or Above Early On Grade Level One Grade Level Two Grade Level Selow (From 4%) (From 14%) (From 15%) (From 15%) (From 11%)		30% 22% 34% 8% 7%
level. (From 4%) (From 14%) (From 56%) (From 15%) (From 11%)	level. (From 4%) (From 14%) (From 56%) (From 15%) (From 11%)	l l 1 50% 100% The median percent progress towards Typical Growth for this school is 100%. Typical	Mid or Above Early On Grade One Grade Level Two Grade Level Second Level Early On Grade Level Early On Grade Level Second
Learn More About Growth (b)		level.	
			51

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 100% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

On the right side are the overall placements for our students in each of the color gradients. For example in the mid-to-above grade level color band we have 30% of our students falling within that range, at the beginning of the year, we had 4% of our students falling within that range.

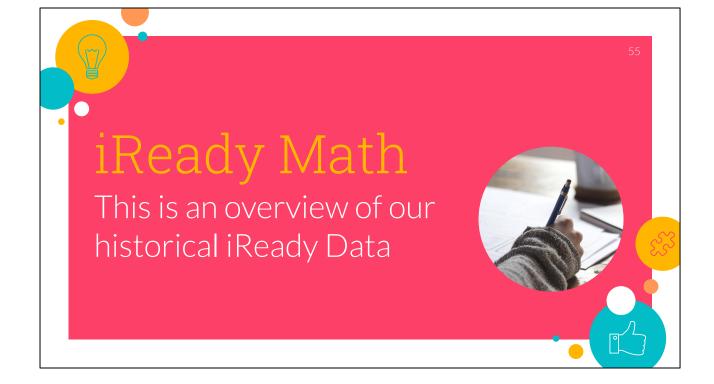
Н	ow much progi	ress st	udents are m	aking	6-8 - Matł	
Grade	Annual Typical Growth	D	Annual Stretch Growth®	1	% Students with	Students Assessed/Total
	Progress (Median)	% Met 🗘	Progress (Median)	% Met 💲	Improved Placement	
Grade 6	71%	45%	37%	9%	52%	33/35
Grade 7	73%	43%	33%	16%	43%	44/45
Grade 8	75%	46%	29%	13%	36%	39/40

R	How much progress stude	ents are making K-8 - Reading
	Students Assessed/Total: 392/397 Progress to Annual Typical Growth (Median) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Current Placement Distribution 42% 20% 27% 7% 5% Mid or Above Grade Level (From 17%) (From 2%) (From 9%) The Mapping Between 5-Level and 3-Level Placements

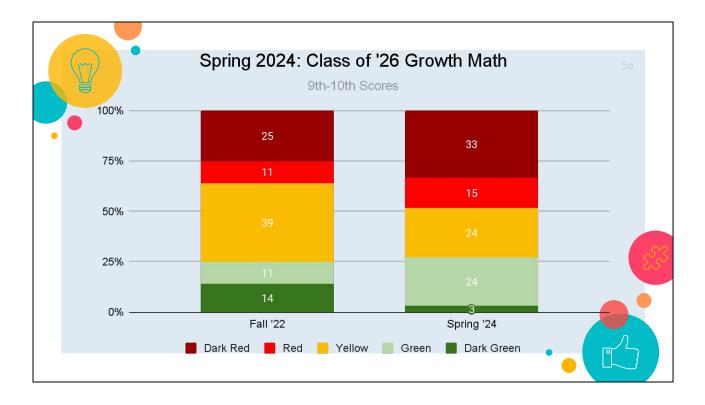
The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 68% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

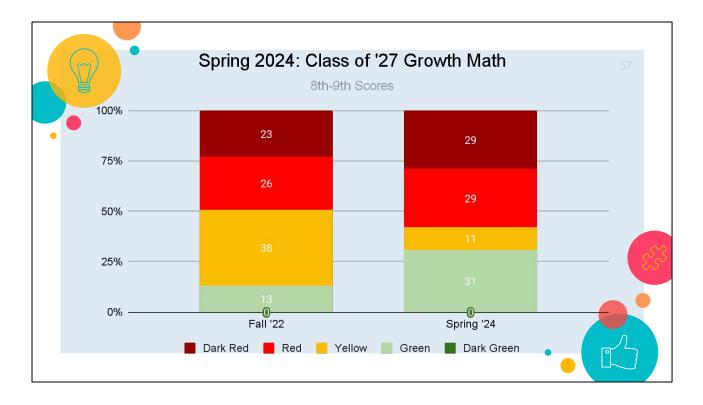
	How			e are making i		- Reading	
Grade	•	Annual Typical Growth Progress (Median)	(i) % Met ⊖	Annual Stretch Growth® Progress (Median)	 (i) % Met ○ 	% Students with Improved Placement	Students Assessed/Total
Grade 6		83%	48%	35%	18%	42%	33/35
Grade 7		59%	48%	22%	14%	48%	44/45
Grade 8		1 00%	51%	32%	18%	44%	39/40



