

**Public Notice of Meeting**  
**WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING**  
**Tuesday, September 12, 2017**  
**Florence Rideout Elementary School-Library**  
**6:30 p.m.**

- I. CALL TO ORDER-Harry Dailey-Chair**
- II. ADJUSTMENTS TO THE AGENDA**
- III. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. This is also the public's opportunity to speak to any topic concerning the school district. No complaints regarding specific staff members will be heard during a public meeting. The District has established separate procedures for complaints against individual employees.
- IV. PRESENTATION TO BOARD**
  - i. Monopole-James Cutler, Fire Chief
- V. BOARD CORRESPONDENCE**
  - a. Reports**
    - i. Superintendent's Report
    - ii. Business Administrator's Report
    - iii. Principals' Reports
    - iv. Curriculum Coordinator's Report
  - b. Letters/Information**
    - i. NEASC Visit Scheduled
    - ii. Parent Letter
    - iii. Allergy Protocol
- VI. CONSENT AGENDA**
  - a. Donation**
  - b. Grants**
- VII. FOOD SERVICE UPDATE 16-17**
- VIII. BOARD REVIEWS**
- IX. ACTION ITEMS**
  - a. Approve Minutes of Previous Meeting**
  - b. Board Resolutions**
- X. COMMITTEE REPORTS**
  - i. Budget Liaison
  - ii. Strategic Planning Committee
- XI. RESIGNATIONS/APPOINTMENTS/LEAVES**
  - a. Resignation**
    - i. Nickolas Kovaliv-WLC HS Physical Science Teacher
  - b. Appointment**
    - i. David Galatzer-Levy-WLC HS Physical Science Teacher
- XII. PUBLIC COMMENTS**
- XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (B)**
  - **Personnel Matter**
- XIV. ADJOURNMENT**

**INFORMATION: Next School Board Meeting-September 26, 6:30 PM at WLC-Media Room**

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.

**Wilton-Lyndeborough Cooperative School District**  
**School Administrative Unit #63**

192 Forest Road  
Lyndeborough, NH 03082  
603-654-8088

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Bryan K. Lane  
Superintendent of Schools

Betty Moore, M.Ed.  
Director of Student Support Services

Lise Tucker  
Business Administrator

**SUPERINTENDENT'S REPORT**  
**September 12, 2017**

The first day of school, September 5, went smoothly in the morning. Buses arrived on time and students filed in as they always do. There were a few students who were hesitant as well as a few parents as there always are. While there are still registrations being done, as of the morning of the first day enrollments were:

Pre-K	17	Seventh Grade	41
Kindergarten	32	Eighth Grade	43
First Grade	47	Ninth Grade	51
Second Grade	45	Tenth Grade	34
Third Grade	41	Eleventh Grade	38
Fourth Grade	38	Twelfth Grade	37
Fifth Grade	49		
Sixth Grade	33	<b>Total</b>	<b>546</b>

Enrollment numbers will fluctuate over the few weeks of school as students continue to register. We will have consistent numbers at the end of September.

With one nomination for the board at this meeting, the teaching staff will be fully in place for the school year. We will have a few teachers leaving during the school year for maternity leaves. We are in the process of making sure those are covered if we have not already done so.

On Wednesday, September 6, the first grade t-shirts were handed out. The WLC Senior Class came down to FRES to help hand out the Class of 2029 shirts. This is a really great event, we contacted the press prior to the event so they could be there.

We have begun working on the budget internally. We have scheduled meetings set up throughout the next several weeks to look at requests and create the budget document.

Jim Kofalt has asked to meet with me on Thursday, September 7 as a representative of the budget committee. He has been preparing "some analysis of expenditures and budget numbers over the past few years." He has requested to meet with me to discuss some "missing pieces of information".

I attended the NHSAA meeting on Friday, September 8 in Concord.

The School Board gave me permission to take on teaching responsibilities at SNHU. I begin on Thursday, September 7.

At the last board meeting a request was made to gather information regarding the salary differential with new staff compared to what was budgeted. We are going to realize a salary savings of \$18,946 which we will be using to help pay for the summer academy. That information is below:

<b>Budgeted Position</b>	<b>Salary</b>	<b>New Position</b>	<b>Salary</b>	<b>Differential</b>	
RIF English Teacher	\$40,000	Curriculum Coordinator	\$68,000	-	\$28,000
RIF 3 <sup>rd</sup> Grade Teacher	\$61,250	RTI Coordinator	\$51,000	+	\$10,250
.5 Pre-school	\$34,043	.5 Pre-school	\$31,500	+	\$ 2,543
First Grade Teacher	\$56,500	First Grade Teacher	\$36,000	+	\$20,500
Elementary Art Teacher	\$34,900	Elementary Art Teacher	\$55,600	-	\$20,700
Elem. Tech/Media	\$39,000	Elem. Tech/Media	\$41,000	-	\$ 2,000
MS English	\$70,853	MS English	\$36,000	+	\$34,853
MS Math	\$48,000	MS Math	\$43,000	+	\$ 5,000
MS Science	\$39,000	MS Science	\$39,000		
MS/HS Tech Educ.	\$39,000	MS/HS Tech Educ.	\$39,000		
MS/HS Spanish	\$39,000	MS/HS Spanish	\$56,500	-	\$17,500
HS English	\$55,000	HS English	\$40,000	+	\$15,000
HS Social Studies	\$49,500	HS Social Studies	\$40,000	+	\$ 9,500
HS Math	\$39,000	HS Math	\$49,500	-	\$10,500
Totals	\$645,046		\$626,100	+	\$18,946

***Wilton-Lyndeborough Cooperative School District***  
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192 Forest Road,  
Lyndeborough, NH 03082

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BUSINESS OFFICE REPORT  
September 12, 2017

We have secured our Fuel pricing with Discount Oil and L&G Propane. Discount Oil will supply us with #2 Oil for WLC and LCS. L&G Propane will supply us with propane for FRES. This pricing is for the school year 2017-18. The fixed oil price is \$1.849 per gallon, an increase from last year. The fixed propane price is \$1.139 per gallon, an increase from last year. We paid \$1.499 per gallon for #2 Oil and .999c per gallon for propane last year. We are projecting a deficit of (\$7,378) on this line in the budget.

Control Technologies (CT) – We secured a one year agreement that can be extended for an additional two years. “After the initial term, either party may terminate upon 30 days written notice”. This is for maintenance of the HVAC control systems at FRES and WLC. This Energy Management System lets us know how our heating and air conditioning are running so that we can achieve maximum efficiency. The total cost for both FRES and WLC is \$9,515 per year. This is an increase from last year of \$276 or 3%.

We have secured our pricing for the district wide elevators. This includes quarterly maintenance and annual inspections. FRES contracts with Stanley and WLC contracts with Otis. The total cost is \$5,420.82. This is the same as last year.

We have completed the annual National School Lunch Program Application and have prepared the necessary documentation for the upcoming audit scheduled for the third week of September.

We have secured pricing for large purchasing vendors used in our Food Service Program. This includes our Fresh Pizza vendor. We solicited five companies and received three bids. Sal’s Pizza won the bid at \$6.50 per cheese pizza. Last year our per cheese pizza cost was \$7.45. This is a savings of 12.8% or approximately \$1,100 for the year. We are on year two of two for our Produce and Grocery Vendors. We anticipate a slight increase due to the enforcement of the Buy American provision in the Federal Code of Regulations 7 CFR 210.21(d). Refer to the following website, <https://www.fns.usda.gov/school-meals/policy>.

We had our first Food Service quarterly review meeting for the school year. We discussed our deficit from the prior year. We discussed publishing brochures for marketing the program and the catering services. We talked about the latest USDA policy memos which include “Overcoming the Unpaid Meal Challenge, Compliance with Buying American and the updated edition to Accommodating for Children with Disabilities”. We will be promoting the National School Lunch Week again this year. This event is sponsored by the School Nutrition Association. It will be the week of October 9<sup>th</sup>.

**WILTON-LYNDEBOROUGH COOPERATIVE**  
**MIDDLE SCHOOL / HIGH SCHOOL**  
57 SCHOOL ROAD  
WILTON, NEW HAMPSHIRE 03086  
(603) 654-6123  
[www.wlcwarriors.net](http://www.wlcwarriors.net)

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Brian Bagley, Principal  
Susan Ballou, Assistant Principal

Amanda J. Kovaliv, School Counseling Coordinator  
Shannon O'Donnell, Middle School Counselor

**WLC Principal Report**

September 12, 2017

**Julie Heon, our new Curriculum Coordinator, held a Professional Development Workshop on August 22<sup>nd</sup>** for interested teachers Grades 6- 12. Fifteen teachers attended and worked with teachers from their own departments. They started the process of re- writing their curriculum in a common format which would go across all disciplines. We plan to continue this process throughout the year.

**I'm excited to announce we have several new people joining our staff.** HS/MS Spanish Ms. Kim Humphreys, HS/MS Industrial Arts/Tech Ed Mr. Justin Kane, MS Science Ms. Kelly Griffin, MS Math Mrs. Amanda Miller, MS Language Arts Ms. Hannah Staib, HS Social Studies Mr. Matt Thompson, High School Science Mr. David Galatzer-Levy, HS Math Ms. Laura Warden, Alternative Education Specialist Mrs. Lauri Van Dyck, ABA Therapist Ms. Tracy Girouard, ABA Therapist Ms. Ashley Ansara, and Paraeducator Mrs. Michele Kennedy. Long-term substitutes have been hired for MS Guidance Ms. Cara Juliano, and MS Math Ms. Rebecca LaCourse.

**New Teacher Orientation Days** were held at the SAU on August 23<sup>rd</sup> and at WLC on August 24<sup>th</sup>. On the 24<sup>th</sup> mentors joined the new teachers and reviewed teacher expectations, policies and procedures. Included was a brief discussion and training on Power Teacher Pro. New teachers also had an opportunity to work in their classrooms with their mentors preparing for the first day of school.

**The first three days for the teachers** included a District Meeting on the 29<sup>th</sup> which included breakfast prepared and made by Linda Draper. Food was delicious. Superintendent Lane addressed the district staff and reviewed the new software that teachers will be using for their professional growth plans. Also included in the three days were Meet and Greets for both the 6<sup>th</sup> and 9<sup>th</sup> grade students. Multiple meetings were held which included 504 meetings, a Faculty meeting, a Leadership meeting, a Department meeting, a MS Joint Team meeting, a Power Teacher Workshop, and a phone conference with NEASC. Teachers also had additional time to prep their rooms for the arrival of students.

**First day of school went very smoothly.** Everyone met in the gymnasium where we welcomed all new staff and students to the WLC Family. We spoke about important School Board policies that all students need to know. Last year the superintendent polled teachers looking for one word descriptors that would best describe our students after their time at WLC. We spoke about the importance of each word and what they mean to themselves and their school. The words are Respectful, Responsible, Creative and Compassionate.

**NEASC is scheduled to visit WLC in the fall of 2019.** We will be conducting a required Self –Study which starts second semester. As part of the accreditation process a NEASC representative will meet with the faculty on the September 29<sup>th</sup> early release day.

**AD Report**

BV Soccer

Head Coach: Kristin Schwab

# of players: 18

Record: 3-0

Next Home Game: 9/5 vs Conant at 6pm

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*“WLC will strive to be a positive learning community that ensures each student has the opportunity to develop to his or her potential.”*

**AD Report Continued:**

GV Soccer

Head Coach: Bill Draper

Asst. Coach: Sara Draper

# of players: 15

Record: 0-1-1

Next Home Game: 9/5 vs Conant at 4pm

MS Boys Soccer

Head Coach: Kelly LoVerme

Asst. Coach: Leslie Browne

# of players: 23

First Home Game: 9/11 vs World Academy at 3:30pm

MS Girls Soccer

Head Coach: Scott Dowling

Asst. Coach: Michele Boette

# of players: 14

First Home Game: 9/13 vs St. Joes Manchester at 3:30pm

Respectfully,

Brian Bagley

**Calendar of Events:**

Friday, September 1 – BV Soccer vs. Nute, 3:00  
Saturday, September 2 –  
Sunday, September 3 –  
Monday, September 4 –  
Tuesday, September 5 – First Day of School  
GV Soccer vs. Conant, 4:00  
BV Soccer vs. Conant, 6:00  
Strategic Planning Comm. Meeting, 7:00, Library  
Wednesday, September 6 –  
Thursday, September 7 –  
Friday, September 8 – WLC Pride Day  
Saturday, September 9 –  
Sunday, September 10 –  
Monday, September 11 – GV Soccer @ Concord Christian, 4:00  
BV Soccer vs. Farmington, 5:00  
MSG Soccer @ World Academy, 3:30  
MSB Soccer vs. World Academy, 3:30  
Tuesday, September 12 – BV Soccer @ Concord Christian, 4:00  
Wednesday, September 13 – Picture Day  
GV Soccer @ Pittsfield, 4:00  
MSG Soccer vs. St. Joes Manchester, 3:30  
MSB Soccer @ St. Joes Manchester, 3:30  
Thursday, September 14 – BV Soccer @ Pittsfield, 4:00  
Friday, September 15 – MSG Soccer vs. Hampstead, 3:30  
MSB Soccer @ Boynton, 3:30  
Saturday, September 16 –  
Sunday, September 17 –  
Monday, September 18 – MSG Soccer @ Auburn, 3:30  
MSB Soccer vs. Auburn, 3:30  
Tuesday, September 19 – GV Soccer @ Conant, 4:00  
BV Soccer @ Conant, 4:00  
Wednesday, September 20 – MSG Soccer vs. Derryfield, 3:30  
Thursday, September 21 – BV Soccer vs. Newmarket, 4:30  
GV Soccer vs. Newmarket, 6:30  
MSB Soccer @ Derryfield, 3:30  
Friday, September 22 – Flu clinic  
Saturday, September 23 – BV Soccer vs. Concord Christian, 4:00  
GV Soccer vs. Concord Christian, 2:00  
GV Soccer Pig Roast Fundraiser, Softball field  
Sunday, September 24 –  
Monday, September 25 – MSG Soccer @ Chester, 3:30  
MSB Soccer vs. Chester, 3:30  
Tuesday, September 26 – School Board Meeting, 6:30, Library  
BV Soccer @ Hinsdale, 4:00  
GV Soccer @ Hinsdale, 4:00



Wednesday, September 27 –NHS Induction, 7:00, Library

Thursday, September 28 – Construction Day Field Trip, New Boston

BV Soccer @ Sunapee, 4:00

GV Soccer @ Sunapee, 6:00

MSB Soccer @ Candia, 3:30

MSG vs. Candia, 3:30

Friday, September 29 – Early Release, NEASC workshop for teachers

Saturday, September 30 –

Sunday, September 31 –

**Florence Rideout Elementary School**

18 Tremont Street  
Wilton, NH 03086  
Phone: 603-654-6714  
Fax: 603-654-3490

Website:  
[www.sau63.org](http://www.sau63.org)

**Lyndeborough Central School**

192 Forest Road  
Lyndeborough, NH 03082  
Phone: 603-654-9381  
Fax: 603-654-6884

**Principal's Report: 9/12/2017****Lyndeborough Central School/Florence Rideout Elementary School**

The 2017-18 school year is off to a great start! We welcomed staff back schools on August 29<sup>th</sup>. The afternoon at Lyndeborough Central School and Florence Rideout Elementary School was spent reviewing initiatives and goals for the school year as well as expectations procedures and protocols. RTI Coordinator, **Michelle Locke** introduced to staff a proposed model of tiered instruction that we will implement this school year. On Wednesday, August 30<sup>th</sup> staff prepared classrooms for the arrival of our students for our "Meet and Greet" sessions the next morning. Thursday, August 31<sup>st</sup> staff engaged in training with our Literacy coach Stephanie Maze-Hsu. This time was devoted to planning classroom Launch units in support of our Balanced Literacy/ Readers Workshop initiatives. Several staff including **Bridgette Fuller**, **Sandy Reid** and **Kristen Hebert** conducted brief training on Mystery Science a new multimedia approach to Science Instruction. School Counselor **Joanne Dufour** briefed staff on how conduct effective classroom morning meetings aligned with the principles of Responsive Classroom. The time staff spent was very productive and engaging.

Our first days with students was **September 5<sup>th</sup>**. I am always amazed how much growth occurs with our young students over the brief summer vacation. Our first day enrollment is as follows:

<b>Preschool 3's</b>	6
<b>Preschool 4's</b>	11
<b>Kindergarten</b>	32    Extended Kindergarten = 19
<b>First Grade</b>	47
<b>Second Grade</b>	45
<b>Third Grade</b>	41
<b>Fourth Grade</b>	38
<b>Fifth Grade</b>	49

One of major focuses for elementary teaching staff this year will be the adoption of a new approach to teaching reading called “Reader’s Workshop.” Our goal is to help every student become joyous, passionate readers, writers and thinkers by having them read and talk about real literature during reading instruction times. Classroom teachers will follow a proven, rigorous, standards aligned curriculum that shows us the grade level skills we need to teach and also allows us to individualize instruction for our students. Teacher’s plan daily lessons that teach new skills and during those lessons, we will model exactly how to do those skills and have the children try them out. Teachers will provide student’s time to read their own books to practice, while they meet with students individually or in small groups to help support them while they practice, remind them of things we’ve already taught, or teach something else that they need as an individual to become a better reader.

We will be supported in this endeavor by trainers and coaches from Teachers and Learners Alliance. Staff from TLA will serve as coaches modeling their instruction, observe classroom lessons and provide feedback to staff. I will share more information as the year goes on, and welcome your support and questions!

The importance of safety is my focus with students and staff the first few weeks of school. We conduct several emergency drills in coordination with Police and Fire Departments. These include building evacuations, lock-down, and off-site evacuations. Time is also spent discussing how to get to home and school safely. I conduct several bus safety sessions with representatives from Steve’s School Bus with our students.

Forging a strong relationship between school and home is beneficial to student performance and academic growth. We begin this process immediately and will be hosting *Open Houses* on **September 12<sup>th</sup>** at Lyndeborough Central School and **September 14<sup>th</sup>** at the Florence Rideout Elementary School from 6:30-7:30 pm. Teachers will provide two consecutive half-hour presentations for parents highlighting classroom expectations, curriculum, and advice on how parents can support their child’s learning at home. On **September 8<sup>th</sup>** the first issue of the FRES “Fox Flyer” was disseminated to all families. This monthly publication will contain an overview of upcoming events, classroom updates, and other important information for students and parents. A special “Kit’s Korner” section will update families regarding the Early Learning Center events.

***Wilton-Lyndeborough Cooperative School District-SAU #63***  
***District Curriculum Coordinator***

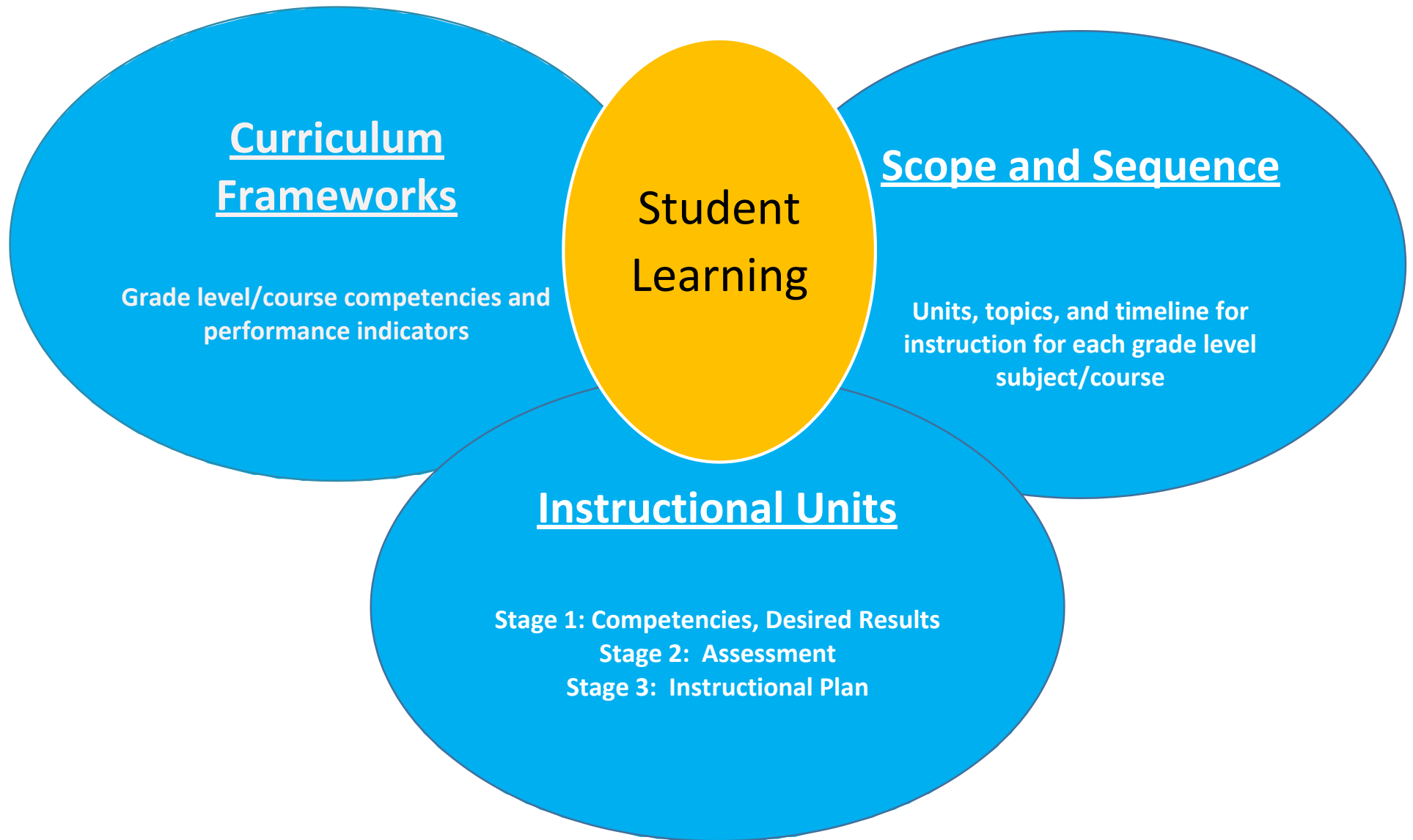
Julie S. Heon, Ed. D.  
192 Forest Road Lyndeborough, NH 03082  
603-654-8088

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**Curriculum Report: September 12, 2017**

- Curriculum development professional learning, WLC
  - Curriculum development workshop, August 22, 2017
  - Principal Bagley desired a common curriculum format
  - Roll out of a three-part system: Curriculum Framework (competencies and performance indicators); Scope and Sequence; Units Designs (see attachment)
  - 14 WLC faculty members participated
  - Participants worked on various components in small groups and/or departments
  - Teachers participated in a feedback protocol in which they shared some of their work, receiving encouragement and suggestions
  - Very productive group
- W.I.N. program (what I need) - Response to Intervention (RTI), FRES
  - Title I tutors (2), Reading Specialist (20% Title I), Interventionist
  - Coordinating efforts to provide primarily reading and some math supplementary support for students in grades 1-5
  - Compiling data into shared Google documents
  - Scheduling interventions into the school intervention blocks created by Principal O'Connell; exploring other options
- Grants
  - Title I support for reading and math
  - Title IIA for professional learning
    - 9 district administrators and teachers will attend a conference focused on refining competency-based curriculum, instruction and assessment, creating a cohesive district plan
    - Readers Workshop professional learning and coaching, throughout the year
    - Mentoring for new teachers
    - STAR 360 assessment training
    - Responsive classroom professional learning

Respectfully submitted,  
Julie Heon, Curriculum Coordinator



# Social Studies Curriculum Framework

(competencies and performance indicators)

## **Communication (Written/Verbal/Visual) - I can communicate my ideas effectively.**

### 1. 6th-Ancient Civilizations

- a. Students can establish and maintain a formal style. (topic sentence/main idea, a minimum of two supporting details from either class discussions or reading.)
- b. Students can use precise language and domain-specific vocabulary to inform about or explain the topic.
- c. Students can participate in the discussion of relevant issues and themes in a respectful and professional manner. (speaking and listening)
- d. Students can present material that would be helpful to someone learning about the topic.
- e. Students can integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### 1. 7th-Geography

- a. Students can establish and maintain a formal style and objective tone (students will write using a topic sentence, develop with two-three supporting details from either class discussions, readings, or research).
- b. Students can provide a concluding statement or section that follows from and supports the topic presented.
- c. Students can introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- d. Students will begin to write arguments to support an idea in an analysis of topics, using valid reasoning and relevant evidence.
- e. Students can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- f. Students can participate in the discussion of relevant issues and themes in a respectful and professional manner. (speaking and listening)

### 2. 8th-US History

- a. Students can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- b. Students can cite specific textual evidence to support analysis of primary and secondary sources.
- c. Students can begin to determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- d. Students can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- e. Students can introduce and support claim(s) with logical reasoning and relevant, accurate data and precise language domain-specific vocabulary that demonstrate an understanding of the topic.
  - f. Students can introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - g. Students can participate in the discussion of relevant issues and themes in a respectful and professional manner. (speaking and listening)
3. World History
- a. Students will write in an academic style, free of first person language and with a clear idea developed and defended.
  - b. Students will write arguments to support idea in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - c. Students can develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both
4. US History
- a. Students will write in an academic style, free of first person language and with a clear thesis developed and defended.
  - b. Students will write arguments to support thesis in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - c. Students can develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
5. Gov't and Econ
- a. Students will write in an academic style, free of first person language and with a clear thesis developed and defended.
  - b. Students will write arguments to support thesis in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - c. Students can develop a thesis fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both the thesis and any counterargument in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**Research - I can research to build and present knowledge.**

1. 6th-Ancient Civilizations
- a. Students can conduct short research projects to answer a question (including a self-generated question), drawing on multiple sources.
  - b. Students can use technology, including the Internet, to produce and publish writing/projects to present information and ideas clearly and efficiently.
  - c. Students can gather relevant information from multiple print and digital sources, using search terms effectively; avoiding plagiarism and following a standard format for citation.
  - d. Students can draw evidence from informational texts to support analysis, reflection, and research.

## 2. 7th-World Geography

- a. Students can conduct short research projects to answer a question (including a self-generated question), drawing on several sources.
- b. Students can use technology, including the Internet, to produce and publish writing/projects to present the relationships between information and ideas clearly and efficiently.
- c. Students can gather relevant information from multiple print and digital sources, using search terms effectively; begin to assess the credibility and accuracy of each source; paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- d. Students can draw evidence from informational texts to support analysis, reflection, and research.

## 3. 8th-US History

- a. Students can conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- b. Students can use technology, including the Internet, to produce and publish writing/projects to present the relationships between information and ideas clearly and efficiently.
- c. Students can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- d. Students can draw evidence from informational texts to support analysis, reflection, and research.
- e. Students can identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **Research - I can research, interpret and apply relevant information.**

## 4. World History

- a. Students can develop an original and broad focus questions to guide their research.
- b. Students can find and utilize academic sources.
- c. Students can cite in proper MLA format.

## 5. US History

- a. Students can develop an original focus question that is specific, and relevant to the assignment.
- b. Students can utilize source material that is varied, accurate, and proves to be credible. Sources are properly cited in MLA format. Sources are a mix of peer-reviewed and academic sources.
- c. Students can gather information which is relevant and well summarized. Information is meaningful to the focus question, and organized.



## 6. Gov't and Econ

- a. Students can develop an original, attention grabbing focus question that is specific, and relevant to the assignment.
- b. Students can utilize high quality and unique source material that is varied, accurate, and proves to be credible. Sources are highly credible and cited in MLA format. Sources are a mix of peer-reviewed and academic sources.
- c. Students can gather highly relevant information. The information collected is concisely summarized and is specific to the focus question, and well organized.

## **Citizenship - I can apply social studies skills in real world situations.**

The ability to apply social studies skills in a representative democracy is a requirement for success. \*\*\* in order to be a functioning member of a global society

### 1. 6th-Ancient Civilizations

- a. Students explain and evaluate various ancient civilizations and their influence in the world today.
  - i. *Students can identify and explain how the 5 pillars of civilization (government, economy, religion, social structure, and innovation) are present in the ancient civilizations including Mesopotamia; Egypt; Nubia/Kush; India & China; Greece & Rome.*
  - ii. *I can explain how the major religions of Western Civilization are connected to the beliefs and history of the Ancient Hebrews.*
  - iii. *I can identify and explain the similarities and differences among the ancient civilizations: Mesopotamia; Egypt; Nubia/Kush; Ancient Hebrews; India & China; Greece & Rome.*
  - iv. *I can explain the evolutionary characteristics of modern humans (homo sapiens) that lead to and support the development of civilizations*

### 2. 7th-World Geography

- a. Students explain and evaluate the ways people around the world contribute to and participate in cultures, governments, economies, innovations, and the impact of these contributions worldwide.
  - i. *I can explain the components of culture in various cultural regions: Latin America, Asia, Africa, Europe, Oceania, and Middle East.*
  - ii. *I can explain and evaluate how different cultural traditions and norms spread through trade routes and migration and how they can create unifying and divisive worldviews across cultures.*
  - iii. *I can explain how culture can spread from one area of the world to another.*
  - iv. *I can explain and evaluate how technology can spread and impacts various cultures.*

### 3. US History

- a. Students explain and evaluate the influences (through the Civil War) that shaped and still shape current U.S. way of life.
  - i. *I can explain how the key ideas in US foundational documents (Constitution, Declaration of Independence, Bill of Rights) affect me and the world today.*
  - ii. *I can explain the function of the 3 branches of the US government.*
  - iii. *I can evaluate the operation of US branches of government through current events.*
  - iv. *I can explain the influence of various peoples' beliefs and ways of life (Native Americans, colonists, immigrants, slaves) on current US culture.*

4. World History
  - a. Students will evaluate how the role of government has changed throughout world history.
  - b. Students will demonstrate their knowledge of the content by effectively solving real world problems.
5. US History
  - a. Students will evaluate how the role of government has changed since Reconstruction.
  - b. Students will demonstrate their knowledge of the content by effectively solving real world problems.
6. Gov't and Econ
  - a. Students will understand the role Government has in protecting the rights of its citizens since the founding.
  - b. Students will demonstrate their knowledge of the content by effectively solving real world problems.