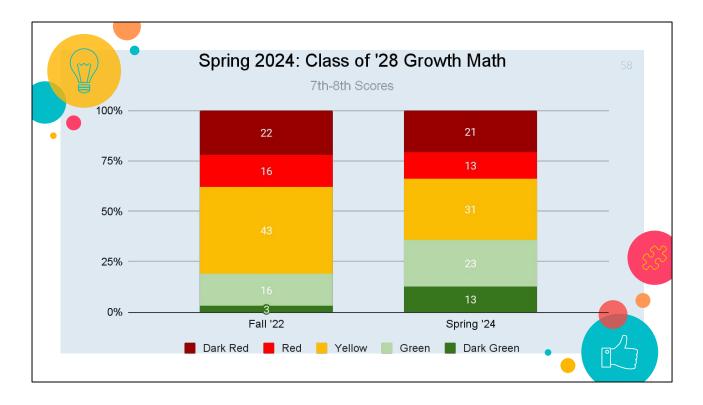
This next round of graphs is a review of the students iReady data last year, compared to this year. This data is following one particular group.



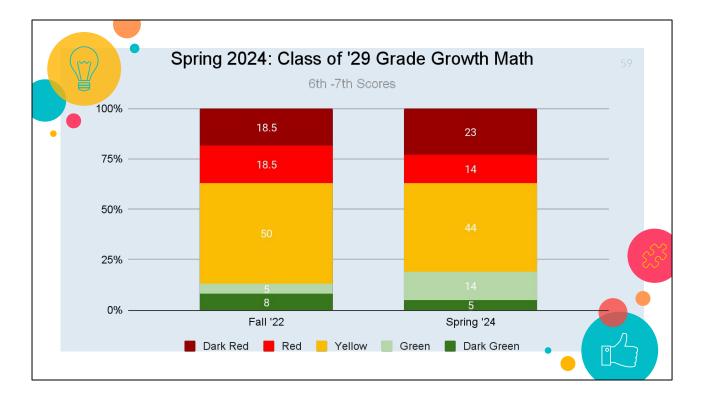
This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.



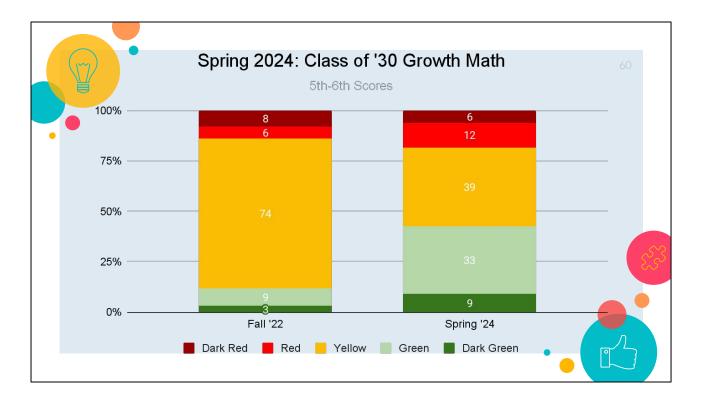
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This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.