**Conceptual Understanding - I can analyze and evaluate the causes and effects that have shaped our world.**

1. 6th-Ancient Civilizations
  - a. Students interpret and use timelines which include modern & ancient time periods, and can explain the information that artifacts and fossils provide to us today about ancient civilizations and peoples.
    - i. *I can explain how social scientists and historians know about ancient peoples.*
    - ii. *I can explain what fossils tell us about the past.*
    - iii. *I can explain how important artifacts such as the Rosetta Stone, the Hebrew Bible, and King Tut's Tomb assisted in our understanding of ancient cultures.*
    - iv. *I can classify historical events by the time periods: pre-historic vs historic; BCE, AD, CE, BC.*
    - v. *I can determine how long ago in years a known event in any time period occurred.*
    - vi. *I can use timelines to present and analyze information.*
  - b. Students explain how the natural environments of ancient civilizations affected their development culturally, economically, and technologically.
    - i. *I can find on a map of the world and any time period the location of ancient civilizations.*
    - ii. *I can explain how climate and landscape impacted where ancient civilizations developed.*
    - iii. *I can explain how the natural resources available to an ancient civilization impacted its development culturally and economically.*
    - iv. *I can explain how humans altered an environment to allow civilizations to develop and survive.*
  - c. Students explain how ancient civilizations developed, important historic figures from each civilization, and the impact of ancient civilizations on modern society.
    - i. *I can describe how civilizations progress from a pre-agrarian society to an agrarian society.*
    - ii. *I can explain the characteristics of agrarian society that allow civilizations to develop.*
    - iii. *I can explain the importance of key people from: Mesopotamia; Egypt; Nubia/Kush; Ancient Hebrews; India & China; Greece & Rome histories.*
    - iv. *I can explain things we use today that are from ancient civilizations.*

## 2. 7th-World Geography

- a. Students use a variety of sources to evaluate and to make meaning of daily life around the world.
  - i. *I can use art to explain and extract meaning on the daily life of a culture.*
  - ii. *I can extract information from different sources including textbooks, media, primary sources, and first-hand accounts to draw conclusions about a culture and its worldview.*
  - iii. *I can explain the different information that different sources provide on a culture.*
  - iv. *I can use maps to interpret information about a culture, especially how physical placement on the Earth influences culture and creates commonalities across cultures.*
  - v. *I can explain about cultures using map technical terms such longitude, latitude, tropics, and scale.*
- b. Students explain and evaluate how the interaction of people with their physical environments has influenced the expression of modern cultures across world.
  - i. *I can explain how physical environments impact the 8 components of culture (Religion, Language, Daily life, Economy, Government, Social groups, Arts, History) in cultures across the world.*
  - ii. *I can explain how the 5 themes of geography (movement, human environment interaction, location, place, region) influence the development of modern cultures across the world.*
  - iii. *I can explain how the location on the globe of a culture, country, and/or continent affects the lives and experiences of people living there.*
- c. Students identify, explain and evaluate how events and important people influenced the development of modern cultures around the world.
  - i. *I can identify the connection between major events/people and the culture/region they are from.*
  - ii. *I can explain how historic events and people have influenced the development of modern cultures around the world.*
  - iii. *I can compare and contrast how historic events and people impacted cultures around the world.*

## 3. 8th-US History

- a. Students explain and evaluate the interactions of people in US historic periods with their environment and its impact on the development of the United States through the Civil War.
  - i. *I can explain how geography caused and influenced the development of settlements through the Civil War.*
  - ii. *I can explain the effect of geography on U.S. economy through the Civil War.*
  - iii. *I can explain how geography influenced the development of society, especially the U.S. class structure, through the Civil War.*
  - iv. *I can describe the progression of settlements and growth of U.S. in North America.*
  - v. *I can explain how **Manifest Destiny** influenced the geographic settlement of the U.S.*
  - vi. *I can evaluate the effect of resources on U.S. political and military history through the Civil War.*
- b. Students identify, explain, and evaluate the people, events, and artifacts which influenced the political and philosophical development of the U.S. through the Civil War.
  - i. *I can identify the causes of the settlement of United States.*
  - ii. *I can identify the causes and forces which created the physical definition of United States.*
  - iii. *I can identify the philosophies and beliefs which influenced the development of United States as a country politically.*

- iv. *I can identify the major events and people that influenced United States history through the Civil War.*
- v. *I can identify the time period and context of major events and people in United States history through the Civil War.*

4. World History

- a. Student will connect various historical concepts between thematic eras. (CC)
- b. Students can assess the basic economic concepts. (EC)
- c. Students will differentiate geographic factors that had an impact on historical progression.
- d. Students can compare and contrast cultural differences throughout history.

5. US History

- a. Student will apply the thoughts of the founders to the modern era.
- b. Students can assess the role of government in the economic system throughout history. (EC)
- c. Students will differentiate geographic factors that impact U.S. expansion.
- d. Students can compare and contrast cultural differences and their impact on history throughout US history.

6. Gov't and Econ

- a. Student will apply the thoughts of the framer through political eras.
- b. Students can assess the role of government in the economic system throughout history. (EC)
- c. Students can apply financial concepts to their own lives.
- d. Students will differentiate geographic factors that had an impact on world economies.
- e. Students can compare and contrast cultural differences and their impact on US foreign policy.

Stage 1 - Desired Results	Name of Unit: <b>Freak the Mighty</b> <span style="float: right;">Grade 8</span>	
(no set quantity)	<b>Content Competencies</b>	
	<ul style="list-style-type: none"> <li>● Reading: <i>Students analyze and explain 8<sup>th</sup> grade texts based on major literary elements, figurative language, quotes, main ideas, and supporting details.</i></li> <li>● Writing: <i>Students write clearly and with developed details for a variety of purposes, including opinion, narrative, and explanatory.</i></li> <li>● Speaking &amp; Listening: <i>Students present information and their ideas clearly and analyze presentations in the media and by others for purpose and bias.</i></li> </ul>	
Curriculum (anchor) standards and cross-cutting competencies: <ul style="list-style-type: none"> <li>● 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.</li> <li>● 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>● 8.L.1 Demonstrate command of conventions of the standard English grammar and usage when writing or speaking.</li> <li>● 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting,</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to</i> <ul style="list-style-type: none"> <li>● Create a critical essay using a symbol from the text</li> <li>● Apply their knowledge about figurative language to identify and analyze the central ideas of the text</li> <li>● Derive insight on the themes by using textual evidence</li> <li>● Attach a works cited, in MLA format, for any references used.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS:</b> [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i> <ul style="list-style-type: none"> <li>● stereotyping can be found in many places and is hurtful and what tolerance is.</li> <li>● there are many forms of heroism</li> <li>● figurative language is a tool used to develop the theme</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> What is stereotyping and what role does it play in the novel What does heroism mean to you and where can you find it in the novel? What is friendship? What does tolerance mean to you? How does it apply to the novel?

<p>plot; provide an objective summary of the text.</p> <ul style="list-style-type: none"> <li>● 8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meaning, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</li> <li>● 8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a task, purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>● friendship is strong and powerful and can be found in many different forms</li> </ul>	
	<b>Acquisition of Knowledge</b>	<b>Acquisition of Skills</b>
	<p>[What facts and basic concepts should student know and be able to recall?]</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● write an essay with text evidence and use proper in-text citations</li> <li>● how dialogue and actions reveal character traits</li> <li>● how figurative language plays a part in the novel</li> <li>● proper conventions in their writing</li> <li>● identify a central theme or idea</li> <li>● how to use transitions and their importance               <ul style="list-style-type: none"> <li>● MLA format for text references</li> </ul> </li> </ul>	<p>[What discrete skills and processes should students be able to use?]</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Stating their thesis with evidence from the text and appropriately cited.</li> <li>● identifying character traits by not only the characters dialogue, but also actions</li> <li>● identifying the figurative language in the novel and why it is there</li> <li>● proper use of conventions in their writing</li> <li>● identifying the theme or central idea</li> <li>● selecting the proper transition</li> </ul>

Stage 2 – Evidence		Assessments: Summative and Formative	
<p><b>Code</b> (T, M, A)</p> <p><b>Evaluative Criteria</b></p> <p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> <ul style="list-style-type: none"> <li>• rubrics</li> <li>• student feedback</li> </ul> <p>Regardless of the format of the assessment, what qualities are most important?</p> <ul style="list-style-type: none"> <li>• listening skills</li> <li>• participation</li> <li>• respect</li> </ul>		<p><b>PERFORMANCE TASK(S):</b> [How will students demonstrate their understanding (meaning-making and transfer) through complex performance?] <i>Students will show that they really understand by evidence of...</i></p> <ul style="list-style-type: none"> <li>• test</li> <li>• quizzes</li> <li>• formal critical essay</li> <li>• Figurative language competition</li> <li>• Works Cited in MLA format</li> </ul>	
		<p><b>OTHER EVIDENCE:</b> [What other evidence will you collect to determine whether Stage 1 goals were achieved?] <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• gallery walk</li> <li>• bell - ringers</li> <li>• exit slips</li> <li>• homework</li> <li>• discussions</li> <li>• note-taking</li> <li>• vocabulary</li> <li>• classwork</li> </ul>	

## Stage 3 – Learning Plan

<p><b>Considerations</b></p>	<p><b>PRE-ASSESSMENT:</b> [What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?]</p> <p>Gallery walk for the 3 essential questions followed by a discussion</p>	
<ul style="list-style-type: none"> <li>• What’s the type of each learning event? <b>Codes</b> - (T, M, A)</li> <li>• Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> <li>• Student success at transfer, meaning, and acquisition depends upon...</li> </ul>	<p><b>LEARNING EVENTS/List of lessons (label the lesson and brief description):</b></p> <ol style="list-style-type: none"> <li>1. Graphic Organizer for literary components (exposition, rising action, climax, falling action, and resolution)</li> <li>2. Literature Circles by chapter with guided questions</li> <li>3. On-going discussions on the three essential questions</li> <li>4. Determining character development with evidence from the text in the form of a journal</li> <li>5. Highlighting and post it note activities for comprehension</li> <li>6. Critical Writing using symbols in the novel in the form of a 5 paragraph theme essay</li> <li>7. Figurative Language Competition</li> <li>8. Lecturing</li> <li>9. Questioning</li> <li>10. Conferencing</li> </ol>	<p><b>PROGRESS MONITORING:</b></p> <p>How will you monitor students’ progress toward acquisition, meaning, and transfer during lesson events?</p> <ul style="list-style-type: none"> <li>• bell ringers</li> <li>• test and quiz grades</li> <li>• group discussions</li> <li>• exit slips</li> </ul> <p>What are potential rough spots and student misunderstandings?</p> <ul style="list-style-type: none"> <li>• essay writing continues to be challenging</li> <li>• review of how to cite sources</li> <li>• clarification and discussion of the essential questions should help with the misunderstandings of the themes</li> </ul> <p>How will students get the feedback they need?</p> <ul style="list-style-type: none"> <li>• Teacher guided conferences</li> <li>• Answers to the exit slips</li> </ul>



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AUG 23 2017



SCHOOL ADMINISTRATIVE  
UNIT # 09

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

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August 21, 2017

Brian Bagley  
Principal  
Wilton-Lyndeborough Cooperative  
Middle School/High School  
57 School Road  
Wilton, NH 03086

Dear Mr. Bagley:

The application for your school's decennial accreditation visit has been processed, and we have scheduled Wilton-Lyndeborough Cooperative Middle School/High School for a visiting committee on Sunday, October 27, 2019 through Wednesday, October 30, 2019.

Those schools preparing their self-study for an on-site accreditation visit in 2019 will engage in a process that is, in several ways, significantly different than the processes which the school may be familiar with from previous experiences. These changes, which have been developed and piloted in schools over the past three years, will enable schools to take advantage of technology and changing protocols, and reduce the impact of the self-study process on the school.

Accreditation materials including a revised Accreditation Handbook for 2019 schools will be sent out to you under separate cover within the next two weeks and are also available on our website under the Accreditation Process tab, Materials for 2019 Schools.

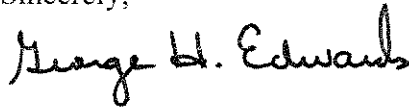
The CPS professional staff liaison assigned to your school is Kathleen A. Montagano, Associate Director. This staff member will be your contact and provide your school with any assistance needed as you move forward. You should contact Kathy to arrange a mutually convenient date for a visit to your school. Visits to Spring 2019 schools will be scheduled prior to schools with Fall 2019 visits. When your liaison visits your school, several meetings will need to be scheduled such as meeting time with you and your leadership team, all steering committee members, all standard's committee chairs, a combined steering committee and standard's chairs, and a full faculty meeting. The length of each of these meetings will be from forty-five minutes to an hour and the logistics of the day will be finalized when you speak with your school's liaison.

Brian Bagley  
August 21, 2017  
Page Two

Your school is commencing on a journey of self-reflection and analysis from which you will draw and substantiate conclusions about how the Standards for Accreditation are exemplified in your school. The information developed by the school and the information that will be provided by the visiting team will provide the school with both validation of current practices and insights and direction for continuous school improvement of student learning.

We are excited about continuing our collaborative partnership with you and your school. Please let us know if you have any questions or if there is anything we can do to be of assistance.

Sincerely,

A handwritten signature in black ink that reads "George H. Edwards". The signature is written in a cursive style with a large, stylized "G" and "E".

George H. Edwards

GHE/sb

cc: Bryan K. Lane, Superintendent, SAU #63

*Mike & Alison Hayden  
993 Center Road, Lyndeborough, NH 03082  
Tel: 603-801-7366; Email: alihay1027@gmail.com*

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August 22, 2017

Brian Bagley  
Principal  
Wilton-Lyndeborough Cooperative School  
57 School Road  
Wilton, NH 03086

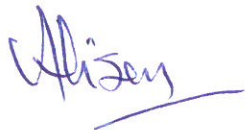
Dear Mr. Bagley,

At the end of the last school year, we were planning on keeping Jackie at the middle school for one more year but over the course of the summer our mindset changed and we opted to put our house on the market. It sold in less than 24 hours so we found ourselves moving to Amherst a little sooner than originally anticipated! Although both girls are excited about their new beginnings, there are a lot of things they will miss about WLC.

I wanted to thank you personally for all the kindness and support you have shown to both girls these past few years. They obviously still have a lot of friends at WLC so we hope to be able to come and support them at some of their sports events -- and I'm sure we might see you too!

Thank you, again, for all that you have done.

Sincerely,



Alison Hayden

**Wilton-Lyndeborough Cooperative**  
**Middle/High School**

**Allergy Awareness Policy**

**WILTON-LYNDEBOROUGH COOPERATIVE**  
**MIDDLE SCHOOL / HIGH SCHOOL**  
57 SCHOOL ROAD  
WILTON, NEW HAMPSHIRE 03086  
(603) 654-6123  
[www.wlcwarriors.net](http://www.wlcwarriors.net)

## **Life-Threatening Allergy Guidelines**

### **BACKGROUND**

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs. When a physician assesses that a child's food allergy will result in anaphylaxis, the child's condition meets the definition of "disability" and is covered under the Federal Americans with Disability Act (ADA), Section 504 of the Rehabilitation Act of 1973, if the allergy management affects the student's ability to make educational progress.

The School District has stock epinephrine at each school. The epinephrine will be used in emergencies for students with unknown allergies who develop an anaphylactic response and for those students with known allergies when on rare occasions when their personal emergency medication is found to be flawed.

Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure. Foods that most commonly cause anaphylaxis, a life-threatening allergic reaction, are peanuts, tree nuts, shellfish, milk, wheat, soy, fish, and eggs. These severe allergic reactions can occur within minutes of ingestion or a reaction can be delayed for up to two hours. Some reactions are "biphasic" in nature with an initial period of symptoms, a symptom free period of 2-3 hours followed by severe shock-like symptoms. At present there is no cure for food allergies and strict avoidance is the key to preventing reactions. Exposure may occur by eating the food or food contact.

### **MEDICATIONS**

The most commonly prescribed medications for the treatment of anaphylaxis are: Epinephrine – Brand names include, but are not limited to EpiPen®, EpiPen Jr®, Twinject® auto-injectors. Parents usually bring epinephrine to school in the form of an EpiPen® (0.3 mg), EpiPen Jr® or Twinject® (0.3 mg or 0.15 mg) auto injectors.

**Note:** The EpiPen® is a single dose auto-injector, while the Twinject® contains two doses of epinephrine – the first dose in an auto-injector and the second dose in the form of a traditional injection.

### **CARE PLAN CONSIDERATIONS/OPTIONS**

There are a variety of student accommodation and care plans that are appropriate to use for students in our schools that experience health conditions that may impact a student's school day and academic program. The plans that are most often seen are:

**Individual Healthcare Plan for Accommodations** – A document developed by the nursing staff in collaboration with parents and the school team to identify reasonable accommodations for the child's needs throughout the school day.

**Section 504 Plan** - The intent of Section 504 of the Rehabilitation Act of 1973 is to provide students with disabilities equal access to educational programs, services, and activities. Students with disabilities may not

be denied participation in school programs and activities solely on the basis of disability.

There are substantial differences across the country in legal interpretations and school district practices regarding Section 504, its definition of a qualified person with a disability, and the eligibility of students with life-threatening food allergies. Since the law provides that a team of knowledgeable persons must make eligibility determinations on a case-by-case basis, these guidelines cannot provide specific guidance on the eligibility question. Nevertheless, school districts have an obligation to provide reasonably safe environments for all students. Whether students with life-threatening food allergies are identified under Section 504 as disabled individuals or not, the School District will provide these students with individualized health care plans to address their health and safety needs.

### **Responsibilities of the parent/Guardian of an Anaphylactic Student**

Each parent/guardian of their child with a Life-Threatening Allergy shall have the following expectations:

1. Teach your child to:
  - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
  - b. Communicate with school staff as soon as he/she feels a reaction is starting
  - c. Carry his/her own epinephrine auto-injector when appropriate.
  - d. Not share snacks, lunches, drinks or utensils.
  - e. Understand the importance of hand washing before and after eating.
  - f. Report teasing and/or bullying that may relate to the child's disability.
2. Take responsibility for his/her own safety. As children get older, teach them to:
  - a. Encourage self-advocacy of the seriousness of the allergy to adults and peers.
  - b. Communicate symptoms as soon as they appear to the school nurse and teacher.
  - c. Encourage education on label reading and ingredient safety.
  - d. Administer his/her own epinephrine auto-injector and be able to train others in its use.
  - e. Develop awareness of their environments, including allergy-controlled zones and to practice age appropriate behavior regarding health and safety.
3. Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis). **All food allergies must be verified by documentation from physician or physician's designated licensed extender (Nurse Practitioner (NP) or Physician Assistant (PA)).**
4. Work with the school team collaboratively to develop the Individual Health Plan for Accommodations, in the classroom, in the cafeteria, in after-care programs, during school- sponsored activities, and provide an **Allergy Action Plan**. Medical information from the child's treating physician must be provided as needed to write the Plans. (A licensed physician is defined as a doctor of medicine (MD) or a doctor of osteopathy (DO) is recognized.)
5. The Plan should also promote increasing age-appropriate independence (ages 8 -18) as the student grows and matures. In determining age-appropriate independence the student's level of autonomy and their ability to function autonomously is considered.
6. Complete and submit all required medication forms.
7. Sign release for school personnel to consult with family physician/allergist and all medical providers.
8. Provide the school with current cell phone, pager numbers and maintain updated emergency contact numbers and medical information.
9. Provide the school nurse with up-to-date emergency medications (including Epinephrine) so they can be placed in all required locations for the current school year. Medications will comply with the district medication policy of proper labeling and expiration.
10. To consider providing a medical alert bracelet for your child. Nationally accepted bracelets may be found at: Medic Alert, 1-800-432-5378; 2323 Colorado Avenue, Turlock, CA 95382
11. Provide Epinephrine on field trips.
12. To go on your student's field trips if possible and if requested.
13. To provide "safe snacks for your student's classroom so there is always something your child can choose from during an unplanned special event.

14. Encourage child to wash hands before and after handling food. Encourage child to identify the allergy controlled zone when eating and to utilize easy access to soap in or near classrooms.
15. Inform the school of any changes in the child's Life-threatening Food Allergy status.
16. Provide the school with the physician's statement if the student no longer has food allergies.

## **EXPECTATIONS OF STUDENTS**

Each student with a Life-Threatening Allergy shall be expected for the following:

1. To develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school. (Trusted adults are people who respect your feelings will listen and help work out a solution to any problem you may have. Trusted adults will provide guidance and support).
2. Use proper hand washing before and after eating and throughout the school day.
3. To avoid sharing or trading of foods or eating utensils with others. Take responsibility for avoiding food allergens.
4. To not eat anything with unknown ingredients or known to contain any allergen.
5. To avoid putting anything in mouth such as writing utensils, fingers, or other foreign object.
6. To be proactive in the care and management of their food allergies and reactions based on their developmental level. Learn to recognize personal symptoms.
7. To notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
8. To notify an adult if they are being picked on or threatened by other students as it relates to their food allergy.
9. To keep emergency epinephrine with the student, in the nurse's office or in the classroom. If the student is authorized to carry the emergency medication with them at all times, he/she will demonstrate responsibility of this practice by completing the skills checklist with the school nurse (found in the appendix within the Epinephrine Self-Administration Authorization packet for Anaphylaxis).
10. To develop an awareness of their environment and their allergy-controlled zones.
11. Should know the overall Individual Health care Plan and understand the responsibilities of the plan.
12. To develop greater independence to keep themselves safe from anaphylactic reactions.

## **RESPONSIBILITIES OF SCHOOL ADMINISTRATOR**

Wilton-Lyndeborough Cooperative School District's School Administrators shall ensure the following:

1. Follow all applicable federal laws and guidelines, including ADA, Section 504, FERPA, and USDA as well as all state laws and district policies/guidelines that may apply.
2. To have available the appropriate allergy forms to the parent and explain that the required forms must be returned and approved by the school nurse prior to the child attending school.
3. Meet with parents and listen to their needs and concerns.
4. The HIPAA Compliant Authorization for Exchange of Health & Education Information will be presented to parents for signature to provide needed communication between the supervising physician and school for effective implementation of the plan.
5. Establish a core team comprised of Parent, Principal, Teacher, Student, Nurse, Cafeteria Manager, and other personnel deemed necessary to make decisions about food allergies.
6. Create an emergency action plan for addressing life-threatening food based allergic reactions with consulting the school nurse, student's parent(s)/guardian(s), and physician.
7. Ensure district-wide mandatory in-service training and education on reducing life-threatening allergy risks, recognizing food allergy symptoms, and emergency procedures for appropriate staff to include, but not limited to the following topics:
  - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.

- b. The signs and symptoms of anaphylaxis.
  - c. The correct use of an Epinephrine.
- d. Specific steps to follow in the event of an emergency. In addition, parent/staff severe allergy educational meetings may be scheduled as medical personnel are available.
  - 8. Reinforce a no-food and no-utensil trading /sharing best practice will be encouraged. A sign in each elementary school shall be posted informing students that they are expected to neither trade nor share food or utensils.
  - 9. Ensure that the School Nurse in consultation with suggestions from student's parent(s)/guardian(s) and the physician or designated licensed extender will prepare the Individual Health Plan for accommodations. The physician will prepare and sign off on the Allergy Action Plan.
  - 10. Establish allergy-safe zones (peanut/tree nut free tables) as needed in each school cafeteria. Zones will be designated by a universal symbol. These zones will be cleaned and sanitized as per district protocol (see Custodial Services Section).
  - 11. Ensure the Individual Health Plan for Accommodations is available in the nurse's office and a student's homeroom at the elementary levels and in the nurse's office at the secondary schools.
  - 12. Recommend that parents/guardians attach a photograph of their student with a Life- Threatening Food Allergy to their Individual Health Plan for Accommodations .When appropriate ;student's photos will be placed in the kitchen only for kitchen staff to view as an extra protective measure. Pictures will be out of view of other students and carried out in accordance with patient confidentiality regulations.
  - 13. When appropriate, make certain that students are allowed and encouraged to carry their Epinephrine on them, as allowed by the district's Administration of Medication Policy and Self- Administration Epinephrine Authorization Plan.
  - 14. Ensure that information is in an organized, prominent and accessible format for a substitute teacher with the universal symbol displayed for ease of access. A bright colored label will be on the outside of sub folders (MEDICAL ALERT).The medical issue will be filled in the blank specific to the student.
  - 15. When appropriate, familiarize teachers with the Individual Health Plan for Accommodations of their students and any other staff member who has contact with student on a need-to-know basis.
  - 16. Instruct and reinforce with facilities personnel to develop cleaning protocol to ensure that the threat of allergens is minimized.
  - 17. Establish procedures to ensure letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Allergy (K-5) and school- wide for secondary students. This will be carried out in accordance with patient confidentiality regulations. Address the topics of snacks and foods sent from home at holidays and celebrations.
  - 18. The school's emergency protocol on Life-Threatening Allergies will be posted in appropriate locations, i.e. nurse office, main office and other areas as designated by the Building Principal. Communication will also be enclosed in the Back-to-School Newsletter and made available on the District's website.
  - 19. Notify staff of the locations of Epinephrine's in the school.
  - 20. A contingency plan will be in place using designated building staff and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of Epinephrine administration.

## **RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS**

The school nurse is the primary coordinator of each student's life-threatening allergy plan. Each school nurse will have the following responsibilities:

1. Meet with parent/guardian(s) of a student with a Life-Threatening Allergy to develop an Individual Health Plan for Accommodations for the student, which may include the use of MEDIC-ALERT bracelets and other methods of identification for students with Life-Threatening Allergies .
2. Maintain updated Individual Health Plan for Accommodations in the nurse's office, in the classroom when appropriate, and with Epinephrine's that are carried by identified students. The emergency action plans will also travel with the Epinephrine's on school sponsored field trips.
3. Assist the principal in providing information about students with Life-Threatening Allergies to staff where



there is a need-to-know basis.

4. In conjunction with the principal, provide yearly in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epinephrine. **The school nurse shall retain documentation of those personnel who have received training on a yearly basis.**
5. Familiarize teachers/substitutes with the Individual Health Plan for Accommodations of their students and any other staff member who has contact with student on need-to-know basis.
6. New Hampshire Statutes governing the administration of prescription medications, and school board policy will be followed in emergency situations. Nurses are responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer emergency medications such as Epinephrine.
7. Educate with parents the appropriate locations for storing the Epinephrine and the possibility of receiving more than one Epinephrine as necessary. Locations for storage will follow the manufacturer's guidelines for avoidance of light and extreme temperatures.
8. Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.
9. Contingency plan will be in place in the event the nurse is not in the building utilizing trained and identified back-up personnel.

## **RESPONSIBILITIES OF TEACHERS**

Each teacher shall have the following responsibilities:

1. Knowledge of the signs and symptoms of severe allergic reaction as provided in the student's health care plan, and be aware of and implement the emergency plan if a reaction is suspected.
2. Review the Individual Health Plan for Accommodations in a setting with the nurse and parent(s)/guardian(s) of any student in your classroom with life-threatening allergies along with relevant staff members.
3. Participate in in-service training about students with life-threatening allergies including demonstration on how to use the Epinephrine.
4. In collaboration with the nurse and parent(s)/guardian(s) of the allergic child, will set a classroom protocol regarding the management of food in the classroom. This protocol will be communicated by the teacher to the students and parent(s)/guardian(s) of the affected class.
5. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
6. Notify parents by written communication of any school related activity that requires the use of food in advance of the project or activity (K-9). (Learning activities will be controlled as much as possible) Limit use of food for instructional lessons.

7. Collaborate with administration, nurse, and parents to send out letters to all parent(s)/guardian(s) of students in a class with an individual with a Life-Threatening Allergy announcing potential food use instructionally.
8. Reinforce appropriate classroom hygiene practices/hand washing before and after eating.
9. Respond immediately to reports of students being teased or bullied about their food allergies.
10. Follow Allergy Action Plan and call 911 when life-threatening allergy related symptoms occur.

### **RESPONSIBILITIES OF NUTRITION SERVICES**

The nutrition services department shall:

1. Provide in-service to nutritional service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
2. Food service employees will wear non-latex gloves. Gloves will be changed during extended use to avoid cross contamination with potential food allergens.
3. Maintain a list of students with food allergies within the food service area with a photo of the student wherever possible.
4. Eliminate the purchase and use of all peanuts and tree nuts or associated products in cafeteria.
5. Provide allergen-safe zones at schools identified with universal symbols where students with applicable food allergies are in attendance
6. Participate in in-service training for students with life-threatening allergies including demonstration of Epinephrine use.
7. With parental approval, set up reasonable procedures for cafeteria regarding food allergic students, including entering student's allergy into computerized database. Information will remain confidential and shared on a need-to-know basis in compliance with federal privacy regulations.
8. Respond appropriately to all complaints/concerns from any student with a life-threatening allergy, including allowing student to see school nurse if complaining of any potential symptoms. A response to complaints/concerns would also include any type of hazing or inappropriate behavior on the part of other students.

### **RESPONSIBILITIES OF CUSTODIAL SERVICES**

The custodial service department shall under the direction of the Building Principal:

1. Use a separate wash bucket and cloth with district-approved cleaning agents solely for the cleaning of allergen-safe zones. This will include disinfecting solution and all-purpose soap as effective cleaning solutions.
2. Receive training on allergen zone maintenance areas.
3. Participate in in-service training for students with life-threatening allergies including demonstration of Epinephrine use.

### **RESPONSIBILITIES OF THE TRANSPORTATION DEPARTMENT**

All school bus drivers shall be informed when he/she is transporting a child with a Life-Threatening Allergy. The school bus drivers shall:

1. Have functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.

2. Maintain and reinforce policy of no food eating on the bus except for those medically documented needs, i.e., diabetics. In cases of medically documented needs, those students must bring allergen safe foods for eating on the bus.
3. Students with life-threatening allergies should sit immediately behind and to the right side of the bus driver when transporting to/from school.
4. Bus drivers will not hand out food treats even on special occasions.
5. Provide all students using district transportation with the transportation health concerns form and maintain a list of students with identified health concerns including anaphylactic risk.
6. Participate in in-service training for students with life-threatening allergies including demonstration of how to use the Epinephrine.

#### **RESPONSIBILITIES OF PERSONS IN CHARGE OF CONDUCTING AFTER-SCHOOL ACTIVITIES**

Person(s) In charge of extracurricular programs shall have the following responsibilities:

1. The Allergy Action Plan will be available for parents to copy and give to others who assume responsibility for their child. Personnel may include:
  - a. Before or after school activity instructors
  - b. Coaches
  - c. Overnight tournament sponsors or district chaperones
  - d. Clubs, programs, or sports will maintain a list of students with severe life-threatening allergies. These individual programs will be responsible for obtaining this information from parent(s)/guardian(s).
2. District employees will participate in in-service training about students with life-threatening allergies including demonstration of Epinephrine use at least annually. The training will be documented and kept on file.

#### **RESPONSIBILITIES DURING PHYSICAL EDUCATION CLASSES**

During physical education classes for a student with a life-threatening allergy, the school shall have the following responsibilities:

1. Children will be under the supervision of at least one adult. Epinephrine Packet will be taken outside if specified in the child's Allergy Action Plan/Individual Health Plan for Accommodations. The epinephrine will be carried by a designated district employee or by the student with a completed Epinephrine Self-Administration Packet for Anaphylaxis.
2. Emergency communication device (walkie-talkie, cell phone) will be accessible and functional.

#### **RESPONSIBILITIES ON FIELD TRIPS**

The school shall have the following responsibilities when a student with Life-Threatening Food Allergy attends field trips:

1. On field trips consideration given for avoiding food allergen exposure and parental attendance is encouraged.
2. Meals of children with food allergies should be stored separately to minimize cross contamination.
3. An in-service trained district employee such as the classroom teacher will accompany the class on the field trip and will maintain each applicable student's Epinephrine and will follow the child's Allergy Action Plan/IHCP.
4. Copies of student's Allergy Action Plan will be carried on all field trips.
5. Staff will call 911 in all instances of Epinephrine use. Parent(s)/Legal Guardian(s) will be notified.

## KEY POINTS FOR PARENTS, STUDENTS AND STAFF

- **You are never alone.** It takes a team to ensure the best for our students. Help is usually a phone call away.
- **Educate, Educate, Educate.** This is an ongoing process that changes with the students' needs and as the staff changes. Food bans do not work because it creates a false sense of security. Today, processed foods contain trace amounts of food items that are not always identified on the food label. The best plan is to educate our school community about the issues that face students with life threatening allergies.
- **Special events/Non-routine days.** The greatest risk for a life threatening allergic reaction exists when the normal routine is broken. Examples are classroom parties, field trips, a substitute teacher, and after school events. **Be Prepared.** Always have the Allergy Action Plan (AAP) available and think ahead to prevent possible exposures to a food allergen.
- **Symptoms vary greatly. Call 911** when uncontrolled anaphylactic symptoms occur or if ingestion is strongly suspected. Use emergency medication (i.e. Epinephrine) if needed and follow the AAP
- **Be safe, not sorry!** Take all complaints from children with food allergies very, very seriously. It is important to respect the needs and rights of each student.
- A child with a life threatening food allergy should **NEVER eat unexamined food.**
- In the event a student has an allergic reaction at school, **call 911 and administer emergency medication** (i.e. antihistamine and Epinephrine) as ordered by the student's physician. Key staff members should be trained to use emergency medications and know the location of those medications at school and on any special function. **If epinephrine (Epinephrine) is used, the student should be taken to the hospital for examination even if the allergic reaction symptoms subside.** The school principal, nurse and parent/guardian should be notified as soon as feasible. 911 should be called for all suspected food allergy reaction. No one can predict how a reaction will progress. A mild reaction can blossom into a full blown anaphylactic reaction very quickly or over several hours. A reaction can also appear to subside or even appear to be under control and can blossom again into a more severe reaction.
- **Cross contamination.** It only takes a trace amount of the food protein to cause an allergic reaction. To prevent exposure to an allergen, **hand washing** and **washing of surfaces** (tables, chairs, mixing bowls, etc.) where an allergen has been used is necessary. Soap and warm water are most effective for cleaning surfaces.