This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

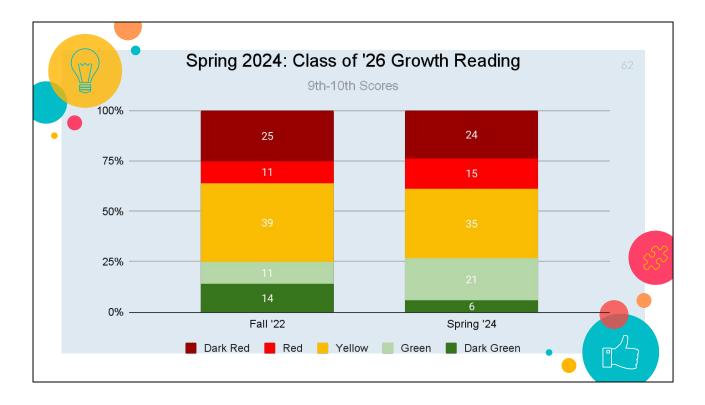


This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

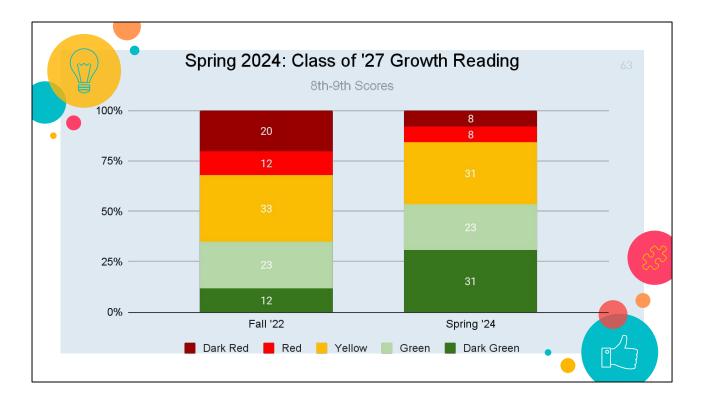
As you can see we are moving students consistently where more students are scoring on or above grade level on their iReady assessment in math.



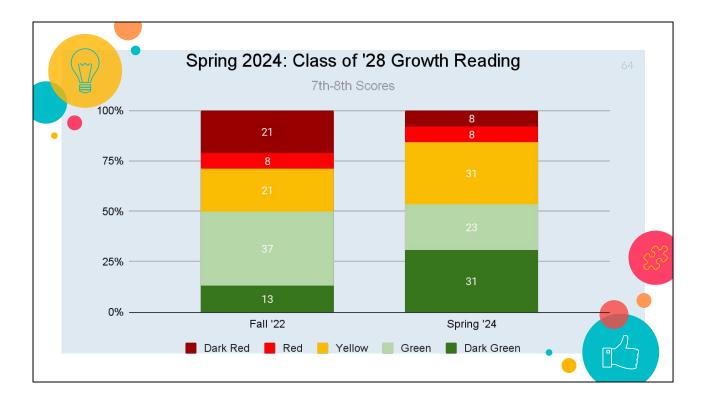
This section is designed the same way as the previous section, where it is a review of the students iReady data last year, compared to this year.



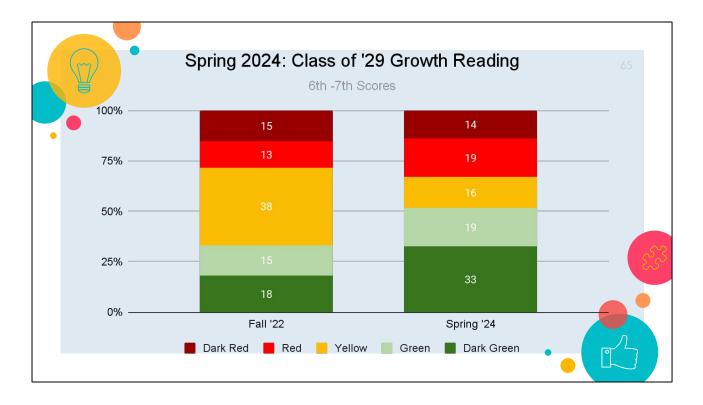
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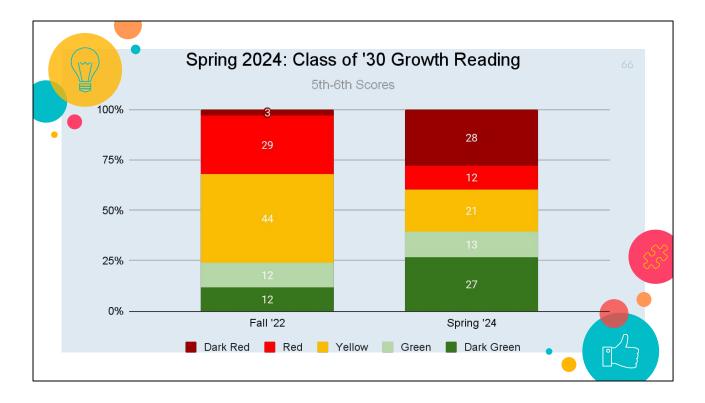
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