***Be prepared! Know your plan!***

## RESOURCES

The Food Allergy and Anaphylaxis Network (FAAN). FAAN is a great resource for current research, informational newsletter, support groups, and information of food products. Their phone number is 800-929-4040. [www.foodallergy.org](http://www.foodallergy.org)

- American Academy of Allergy, Asthma and Immunology. (AAAAI). [www.aaaai.org](http://www.aaaai.org)
- National Association of School Nurses. [www.nasn.org](http://www.nasn.org)
- Asthma & Allergy Foundation of America. [www.aafa.org](http://www.aafa.org)
- Allergy, Asthma Information Association of Canada (AAIA)
- Food & Drug Administration [www.fda.gov](http://www.fda.gov)
- Food Anaphylaxis Education [www.foodallergy.org](http://www.foodallergy.org)

## FORMS:

- Epinephrine Fact Sheet
- Food Allergy and Epinephrine Training In-Service Sheet
- Epinephrine Self-Administration Authorization Packet for Anaphylaxis
- Epinephrine/Twinject Medication Self-Administration Form
- Epinephrine/Twinject Student Skills Checklist
- Transportation/Food Services Letter to Parents
- Substitute Notice
- Allergen-Safe zone sign
- No Food or Utensil Sharing sign
- Dailey Substitute Form

**WILTON-LYNDEBOROUGH COOPERATIVE**  
**MIDDLE SCHOOL / HIGH SCHOOL**  
57 SCHOOL ROAD  
WILTON, NEW HAMPSHIRE 03086  
(603) 654-6123  
[www.wlcwarriors.net](http://www.wlcwarriors.net)

Date

Dear Parents,

This year at Wilton-Lyndeborough Cooperative Middle/ Senior High School we have many students with food allergies and a few students who have a life-threatening peanut allergy. Students have been provided with a pamphlet entitled "Be a PAL" that provides information on food allergies and ways they can keep their friends safe at school. Classroom teachers and staff have been provided a "*foods to avoid list*". Wilton-Lyndeborough Cooperative Middle/ Senior High School staff is working hard to control allergen exposure in the classroom as much as possible so please check with teachers prior to sending in snacks and always include the packaging.

In addition, where practicable, our cafeterias will have a designated allergy-controlled zone. Any student may sit at that table provided they are not eating peanut butter or a nut product. Our schools' hot lunch program has discontinued the purchase of any food item containing peanuts or tree nuts or that has been prepared in facilities or with equipment that may have been used to process peanuts or tree nuts.

Please do not send homemade treats to school. If your child has a specific food need you may send snacks that are safe for your child to eat. These snacks however, must be stored with the classroom teacher or his/her designee such as a substitute. Your child can access these snacks when treats are eaten in class.

If your child has any special food need and you have not made the school aware please call our school nurse, Kathy Lefebber, 603-654-6123. We thank you in advance for your cooperation, as we work together to keep our school safe for all students.

Sincerely,

Brian Bagley, Principal

Kathy Lefebber, RN, BSN

## Food Allergy and Epinephrine Training In-Service

Date: \_\_\_\_\_

Name (Print): \_\_\_\_\_ Bldg.: \_\_\_\_\_

\*I have received information regarding food allergies, signs, and symptoms of an allergic reaction and possible allergy triggers.

\*I have received a list of safe foods/allergy-controlled foods and understand it is my responsibility to check all foods/ingredients prior to classroom consumption.

\*I have received information on how to clean possible contaminated surfaces.

\*I have demonstrated how to administer an Epinephrine.

Signature: \_\_\_\_\_

# Epinephrine Self-Administration Authorization Packet for Anaphylaxis

## Packet Contents:

1. Anaphylaxis Medication Self-Administration Form (requires physician and parent/guardian signature)
2. Anaphylaxis Student Skills Checklist
3. Severe Allergy Action Plan (requires physician and parent/guardian signature)
4. New Hampshire Revised Statutes.



# EPINEPHRINE/TWINJECT MEDICATION SELF-ADMINISTRATION FORM

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

The New Hampshire Revised Statutes RSA 200:42 through RSA 200:47 provides for students to carry and self-administer life-saving medications when the following criteria are met:

- (1) A licensed physician prescribed or ordered the medication for use by the child and instructed such child in the correct and responsible use of the medication.
- (2) The child has demonstrated to the child's licensed physician or the licensed physician's designee, and the school nurse, if available, the skill level necessary to use the medication and any device necessary to administer such medication prescribed or ordered.
- (3) The child's physician has approved and signed a written treatment plan for managing asthma or anaphylaxis episodes of the child and for medication for use by the child. Such plan shall include a statement that the child is capable of self-administering the medication under the treatment plan.
- (4) The child's parent or guardian has completed and submitted to the school any written documentation required by the school, including the treatment plan required in (3) above and the liability statement required in
- (5) below.
- (5) The child's parent or guardian has signed a statement acknowledging that the school district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the child or the administration of such medication by school staff. Such statement shall not be construed to release the school district and its employees or agents from liability for negligence.

MEDICATION NAME \_\_\_\_\_ Dose \_\_\_\_\_ Time or Interval \_\_\_\_\_

Route/Inhalation device \_\_\_\_\_ Instructions \_\_\_\_\_

MEDICATION NAME \_\_\_\_\_ Dose \_\_\_\_\_ Time or Interval \_\_\_\_\_

Route/Inhalation device \_\_\_\_\_ Instructions \_\_\_\_\_

ALLERGIES: List known allergies to medications, foods, or air-borne substances \_\_\_\_\_

I, the parent or legal guardian of the student listed above, give permission for this child to carry and self-administer the above listed medications. I have instructed my child to notify the school staff anytime this device is used. I understand that, absent any negligence, the school shall incur no liability as a result of any injury arising from the self-administration of medication by my child.

Signature of parent or legal guardian \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian:

Name: \_\_\_\_\_ Home phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work and cell phones: \_\_\_\_\_

Name: \_\_\_\_\_ Home phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work and cell phones: \_\_\_\_\_

Emergency Contact:

Name: \_\_\_\_\_ Phone #'s: \_\_\_\_\_

I, a licensed physician or nurse practitioner, certify that this child has a medical history of severe allergic reactions, has been trained in the use of the listed medication, and is judged to be capable of carrying and self-administering the listed medications(s). The child should notify school staff anytime the medication/injector is used. This child understands the hazards of sharing medications with others and has agreed to refrain from this practice.

Signature of Health Care Provider \_\_\_\_\_ Date: \_\_\_\_\_

Name of Health Care Provider \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

School Nurse Signature \_\_\_\_\_

Date: \_\_\_\_\_

### **Epinephrine Pen Trainer Skills Checklist:**

\_\_\_\_\_ Requires Supervision

\_\_\_\_\_ Performs Independently

1. CONFIRM THAT LABEL STATES TRAINING DEVICE. Remove the gray safety cap.
2. Firmly hold the Epi-Pen with the black tip near the outer aspect of the thigh.
3. Swing and jab firmly into outer thigh and hold the Epi-Pen against the thigh for 10 seconds.
4. Remove the Epi-pen unit and massage injection area for 10 seconds.
5. Replace the gray cap.
6. You may practice again.
7. Verbalize that you will tell the school nurse whenever you use the Epinephrine. If the school nurse is unavailable, you will tell the principal or appropriate district personnel.

### **Twin-ject Trainer Skills Checklist:**

\_\_\_\_\_ Requires Supervision

\_\_\_\_\_ Performs Independently

1. Pull off green end cap, then red end cap.
2. Put gray cap against outer thigh, press down firmly until needle penetrates. Hold for 10 seconds, then remove.
3. Verbalize that you will tell the school nurse whenever you use the Twinject. If the school nurse is unavailable, you will tell the principal or appropriate district personnel.
4. Second dose administration:
  - Y4 After you have found the appropriate personnel and if your symptoms don't improve after 10 minutes, administer second dose:
    - Unscrew gray cap and pull syringe from barrel by holding blue collar at needle base.
    - Slide yellow or orange collar off plunger.
    - Put needle into thigh through skin, push plunger down all the way, and remove.

**This technical advisory is intended to help clarify issues related to delegation of medications during the school day.**

**Actual Text- Ed 311.02 Medication During School Day**

- (a) For the purpose of this rule "school day" means any time during the day, afternoon, or evening when a child is attending school or other school related activity.
- (b) Any pupil, who is required to take during the school day a medication prescribed by a licensed physician, advanced registered nurse practitioner, licensed physician's assistant or dentist, shall have a school nurse either assist the student to take the medication or administer the medication.
- (c) This duty may also be undertaken by a RN or LPN under the direction of the school nurse.
- (d) The school nurse may delegate the administration of medications, if appropriate to others pursuant to RSA 326-B Nurse Practice Act and Nur 404.
- (e) Asthma inhalers and epinephrine auto injectors may be possessed by a student and self-administered in accordance with RSA 200:42 through RSA 200:47.
- (f) If the school nurse is not available the building principal or designee is permitted to assist students in taking required medications by:
  - (1) Making such medications available to the student as needed; and
  - (2) Observing the student as he/she takes or does not take his/her medication; and
  - (3) Recording whether the student did or did not take his/her medication.
- (g) Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications and adverse reactions to be observed.
- (h) Each local school board, with the advice of the school nurse(s) and school physician if available shall establish specific policy and procedures to give protection and controls to the matter of medications in schools.

## Food Allergy Action Plan

Student's Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Teacher: \_\_\_\_\_ ALLERGY TO: \_\_\_\_\_

Asthmatic Yes No \*Higher risk for severe reaction

Place  
Child's  
Picture  
Here

### + STEP 1: TREATMENT +

#### Symptoms:

**If a food allergen has been ingested, but *no symptoms*:**

Mouth **itching, tingling, or swelling of lips, tongue, mouth**

Skin **Hives, itchy rash, swelling of the face or extremities**

Gut **Nausea, abdominal cramps, vomiting, diarrhea**

Throat **Tightening of throat, hoarseness, hacking cough**

Lungs **Shortness of breath, repetitive coughing, wheezing**

Heart **Thready pulse, low blood pressure, fainting, pale, blueness**

Other \_\_\_\_\_

**If reaction is progressing (several of the above areas affected), give**

The severity of symptoms can quickly change, potentially life-threatening.

#### Give Checked Medication\*\*:

(To be determined by physician authorizing treatment)

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

Epinephrine Antihistamine

#### DOSAGE

**Epinephrine:** inject intramuscularly (circle one) Epi Pen® Epi Pen® Jr. TwinjectH® 0.3 mg TwinjectH® 0.15 mg  
(See reverse side for instructions)

**Antihistamine:** give \_\_\_\_\_

Mekamizone

**Other:** give \_\_\_\_\_

Mekamizone

**IMPORTANT: Asthma inhalers and/or antihistamines cannot be depended on to replace epinephrine in anaphylaxis.**

### + STEP 2: EMERGENCY CALLS +

1. Call 911 (or Rescue Squad: \_\_\_\_\_). State that an allergic reaction has been treated and additional epinephrine may be needed.

2. Dr. \_\_\_\_\_ Phone Number: \_\_\_\_\_ at \_\_\_\_\_

3. Parents: \_\_\_\_\_ Phone Number(s): \_\_\_\_\_

4. Emergency contacts:

Name/Relationship \_\_\_\_\_ Phone Number(s) \_\_\_\_\_

a. \_\_\_\_\_ 1.) \_\_\_\_\_ 2.) \_\_\_\_\_

b. \_\_\_\_\_ 1.) \_\_\_\_\_ 2.) \_\_\_\_\_

**EVEN IF PARENT/GUARDIAN CANNOT BE REACHED, DO NOT HESITATE TO MEDICATE OR TAKE CHILD TO MEDICAL FACILITY!**

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_




Doctor's Signature \_\_\_\_\_

(Required)

Date \_\_\_\_\_

TRAINED STAFF MEMBERS	
1. _____	Room _____
2. _____	Room _____
3. _____	Room _____

<p><b>EpiPen® and EpiPen® Jr. Directions</b></p> <ul style="list-style-type: none"> <li>• <b>P u l l</b> off gray activation cap.</li> <li>• <b>H o l d</b> back tip near outer thigh (Always apply to thigh).</li> <li>• <b>S w i n g</b> and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. Remove the EpiPen® unit and massage the injection area for 10 seconds.</li> </ul>	<p><b>Twinject™ 0.3 mg and Twinject™ 0.15 mg Directions</b></p>  <ul style="list-style-type: none"> <li>• <b>P u l l</b> off green end cap, then red end cap.</li> <li>• <b>P u t</b> gray cap against outer thigh, press down firmly until needle penetrates. Hold for 10 seconds, then remove.</li> </ul> <p><b>SECOND DOSE ADMINISTRATION:</b> If symptoms don't improve after 10 minutes, administer second dose:</p> <ul style="list-style-type: none"> <li>• <b>U n s c r e w</b> gray cap and pull syringe from barrel by holding blue collar at needle base.</li> <li>• <b>S l i d e</b> yellow or orange collar off plunger.</li> <li>• <b>P u t</b> needle into thigh through skin, push plunger down all the way, and remove.</li> </ul>  
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Once EpiPen® or Twinject® is used, call the Rescue Squad. Take the used unit with you to the Emergency Room. Plan to stay for observation at the Emergency Room for at least 4 hours.

For children with multiple food allergies, consider providing separate Action Plans for different foods.

\*Medication checklist adapted from the Authorization of Emergency Treatment form developed by The Mount Sinai School of Medicine. Used with permission.  
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# EPINEPHRINE/TWINJECT MEDICATION SELF-ADMINISTRATION FORM

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

The New Hampshire Revised Statutes RSA 200:42 through RSA 200:47 provides for students to carry and self-administer life-saving medications when the following criteria are met:

- (1) A licensed physician prescribed or ordered the medication for use by the child and instructed such child in the correct and responsible use of the medication.
- (2) The child has demonstrated to the child's licensed physician or the licensed physician's designee, and the school nurse, if available, the skill level necessary to use the medication and any device necessary to administer such medication prescribed or ordered.
- (3) The child's physician has approved and signed a written treatment plan for managing asthma or anaphylaxis episodes of the child and for medication for use by the child. Such plan shall include a statement that the child is capable of self-administering the medication under the treatment plan.
- (4) The child's parent or guardian has completed and submitted to the school any written documentation required by the school, including the treatment plan required in (3) above and the liability statement required below
- (5) The child's parent or guardian has signed a statement acknowledging that the school district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the child or the administration of such medication by school staff. Such statement shall not be construed to release the school district and its employees or agents from liability for negligence.

MEDICATION NAME \_\_\_\_\_ Dose \_\_\_\_\_ Time or Interval \_\_\_\_\_

Route/Inhalation device \_\_\_\_\_ Instructions \_\_\_\_\_

MEDICATION NAME \_\_\_\_\_ Dose \_\_\_\_\_ Time or Interval \_\_\_\_\_

Route/Inhalation device \_\_\_\_\_ Instructions \_\_\_\_\_

ALLERGIES: List known allergies to medications, foods, or air-borne substances \_\_\_\_\_

I, the parent or legal guardian of the student listed above, give permission for this child to carry and self-administer the above listed medications. I have instructed my child to notify the school staff anytime this device is used. I understand that, absent any negligence, the school shall incur no liability as a result of any injury arising from the self-administration of medication by my child.

Signature of parent or legal guardian \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian:

Name: \_\_\_\_\_ Home phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work and cell phones: \_\_\_\_\_

Name: \_\_\_\_\_ Home phone: \_\_\_\_\_

Address: \_\_\_\_\_ Work and cell phones: \_\_\_\_\_

Emergency Contact:

Name: \_\_\_\_\_ Phone #'s: \_\_\_\_\_

I, a licensed physician or nurse practitioner, certify that this child has a medical history of severe allergic reactions, has been trained in the use of the listed medication, and is judged to be capable of carrying and self-administering the listed medications(s). The child should notify school staff anytime the medication/injector is used. This child understands the hazards of sharing medications with others and has agreed to refrain from this practice.

Signature of Health Care Provider \_\_\_\_\_ Date: \_\_\_\_\_

Name of Health Care Provider \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

School Nurse Signature \_\_\_\_\_ Date: \_\_\_\_\_

### **Epinephrine Pen Trainer Skills Checklist:**

\_\_\_\_\_ Requires Supervision

\_\_\_\_\_ Performs Independently

1. CONFIRM THAT LABEL STATES TRAINING DEVICE. Remove the gray safety cap.
2. Firmly hold the Epi-Pen with the black tip near the outer aspect of the thigh.
3. Swing and jab firmly into outer thigh and hold the Epi-Pen against the thigh for 10 seconds.
4. Remove the Epi-pen unit and massage injection area for 10 seconds.
5. Replace the gray cap.
6. You may practice again.
7. Verbalize that you will tell the school nurse whenever you use the Epinephrine. If the school nurse is unavailable, you will tell the principal or appropriate district personnel.

### **Twin-ject Trainer Skills Checklist:**

\_\_\_\_\_ Requires Supervision

\_\_\_\_\_ Performs Independently

1. Pull off green end cap, then red end cap.
2. Put gray cap against outer thigh, press down firmly until needle penetrates. Hold for 10 seconds, then remove.
3. Verbalize that you will tell the school nurse whenever you use the Twin-ject. If the school nurse is unavailable, you will tell the principal or appropriate district personnel.
4. Second dose administration:  
After you have found the appropriate personnel and if your symptoms don't improve after 10 minutes, administer second dose:  
Unscrew gray cap and pull syringe from barrel by holding blue collar at needle base.  
Slide yellow or orange collar off plunger.  
Put needle into thigh through skin, push plunger down all the way, and remove.

**This technical advisory is intended to help clarify issues related to delegation of medications during the school day.**

**Actual Text- Ed 311.02 Medication During School Day**

- (a) For the purpose of this rule "school day" means any time during the day, afternoon, or evening when a child is attending school or other school related activity.
- (b) Any pupil, who is required to take during the school day a medication prescribed by a licensed physician, advanced registered nurse practitioner, licensed physician's assistant or dentist, shall have a school nurse either assist the student to take the medication or administer the medication.
- (c) This duty may also be undertaken by a RN or LPN under the direction of the school nurse.
- (d) The school nurse may delegate the administration of medications, if appropriate to others pursuant to RSA 326-B Nurse Practice Act and Nur 404.
- (e) Asthma inhalers and epinephrine auto injectors may be possessed by a student and self-administered in accordance with RSA 200:42 through RSA 200:47.
- (f) If the school nurse is not available the building principal or designee is permitted to assist students in taking required medications by:
  - (1) Making such medications available to the student as needed; and
  - (2) Observing the student as he/she takes or does not take his/her medication; and
  - (3) Recording whether the student did or did not take his/her medication.
- (g) Upon receiving a request from the parent, guardian, or physician relative to a particular student's need for medication during school hours, the school nurse may contact the parent, or guardian to discuss whether the student should remain at home, or whether the medication should be taken before, during, and/or after school. The nurse may also inquire about any other medical conditions requiring medications and any special side effects, contraindications and adverse reactions to be observed.
- (h) Each local school board, with the advice of the school nurse(s) and school physician if available shall establish specific policy and procedures to give protection and controls to the matter of medications in schools.

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- (i) In order for prescription medications to be given at the school, the following shall occur:
  - (1) The school nurse shall ensure that a written statement from the licensed prescriber containing the following be in the student's health record:
    - a. The student's name;
    - b. The name and signature of the licensed prescriber and contact numbers;
    - c. The name, route and dosage of medication;
    - d. The frequency and time of medication administration or assistance;
    - e. The date of the order; and
    - f. A diagnosis, if not a violation of confidentiality;
  - (2) The school nurse shall ensure that there is written authorization by the parent and/or guardian which contains:
    - a. The parent and/or guardian's printed name and signature;
    - b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent, guardian or student that such medication be documented; and
    - c. Approval to have the school nurse or designee administer the medication, the student to possess and self-administer and/or the principal or his designee assist the student with taking the medication; and
  - (3) The school nurse shall ensure the authorization or other accessible documentation contains:
    - a. The parent and/or guardian's home and emergency phone number(s); and
    - b. The names of persons to be notified in case of a medication emergency in addition to the parent or guardian and licensed prescriber.
- G) The school nurse shall develop a system of documenting and communicating significant observations relating to prescriptions, medication's adverse reactions, and other harmful effects, to the child's parent or guardian and/or licensed prescriber.
- (k) The school nurse shall develop and implement procedures regarding receipt and safe storage of prescription medications.
- (l) A parent, guardian or a parent/guardian-designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows :

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

(m) All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

(n) All medication to be administered by the school nurse shall be kept in a securely-locked cabinet which is kept locked except when opened to obtain medications. Medications requiring refrigeration shall be stored in a locked box in a refrigerator maintained at temperatures of 38 degrees to 42 degrees. Emergency medications may be secured in other locations readily accessible only to those with authorization.

(o) No more than a 30-school day supply of the prescription for a student shall be stored at the school.

(p) Non-prescription medication shall be given only with the written authorization of the parent and/or guardian and if this is in accordance with school policy.

### **Related Laws and Rules for Consideration**

RSA 326-B: 29 prohibits anyone from coercing an RN or LPN into delegating any task if the nurse determines the delegation to be inappropriate. Additionally, this law protects nurses who appropriately delegate tasks according to the nurse practice act from disciplinary action because of the performance of the delegatee :

[http://www.qencourt.state.nh.us/rsa/html\\_i/XXX/326-B/326-B-29.htm](http://www.qencourt.state.nh.us/rsa/html_i/XXX/326-B/326-B-29.htm)

Nur404 outlines the circumstances, obligations, and limitations of delegating a nursing task:

<http://gencourt.state.nh.us/rules/nur.html>

Nur 101 provides definitions of Competency, Delegation, Stable Client, and Unlicensed

Assistive Personnel: <http://gencourt.state.nh.us/rules/nur.html>

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RSA 318:42 allows for the possession and administration of epinephrine for the emergency treatment of anaphylaxis by licensed practical nurses or registered nurses employed or contracted by public school systems without the need for explicit written parental authorization: <http://www.gencourt.state.nh.us/rsa/html/XXX/318/318-42.htm>

RSA 200:42- RSA 200:47 describe what needs to be in place to allow students to carry and self-administer inhalers and epinephrine:  
<http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV-200.htm>

RSA 200:40 – RSA 200:41 allow a school nurse to administer oxygen to a pupil in a medical emergency as needed: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV-200.htm>

### **Department Discussion**

Any prescription medication to be taken by a public school student during the school day requires the involvement of a school nurse regardless of the route of administration. The school nurse must verify the prescription, parental authorization, and accuracy of emergency contact information. The school nurse must also have in place a system to document adverse reactions to the medication and to safely store the medication.

After the above requirements are met, the principal or designee may assist students with their prescriptions if the nurse is unavailable. This assistance consists of providing the medication to the student then observing and documenting that the student took the medication. However, if the medication requires administration, that is, the student cannot take the medication by themselves with the assistance described; only the school nurse or an appropriate delegate may administer the prescription.

A school nurse alone has the authority to delegate medication administration and may delegate only if appropriate under the Nurse Practice Act. Parents may not delegate medication administration directly in the public school setting. Ideally, the school nurse will work with the parent and/or guardian to identify appropriate delegates since parental approval and authorization is required.

If, in conjunction with medication administration, the student requires a comprehensive nursing assessment and/or evaluation, this must be done by an RN and cannot be delegated. Supervision will be provided on a continual or intermittent basis as per the Board of Nursing Administrative Rules. The nurse shall develop a system to ensure the delegatee will follow a care plan or an emergency care plan, especially if the school nurse will not be available for

consultation or assistance at the time the medication will be administered. The established plan must take into consideration the individual student needs and the context when the medication may be needed (e.g., location, activities, availability of EMS, availability of parent or guardian).

It may include instructions for calling 911 and/or the parent as appropriate as well as ensuring immediate and adequate first aid if needed.

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The NH Board of Nursing has a Frequently Asked Question document related to the role of the School Nurse. This document is under review and will be updated in the near future at [www.state.nh.us/nursing](http://www.state.nh.us/nursing) under the FAQ section.

Here are some additional recommended resources to consult before delegating:

1) NH Nurses Association Online Delegation program:

[http://www.nhnurses.org/pdf/doc/Delegation\\_course.doc](http://www.nhnurses.org/pdf/doc/Delegation_course.doc)

2) National Association of School Nurses Position Statements Regarding Using Assistive Personnel and Delegation: <http://www.nasn.org/Default.aspx?tabid=201> (Please note that this position statement will soon be revised) and <http://www.nasn.org/Default.aspx?tabid=349>

3) National Council of State Boards of Nursing position paper emphasizes that supervision, monitoring, evaluation and follow-up by the nurse are crucial components of delegation:

<https://www.ncsbn.org/323.htm>

RSA 200:42 – RSA 200:47 allows students to carry and self-administer prescription epi pens and inhalers provided that all conditions described in the statute have been satisfied. For other prescription drugs students normally self-administer, the school nurse may delegate administration to the student themselves if the prescriber and parent/guardian provides written authorization and if school policy supports the practice. Ideally, students should self-administer their medications in a comfortable and clean location either in class or in a nearby location to minimize disruption to their academic day. The school nurse should provide supervision as needed.

School nurses have the authority to possess and administer oxygen and epinephrine as per the legislation above but schools are not required to stock these drugs. This decision is best left up to the individual districts with the advice of the school nurse and MD, if available.

**For more information on this technical advisory, contact:**

Katherine Rannie, RN MSc, [KRannie@ed.state.nh.us](mailto:KRannie@ed.state.nh.us), 271-3891

School Health Services Consultant, Division of Instruction

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Wilton-Lyndeborough Cooperative Middle/High School  
57 School Road  
Wilton, NH 03086  
603-654-6123

**To: Parents/Guardians**

**From: Superintendent of Schools**

There are students in Wilton-Lyndeborough Cooperative School District who have severe life-threatening allergies. If these children are exposed to any peanut, nut products, or designated food allergen it could be life threatening. We are working on educating all staff, children and families about ways to reduce the risks to these children.

We are informing you so that you will help us to provide a safe environment on the bus. Washing hands and faces, particularly if peanut or nut products have been eaten for breakfast, will help ensure a safe bus ride for these students. Peanut and nut oils can remain on the hands and face and need to be washed off well with soap and water.

There will be absolutely NO EATING on the school buses to and from school each day. For your information, we have set up "allergy-controlled" zones in the school cafeterias where this is necessary. Only children who do not have nut products or designated food allergens in their lunch may sit in the "allergy-controlled" zone.

If you have any transportation questions please feel free to call Steve's School Bus, 654-7035. For questions regarding the cafeteria please call Bob Deignan, 654-6123.

You may also call the school nurse at your child's school to discuss any of your questions or concerns. Thank you for your help and support in keeping our schools and buses healthy and a safe environment for all of us.

Notice to All Substitutes

## IMPORTANT

Our building has several students who have severe, LIFE-THREATENING food allergies. For these students, eating or touching any nuts or products containing nuts or other food allergens such as dairy or shellfish could result in a potentially fatal allergic reaction.

**As you begin today**, immediately check with the office professionals or person to who you report to learn about life-threatening allergies or students with other health concerns with whom you will work. If you are a substitute, check the appropriate sub folder for further information. All health information is CONFIDENTIAL.

Our staff is trained in how to respond to students with food allergies in the event of an accidental exposure, but prevention is the most important action we can all take. To help reduce the risk of exposure for students with severe allergies, please:

1. Wash your hands after eating or touching any foods.
2. Do not eat or bring any food items into classrooms or specials classrooms without first checking with the teacher of that room.
3. Observe the signs posted outside ALL rooms or areas that indicate that no nuts or other allergens are allowed in those areas.
4. Do not offer food to any student.
5. Children should not engage in sharing of food.
6. Do not let students take food out to the playground.

Thank you for your cooperation in this important matter.

Questions? Contact school nurse: **Kathy Lefebber, extension 2126**

## DAILY SUBSTITUTE FORM

Substitute Name: \_\_\_\_\_

Teacher Subbing For : \_\_\_\_\_

Grade : \_\_\_\_\_

I have read the teacher's daily lesson plan, fire drill procedure, end of day dismissal procedure (Parent's Notes to the Office), and am aware of students with allergies in this classroom .

Please sign this form and return it to the Office by 10:00 AM.

Thank you.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please initial each statement as true about this school year:

\*I have received information regarding food allergies, signs and symptoms of an allergic reaction and possibly allergy triggers. \_\_\_\_\_

\*I have received information on how to clean possible contaminated surfaces. \_\_

\*I have demonstrated how to administer an EpiPen. \_\_\_\_\_

If you cannot initial each statement, please contact the nurse at this site to be trained immediately.

# Allergy Management Policy

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*Board Policy*  
*JAA*

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

The goals for allergy management include:

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

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

*First Reading: September 11, 2012*

*Second Reading: September 25, 2012*

*Final Adoption: October 9, 2012*



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**Florence Rideout Elementary School**

18 Tremont Street  
Wilton, NH 03086  
Phone: 603-654-6714  
Fax: 603-654-3490

*Website:*  
*[www.sau63.org](http://www.sau63.org)*

**Lyndeborough Central School**

192 Forest Road  
Lyndeborough, NH 03082  
Phone: 603-654-9381  
Fax: 603-654-6884

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To: Bryan Lane  
From: Tim O'Connell  
Date: September 4, 2017  
RE: Student Allergy Management

At both Florence Rideout Elementary School and Lyndeborough Central School we work to provide a safe learning environment for all students. This includes students with life threatening allergies. When we are made aware that a student has a life threatening allergy we take several steps to ensure the safety of that student.

One the first steps is to convene our school 504 team. The team's primary goal is to develop an individual health plan which includes several accommodations. Typically, this team includes School Nurse, School Counselor, classroom teacher, parents/guardians and/or principal. In the case of. At this meeting several accommodations are discussed and agreed upon to support the management of the allergens and prevent/minimize the risk of exposure. These accommodations can include adjustments to school lunch preparations, educating students and staff about life threatening allergies, special environmental cleaning instructions, and supplies that made need to be accessible.

We have instituted several school wide precautions and protocols. All staff are required to attend in-service training focused on identifying the symptoms of anaphylaxis and are required to demonstrate proficiency with the use of Epi-pens (epinephrine injectors). As part of our emergency procedures at both school protocols have been developed on how to care and treat students who are experiencing anaphylactic shock. Our school Crisis team(s) conduct drills around these procedures. At both schools we have provided allergy safe zones or tables for students in the cafeteria.

In the classrooms where students who have life threatening allergies exist several additional precautions are also taken. Classrooms that have students with life-threatening allergies are identified with a label outside the classroom next to the door indicating the allergen and alerting any visitors of precautions that need to be taken. Substitutes are made aware of any student who has a life threatening allergy with information contained in the substitute folders alerting them and giving particulars surrounding specific accommodations, and emergency action plan.

Education around life-threatening allergies is at the forefront of what we do. At both schools, we utilize the P.A.L (Protect A Life) Program to teach all students awareness of life threatening allergies and how to be supportive of classmates who may have them. This program is delivered by the classroom teacher and school nurse in classrooms where a student with life threatening allergy is enrolled.

***Wilton-Lyndeborough Cooperative School District***  
***School Administrative Unit #63***

192 Forest Road Lyndeborough, NH 03082  
603-654-8088

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Bryan K. Lane  
Superintendent of Schools

Betty Moore, M.Ed.  
Director of Student Support Services

Lise Tucker  
Business Administrator

August 24, 2017

Ms. Stella Abbot  
244 Pettingill Hill Road  
Lyndeborough, NH 03082

Dear Ms. Abbot,

We are in receipt of your donation of the following:

20 packages of 24 pack Crayola crayons  
5 boxes of Casemate NO.2 wooden pencils  
4 packages of 2 pack Elmers school glue, disappearing purple  
1 package of 6 pack Elmers re-stick glue stick, clear

We have researched these items online for their value and have summarized your donation at \$28.13. We understand that this gift is to be used at the Lyndeborough Central School. We accept this gift with gratitude.

Please be aware that the value of this gift is tax deductible. No goods or services were provided in exchange for this contribution. The Wilton-Lyndeborough Cooperative School District is a political subdivision of the State of New Hampshire and, as such, is a tax exempt organization under the Internal Revenue Code, Section 4253(i). The district's tax identification number is 02-0275692.

On behalf of the Wilton-Lyndeborough Cooperative School District, I thank you for your generosity.

Sincerely,

Lise Tucker  
Business Administrator

Cc: Bryan K. Lane, Superintendent of Schools  
Tim O'Connell, Principal, Lyndeborough Central School

***Wilton-Lyndeborough Cooperative School District***  
***School Administrative Unit #63***

192 Forest Road  
Lyndeborough, NH 03082  
603-654-8088

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Bryan K. Lane  
Superintendent of Schools

Betty Moore, M.Ed.  
Director of Student Support Services

Lise Tucker  
Business Administrator

**MEMO**

To: Bryan K. Lane, Superintendent of Schools  
School Board

From: Lise Tucker, Business Administrator  
Bob Deignan, Food Service Manager

Subject: Food Service Grants

Date: September 5, 2017

Acceptance of the following Grants from the New England Dairy & Food Council as part of the Fuel Up To Play 60 Equipment Awards.

Florence Rideout Elementary was awarded \$4,700. These funds will be used to purchase a two door 35 cubic ft. freezer, a food processor, a dicer, a four section wedger, and a case of liquid cell ice blankets.

Wilton-Lyndeborough Cooperative Middle/High was awarded \$4,200. These funds will be used to purchase a counter top refrigerated unit, a panini press, and a Waring one gallon blender with timer and spigot.

The funds will be placed in the Food Service Program with distinction as to the inflows and outflows of these grants.

**Wilton-Lyndeborough Cooperative School District**  
**Food Service Program - Income Statement**  
**For the Period 7/1/16 to 6/30/17**

Fiscal Year 2016-17

**REVENUE**

LineDesc		Budget	YTD	BudgetBalance	Used Percent
21.1610.000.00.00000	Food Svc Sales - Lunch	\$94,250.00	\$95,773.70	(\$1,523.70)	101.62%
21.1611.000.00.00000	Food Svs Sales - Breakfast	\$11,861.00	\$9,580.30	\$2,280.70	80.77%
21.1612.000.00.00000	Food Svs Sales - Milk	\$13,750.00	\$453.00	\$13,297.00	3.29%
21.1615.000.00.00000	Food Svs Sales - Snacks	\$6,000.00	\$2,686.75	\$3,313.25	44.78%
21.1624.000.00.00000	Misc/Vending Sales	\$500.00	\$54.48	\$445.52	10.90%
21.1630.000.00.00000	Catering/Food Sales	\$2,810.00	\$738.20	\$2,071.80	26.27%
21.1920.000.00.00000	Food Service Donations	\$2,000.00	\$0.00	\$2,000.00	0.00%
21.1990.000.00.00000	Food Service Misc Revenue	\$50.00	\$0.00	\$50.00	0.00%
21.3260.000.00.00000	Child Nutrition - State Lunch	\$2,985.00	\$2,480.20	\$504.80	83.09%
21.3261.000.00.00000	Child Nutrition - State Breakfast	\$535.00	\$419.13	\$115.87	78.34%
21.4560.000.00.00000	Child Nutrition - Federal Lunch	\$62,859.00	\$60,599.18	\$2,259.82	96.40%
21.4561.000.00.00000	Child Nutrition - Federal Breakfast	\$21,750.00	\$18,945.85	\$2,804.15	87.11%
21.4562.000.00.00000	Child Nutrition - Federal Milk	\$250.00	\$699.79	(\$449.79)	279.92%
21.4563.000.00.00000	Child Nutrition - Federal Snack	\$0.00	\$0.00	\$0.00	0.00%
21.4590.000.00.00000	USDA Commodities	\$0.00	\$0.00	\$0.00	0.00%
21.5210.000.00.00000	Transfer from General	\$0.00	\$0.00	\$0.00	0.00%
		<b>\$219,600.00</b>	<b>\$192,430.58</b>	<b>\$27,169.42</b>	<b>87.63%</b>

**EXPENDITURE**

LineDesc		Budget	YTD	BudgetBalance	Used Percent
21.3110.116.00.00000	F/Svc Supvsr Salary	\$40,000.00	\$40,000.00	\$0.00	100.00%
21.3110.211.00.00000	F/Svc Supvsr Medical	\$2,000.00	\$2,000.00	\$0.00	100.00%
21.3110.212.00.00000	F/Svc Supvsr Dental	\$1,632.00	\$1,632.00	\$0.00	100.00%
21.3110.213.00.00000	F/Svc Supvsr Life Ins	\$67.20	\$52.22	\$14.98	77.71%
21.3110.214.00.00000	F/Svc Supvsr Disability Ins	\$74.64	\$58.10	\$16.54	77.84%
21.3110.220.00.00000	F/Svc Supvsr FICA	\$3,213.00	\$3,212.95	\$0.05	100.00%
21.3110.250.00.00000	F/Svc Supvsr U/C	\$145.60	\$250.40	(\$104.80)	171.98%
21.3110.260.00.00000	F/Svc Supvsr W/C	\$944.00	\$0.00	\$944.00	0.00%
21.3120.116.00.00000	F/Svc Wkrs Salary	\$53,121.37	\$54,488.79	(\$1,367.42)	102.57%
21.3120.211.00.00000	F/Svc Wkrs Medical Ins	\$10,536.40	\$10,109.58	\$426.82	95.95%
21.3120.213.00.00000	F/Svc Wkrs Life Ins	\$126.00	\$97.86	\$28.14	77.67%
21.3120.214.00.00000	F/Svc Wkrs Disability Ins	\$84.48	\$65.80	\$18.68	77.89%
21.3120.220.00.00000	F/Svc Wkrs FICA	\$4,216.79	\$4,187.85	\$28.94	99.31%
21.3120.250.00.00000	F/Svc Wkrs U/C	\$482.30	\$468.92	\$13.38	97.23%
21.3120.260.00.00000	F/Svc Wkrs W/C	\$1,253.67	\$0.00	\$1,253.67	0.00%
21.3120.430.00.00000	F/Svc Repairs & Maint	\$4,070.00	\$1,963.02	\$2,106.98	48.23%
21.3120.580.00.00000	F/Svc Travel & Conferencs	\$900.00	\$916.83	(\$16.83)	101.87%
21.3120.610.00.00000	F/Svc Non Food Supplies	\$7,000.00	\$5,582.31	\$1,417.69	79.75%
21.3120.612.00.00000	F/Svc Office/Marketing Supplies	\$1,715.00	\$618.98	\$1,096.02	36.09%
21.3120.613.00.00000	F/Svc Postage & Del	\$400.00	\$151.68	\$248.32	37.92%
21.3120.614.00.00000	F/Svc Uniforms	\$275.00	\$0.00	\$275.00	0.00%
21.3120.615.00.00000	F/Svc Chemicals	\$900.00	\$83.76	\$816.24	9.31%
21.3120.617.00.00000	F/Svc Kitchen Supplies	\$500.00	\$274.45	\$225.55	54.89%
21.3120.623.00.00000	F/Svc Bottled Gas	\$10.00	\$10.94	(\$0.94)	0.00%
21.3120.630.00.00000	F/Svc Food Supplies	\$60,312.55	\$59,155.19	\$1,157.36	98.08%
21.3120.631.00.00000	F/Svc Milk	\$14,089.00	\$13,243.50	\$845.50	94.00%
21.3120.632.00.00000	F/Svc Snacks	\$6,700.00	\$3,553.25	\$3,146.75	53.03%
21.3120.633.00.00000	F/Svc USDA Commodities	\$1,300.00	\$1,184.25	\$115.75	91.10%
21.3120.650.00.00000	F/Svc Software	\$2,260.00	\$2,236.00	\$24.00	98.94%
21.3120.732.00.00000	F/Svc New Equipment	\$151.00	\$150.47	\$0.53	99.65%
21.3120.735.00.00000	F/Svc Replace Equipment	\$660.00	\$658.92	\$1.08	99.84%
21.3120.810.00.00000	F/Svc Dues & Fees	\$285.00	\$273.50	\$11.50	95.96%
21.3120.890.00.00000	F/Svc Misc	\$175.00	\$14.19	\$160.81	8.11%
		<b>\$219,600.00</b>	<b>\$206,695.71</b>	<b>\$12,904.29</b>	<b>94.12%</b>

**NET REVENUE(LOSS)**

<b>\$0.00</b>	<b>(\$14,265.13)</b>	<b>\$14,265.13</b>	<b>(\$0.06)</b>
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Wilton-Lyndeborough Cooperative School District  
Other Food Sales Summary  
FY 2016-2017

Description	Other/Snacks		
<b><u>JULY</u></b>			
Back Office	0.00		
FRES	graduation cake	75.00	21-1630 Catering
LCS	snacks	15.75	
WLC	Healthier Way	0.00	21-1624 Vending
WLC	Schwans Rebate	0.00	21-3120-630-02 0.00
			21-3120-630-03 0.00
totals	90.75		
<b><u>AUGUST</u></b>			
Back Office	0.00		
FRES	0.00		
LCS	0.00		
WLC	Institution Purchase Serv Rebate	0.00	21-3120-630-02 0.00
			21-3120-630-03 0.00
totals	0.00		
<b><u>SEPTEMBER</u></b>			
Back Office	0.00		
FRES	0.00		
LCS	0.00		
WLC	Institution Purchase Serv Rebate	47.40	21-3120-630-02 18.96
			21-3120-630-03 28.44
totals	47.40		
<b><u>OCTOBER</u></b>			
Back Office	0.00		
FRES	0.00		
LCS	0.00		
WLC	Healthier Way	20.39	21-1624 Vending
	Institution Purchase Serv Rebate	51.77	21-3120-630-02 20.71
			21-3120-630-03 31.06
totals	72.16		
<b><u>NOVEMBER</u></b>			
Back Office	0.00		
FRES	0.00		
LCS	0.00		
WLC	Healthier Way	0.00	21-1624 Vending
	Institution Purchase Serv Rebate	0.00	21-3120-630-02 0.00
			21-3120-630-03 0.00
totals	0.00		
<b><u>DECEMBER</u></b>			
Back Office	0.00		
FRES	0.00	21-1630	Catering
LCS	0.00		
WLC	0.00		
totals	0.00		

Wilton-Lyndeborough Cooperative School District  
Other Food Sales Summary  
FY 2016-2017

**JANUARY**

Back Office		0.00		
FRES	50% of deposit order	(39.50)	<b>21-3120-612-11</b>	Office Supp
LCS		0.00		
WLC	Healthier Way	0.00	<b>21-1624</b>	Vending
WLC	50% of deposit order	(39.50)	<b>21-3120-612-02</b>	(15.80)
			<b>21-3120-612-03</b>	(23.70)
WLC	Schwans Rebate	0.00	<b>21-3120-630-02</b>	0.00
			<b>21-3120-630-03</b>	0.00
totals		(79.00)		

**FEBRUARY**

Back Office		0.00		
FRES	50% of deposit order	(20.63)	<b>21-3120-612-11</b>	Office Supp
LCS		0.00		
WLC	Healthier Way	25.33	<b>21-1624</b>	Vending
WLC	50% of deposit order	(20.62)	<b>21-3120-612-00</b>	(8.24)
			<b>21-3120-612-03</b>	(12.38)
WLC	Institution Purchase Serv Rebate	26.07	<b>21-3120-630-02</b>	10.43
			<b>21-3120-630-03</b>	15.64
totals		10.15		

**March**

Back Office		0.00		
FRES		0.00		
LCS		0.00		
WLC		0.00	<b>21-1630</b>	Catering
WLC	Healthier Way	8.76	<b>21-1624</b>	Vending
totals		8.76		

**April**

Back Office		0.00		
FRES	deposit adjustment	0.00	<b>21-1610</b>	
LCS		0.00		
WLC	Institution Purchase Serv Rebate	0.00	<b>21-3120-630-02</b>	0.00
			<b>21-3120-630-03</b>	0.00
WLC	Healthier Way	0.00	<b>21-1624</b>	Vending
totals		0.00		

**May**

Back Office		0.00		
FRES	Tiger Assembly Facilitate	0.00	<b>21-1630</b>	Catering
LCS		0.00		
WLC	STEAM Day Cookout	0.00	<b>21-1630</b>	Catering
totals		0.00		

Wilton-Lyndeborough Cooperative School District  
Other Food Sales Summary  
FY 2016-2017

**June**

Back Office		0.00	
FRES		0.00	<b>21-1630</b> Catering
LCS		0.00	
WLC	WLC Cookout	537.20	<b>21-1630</b> Catering
		0.00	<b>21-1630</b> Catering
WLC	Healthier Way	0.00	<b>21-1624</b> Vending
totals		537.20	

Wilton-Lyndeborough Cooperative School District  
Food Service Sales Reconciliation  
FY 2016-2017

	MEAL COUNTS												FOOD SALES SUMMARY				
	Breakfast				Lunch				Special Milk				Breakfast	Lunch	Milk	Misc	Total
	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult					
<b><u>JULY</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
LCS	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
WLC	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
totals	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
<b><u>AUGUST</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
LCS	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
WLC	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
totals	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
<b><u>SEPTEMBER</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	349	112	282	0	669	218	997	15	0	0	0	0	530.00	3,083.80	0.00	61.50	3,675.30
LCS	0	0	0	0	0	0	0	0	70	0	326	0	0.00	0.00	383.00	0.00	383.00
WLC	463	39	92	8	921	127	1758	25	0	0	0	0	198.50	8,042.80	0.00	167.30	8,408.60
totals	812	151	374	8	1590	345	2755	40	70	0	326	0	728.50	11,126.60	383.00	228.80	12,466.90



Wilton-Lyndeborough Cooperative School District  
Food Service Sales Reconciliation  
FY 2016-2017

	MEAL COUNTS								FOOD SALES SUMMARY								Total
	Breakfast				Lunch				Special Milk				Breakfast	Lunch	Milk	Misc	
	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult					
<b><u>OCTOBER</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	496	157	331	0	704	220	1022	27	0	0	0	0	660.20	3,404.20	0.00	111.00	4,175.40
LCS	0	0	0	0	0	0	0	0	68	0	300	0	0.00	0.00	4.50	0.00	4.50
WLC	532	24	119	15	909	97	1724	25	0	0	0	0	316.30	7,993.80	0.00	176.75	8,486.85
totals	1028	181	450	15	1613	317	2746	52	68	0	300	0	976.50	11,398.00	4.50	287.75	12,666.75
<b><u>NOVEMBER</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	469	141	339	0	674	201	995	34	0	0	0	0	675.10	3,064.40	0.00	144.50	3,884.00
LCS	0	0	0	0	0	0	0	0	77	0	270	0	0.00	0.00	22.00	0.00	22.00
WLC	496	0	111	10	832	73	1555	22	0	0	0	0	293.80	7,449.20	0.00	153.75	7,896.75
totals	965	141	450	10	1506	274	2550	56	77	0	270	0	968.90	10,513.60	22.00	298.25	11,802.75
<b><u>DECEMBER</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	425	127	336	0	600	184	937	19	0	0	0	0	667.80	2,859.20	0.00	84.50	3,611.50
LCS	0	0	0	0	0	0	0	0	66	0	235	0	0.00	0.00	2.50	0.00	2.50
WLC	438	2	81	3	724	60	1334	15	0	0	0	0	251.60	6,741.05	0.00	101.85	7,094.50
totals	863	129	417	3	1324	244	2271	34	66	0	235	0	919.40	9,600.25	2.50	186.35	10,708.50

Wilton-Lyndeborough Cooperative School District  
Food Service Sales Reconciliation  
FY 2016-2017

	MEAL COUNTS												FOOD SALES SUMMARY				
	Breakfast				Lunch				Special Milk				Breakfast	Lunch	Milk	Misc	Total
	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult					
<b><u>JANUARY</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	459	144	359	1	643	199	967	40	0	0	0	0	711.50	2,990.20	0.00	168.00	3,869.70
LCS	0	0	0	0	0	0	0	0	80	0	289	0	0.00	0.00	2.00	0.00	2.00
WLC	517	3	115	1	788	54	1460	23	0	0	0	0	447.50	6,392.40	0.00	143.40	6,983.30
totals	976	147	474	2	1431	253	2427	63	80	0	289	0	1,159.00	9,382.60	2.00	311.40	10,855.00
<b><u>FEBRUARY</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	316	82	231	0	483	158	815	27	0	0	0	0	455.90	2,496.20	0.00	111.00	3,063.10
LCS	0	0	0	0	0	0	0	0	65	0	203	0	0.00	0.00	0.50	0.00	0.50
WLC	322	0	107	2	619	20	1140	27	0	0	0	0	269.95	5,110.95	0.00	131.10	5,512.00
totals	638	82	338	2	1102	178	1955	54	65	0	203	0	725.85	7,607.15	0.50	242.10	8,575.60
<b><u>MARCH</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	467	111	375	1	653	184	1060	54	0	0	0	0	806.80	3,241.60	0.00	220.00	4,268.40
LCS	0	0	0	0	0	0	0	0	71	0	318	0	0.00	0.00	37.00	0.00	37.00
WLC	481	2	162	3	851	28	1525	23	0	0	0	0	431.90	7,306.55	0.00	133.85	7,872.30
totals	948	113	537	4	1504	212	2585	77	71	0	318	0	1,238.70	10,548.15	37.00	353.85	12,177.70

Wilton-Lyndeborough Cooperative School District  
Food Service Sales Reconciliation  
FY 2016-2017

	MEAL COUNTS								FOOD SALES SUMMARY								Total
	Breakfast				Lunch				Special Milk				Breakfast	Lunch	Milk	Misc	
	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult	Free	Reduced	Paid	Adult					
<b><u>APRIL</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	322	91	319	0	514	175	870	36	0	0	0	0	606.30	2,666.50	0.00	146.00	3,418.80
LCS	0	0	0	0	0	0	0	0	68	0	285	0	0.00	0.00	0.50	0.00	0.50
WLC	190	4	178	3	679	34	1130	17	0	0	0	0	428.00	5,446.80	0.00	87.80	5,962.60
totals	512	95	497	3	1193	209	2000	53	68	0	285	0	1,034.30	8,113.30	0.50	233.80	9,381.90
<b><u>MAY</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	501	174	420	0	801	268	1145	50	0	0	0	0	848.30	3,553.20	0.00	202.00	4,603.50
LCS	0	0	0	0	0	0	0	0	94	0	404	0	0.00	0.00	0.50	0.00	0.50
WLC	603	5	347	7	1003	49	1832	59	0	0	0	0	358.80	8,081.25	0.00	98.40	8,538.45
totals	1104	179	767	7	1804	317	2977	109	94	0	404	0	1,207.10	11,634.45	0.50	300.40	13,142.45
<b><u>JUNE</u></b>																	
Back Office	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00
FRES	266	89	217	1	453	154	700	37	0	0	0	0	446.10	2,185.30	0.00	152.80	2,784.20
LCS	0	0	0	0	0	0	0	0	44	0	167	0	0.00	0.00	0.50	0.00	0.50
WLC	304	2	81	5	472	18	779	11	0	0	0	0	175.95	3,664.30	0.00	75.50	3,915.75
totals	570	91	298	6	925	172	1479	48	44	0	167	0	622.05	5,849.60	0.50	228.30	6,700.45

Wilton- Lyndeborough Cooperative School District  
Food Sales - Deposit Reconciliation  
FY 2016-2017

FOOD SALES - DEPOSIT Reconciliation

	21-1611	21-1610	21-1612	21-1615			21-100 CASH General Deposit	21-100 CASH ACH Deposit	21-100 CASH Other Deposit	21-120 A/R Sales-MD-ACH	21-3120-890 misc exp Cash Over/Short
	Breakfast	Lunch	Milk	Other Misc	Sales Total	Mealtime Deposit					
<b><u>JULY</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
FRES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28.85 adj		\$0.00			
LCS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52.85 adj		\$0.00			
WLC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70.65		\$0.00			
totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$152.35	\$152.35	\$0.00	\$90.75	\$152.35	\$0.00
<b><u>AUGUST</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
FRES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
LCS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
WLC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$182.70			
totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$182.70	\$0.00	\$182.70	\$0.00
<b><u>SEPTEMBER</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
FRES	\$530.00	\$3,083.80	\$0.00	\$61.50	\$3,675.30	\$3,030.10		\$1,333.00			
LCS	\$0.00	\$0.00	\$383.00	\$0.00	\$383.00	\$257.00		\$25.00			
WLC	\$198.50	\$8,042.80	\$0.00	\$167.30	\$8,408.60	\$7,590.35		\$1,563.25			
totals	\$728.50	\$11,126.60	\$383.00	\$228.80	\$12,466.90	\$10,877.45	\$10,821.90	\$2,921.25	\$47.40	\$1,331.80	(\$55.55)

Wilton- Lyndeborough Cooperative School District  
Food Sales - Deposit Reconciliation  
FY 2016-2017

FOOD SALES - DEPOSIT Reconciliation

	21-1611	21-1610	21-1612	21-1615			21-100 CASH General Deposit	21-100 CASH ACH Deposit	21-100 CASH Other Deposit	21-120 A/R Sales-MD-ACH	21-3120-890 misc exp Cash Over/Short
	Breakfast	Lunch	Milk	Other Misc	Sales Total	Mealtime Deposit					
<b><u>OCTOBER</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
FRES	\$660.20	\$3,404.20	\$0.00	\$111.00	\$4,175.40	\$1,569.85		\$2,297.10			
LCS	\$0.00	\$0.00	\$4.50	\$0.00	\$4.50	\$34.00		\$0.00			
WLC	\$316.30	\$7,993.80	\$0.00	\$176.75	\$8,486.85	\$6,098.25		\$1,614.80			
totals	\$976.50	\$11,398.00	\$4.50	\$287.75	\$12,666.75	\$7,702.10	\$7,597.60	\$3,911.90	\$72.16	(\$1,052.75)	(\$104.50)
<b><u>NOVEMBER</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
FRES	\$675.10	\$3,064.40	\$0.00	\$144.50	\$3,884.00	\$1,328.30		\$2,048.30			
LCS	\$0.00	\$0.00	\$22.00	\$0.00	\$22.00	\$2.00		\$0.00			
WLC	\$293.80	\$7,449.20	\$0.00	\$153.75	\$7,896.75	\$4,988.20		\$2,005.00			
totals	\$968.90	\$10,513.60	\$22.00	\$298.25	\$11,802.75	\$6,318.50	\$5,929.95	\$4,053.30	\$0.00	(\$1,430.95)	(\$388.55)
<b><u>DECEMBER</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00			
FRES	\$667.80	\$2,859.20	\$0.00	\$84.50	\$3,611.50	\$1,349.25		\$1,306.00			
LCS	\$0.00	\$0.00	\$2.50	\$0.00	\$2.50	\$4.00		\$0.00			
WLC	\$251.60	\$6,741.05	\$0.00	\$101.85	\$7,094.50	\$4,191.05		\$1,429.00			
totals	\$919.40	\$9,600.25	\$2.50	\$186.35	\$10,708.50	\$5,544.30	\$6,036.10	\$2,735.00	\$0.00	(\$2,429.20)	\$491.80

Wilton- Lyndeborough Cooperative School District  
Food Sales - Deposit Reconciliation  
FY 2016-2017

FOOD SALES - DEPOSIT Reconciliation

	21-1611	21-1610	21-1612	21-1615			21-100 CASH	21-100 CASH	21-100 CASH	21-120	21-3120-890 misc exp
	Breakfast	Lunch	Milk	Other Misc	Sales Total	Mealtime Deposit	General Deposit	ACH Deposit	Other Deposit	A/R Sales-MD-ACH	Cash Over/Short
<b><u>JANUARY</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					
FRES	\$711.50	\$2,990.20	\$0.00	\$168.00	\$3,869.70	\$1,726.85		\$830.00			
LCS	\$0.00	\$0.00	\$2.00	\$0.00	\$2.00	\$0.50		\$0.00			
WLC	\$447.50	\$6,392.40	\$0.00	\$143.40	\$6,983.30	\$6,861.00		\$1,306.00			
totals	\$1,159.00	\$9,382.60	\$2.00	\$311.40	\$10,855.00	\$8,588.35	\$8,404.55	\$2,136.00	(\$79.00)	(\$130.65)	(\$183.80)
<b><u>FEBRUARY</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					
FRES	\$455.90	\$2,496.20	\$0.00	\$111.00	\$3,063.10	\$1,662.71		\$2,495.55			
LCS	\$0.00	\$0.00	\$0.50	\$0.00	\$0.50	\$0.50		\$0.00			
WLC	\$269.95	\$5,110.95	\$0.00	\$131.10	\$5,512.00	\$5,577.25		\$1,873.00			
totals	\$725.85	\$7,607.15	\$0.50	\$242.10	\$8,575.60	\$7,240.46	\$7,411.11	\$4,368.55	\$10.15	\$3,033.41	\$170.65
<b><u>MARCH</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					
FRES	\$806.80	\$3,241.60	\$0.00	\$220.00	\$4,268.40	\$1,337.00		\$1,112.00			
LCS	\$0.00	\$0.00	\$37.00	\$0.00	\$37.00	\$18.00		\$0.00			
WLC	\$431.90	\$7,306.55	\$0.00	\$133.85	\$7,872.30	\$4,939.20		\$1,390.15			
totals	\$1,238.70	\$10,548.15	\$37.00	\$353.85	\$12,177.70	\$6,294.20	\$6,284.30	\$2,502.15	\$8.76	(\$3,381.35)	(\$9.90)

Wilton- Lyndeborough Cooperative School District  
Food Sales - Deposit Reconciliation  
FY 2016-2017

FOOD SALES - DEPOSIT Reconciliation

	21-1611	21-1610	21-1612	21-1615			21-100 CASH	21-100 CASH	21-100 CASH	21-120	21-3120-890 misc exp
	Breakfast	Lunch	Milk	Other Misc	Sales Total	Mealtime Deposit	General Deposit	ACH Deposit	Other Deposit	A/R Sales-MD-ACH	Cash Over/Short
<b><u>APRIL</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					
FRES	\$606.30	\$2,666.50	\$0.00	\$146.00	\$3,418.80	\$1,576.10		\$2,268.60			
LCS	\$0.00	\$0.00	\$0.50	\$0.00	\$0.50	\$20.50		\$0.00			
WLC	\$428.00	\$5,446.80	\$0.00	\$87.80	\$5,962.60	\$4,545.20		\$1,984.40			
totals	\$1,034.30	\$8,113.30	\$0.50	\$233.80	\$9,381.90	\$6,141.80	\$6,137.30	\$4,253.00	\$0.00	\$1,012.90	(\$4.50)
<b><u>MAY</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					
FRES	\$848.30	\$3,553.20	\$0.00	\$202.00	\$4,603.50	\$2,012.01		\$617.00			
LCS	\$0.00	\$0.00	\$0.50	\$0.00	\$0.50	\$1.00		\$0.00			
WLC	\$358.80	\$8,081.25	\$0.00	\$98.40	\$8,538.45	\$6,212.20		\$1,100.75			
totals	\$1,207.10	\$11,634.45	\$0.50	\$300.40	\$13,142.45	\$8,225.21	\$8,159.81	\$1,717.75	\$0.00	(\$3,199.49)	(\$65.40)
<b><u>JUNE</u></b>											
Back Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00					
FRES	\$446.10	\$2,185.30	\$0.00	\$152.80	\$2,784.20	\$926.78		\$1,531.00			
LCS	\$0.00	\$0.00	\$0.50	\$0.00	\$0.50	\$0.00		\$0.00			
WLC	\$175.95	\$3,664.30	\$0.00	\$75.50	\$3,915.75	\$3,112.40		\$1,468.35			
totals	\$622.05	\$5,849.60	\$0.50	\$228.30	\$6,700.45	\$4,039.18	\$4,174.74	\$2,999.35	\$537.20	\$338.08	\$135.56
										variance	(\$14.19)

**EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES****Instructions**

Each Board member and each administrator asked to evaluate the Board's effectiveness is to rate the

Board on each criterion, using a number on a scale from 1 to 5.

The Key: 1--Poor 2--Inadequate 3--Adequate 4--Good 5--Excellent

The Board Chairperson or Superintendent will collect all copies of the rating instrument, tally the scores, determine the composite average, and record it on the graph provided. Each member of the

Board will be given a copy of the composite results.

Individual  
**SUPERINTENDENT**

Composite

**A. RELATIONSHIP WITH**

Rating

Rating

\_\_\_\_\_ 1. Establishes written policies for the guidance of the Superintendent in the operation of the schools.

\_\_\_\_\_ 2. Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.

\_\_\_\_\_ 3. Engenders confidence in the Superintendent by inviting communication from the Superintendent.

\_\_\_\_\_ 4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent.

\_\_\_\_\_ 5. Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent.

\_\_\_\_\_ 6. Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.

\_\_\_\_\_ 7. Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.

\_\_\_\_\_ 8. Provides opportunity and encouragement for professional growth of the Superintendent.

\_\_\_\_\_ 9. Provides time for the Superintendent to plan.

\_\_\_\_\_ 10. Takes the initiative in maintaining a



professional salary for the Superintendent comparable with salaries paid for similar responsibility in and out of the profession.

**B. COMMUNITY RELATIONSHIPS**

\_\_\_\_\_ 11. Encourages attendance of citizens at Board meetings.

\_\_\_\_\_ 12. Actively fosters cooperation with various news media for the dissemination of information about the school program.

\_\_\_\_\_ 13. Ensures a continuous planned program of public information regarding the schools.

\_\_\_\_\_ 14. Participates actively in community affairs.

\_\_\_\_\_ 15. Channels all concerns, complaints, and criticisms of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required.

\_\_\_\_\_ 16. Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.

\_\_\_\_\_ 17. An individual Board member does not commit him/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires merely a recitation of facts about the school system.

Individual

Composite

Rating

Rating

\_\_\_\_\_ 18. Encourages citizen participation in an advisory capacity in the solution of specific problems.

\_\_\_\_\_ 19. Is aware of community attitudes and the special interest groups which seek to influence the district's program.

**C. BOARD MEETINGS**

\_\_\_\_\_ 20. Has established written procedures for conducting meetings which include ample provision of the public to be heard but prevents a single individual or group from discussions.

\_\_\_\_\_ 21. Conducts its meetings in facilities that allow the division's business affairs to be conducted by the Board and its administrative staff effectively.

\_\_\_\_\_ 22. Selects a chairperson on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.

\_\_\_\_\_ 23. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.

\_\_\_\_\_ 24. Definitive action is withheld until asking if there is a staff recommendation and what it is.

\_\_\_\_\_ 25. Care is used in criticizing a staff recommendation.

\_\_\_\_\_ 26. The privilege of holding over matters for further study is not abused.

\_\_\_\_\_ 27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.

Individual

Composite

Rating

Rating

\_\_\_\_\_ 28. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

#### **D. STAFF AND PERSONNEL RELATIONSHIPS**

\_\_\_\_\_ 29. Develops sound personnel policies, involving the staff when appropriate.

\_\_\_\_\_ 30. Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.

\_\_\_\_\_ 31. Makes provision for the complaints of employees to be heard, and, after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

\_\_\_\_\_ 32. Is receptive to suggestions for improvement of the school system.

\_\_\_\_\_ 33. Encourages professional growth and increased competency through:

a. Attendance by staff members at educational meetings.

b. Training on the job.

c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.

\_\_\_\_\_ 34. Makes the staff aware of the esteem in which it is held.

\_\_\_\_\_ 35. Provides a written policy protecting the academic freedom of teachers.

Individual

Composite

Rating

Rating

#### **E. RELATIONSHIP TO INSTRUCTIONAL PROGRAM**

\_\_\_\_\_ 36. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements.

\_\_\_\_\_ 37. Realistically faces the community to support a quality education for its children.

\_\_\_\_\_ 38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.

\_\_\_\_\_ 9. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.

\_\_\_\_\_ 40. Weighs all decisions in terms of what is best for the students.

\_\_\_\_\_ 41. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.

\_\_\_\_\_ 42. Keeps abreast of new development in course content and teaching techniques through attendance and participation in School Boards association conferences and meetings of other educational groups and by reading of selected books and periodicals.

#### **F. RELATIONSHIP TO FINANCIAL**

#### **MANAGEMENT OF THE SCHOOLS**

\_\_\_\_\_ 43. Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

\_\_\_\_\_ 44. Takes the leadership in suggesting and securing community support for additional financing when necessary.

Individual

Composite

Rating

Rating

\_\_\_\_\_ 45. Establishes written policies which will ensure efficient administration of purchasing, accounting, and payroll procedures, and the risk management program.

\_\_\_\_\_ 46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.

\_\_\_\_\_ 47. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.

#### **G. PERSONAL QUALITIES**

Each Board Member Exhibits:

\_\_\_\_\_ 48. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.

\_\_\_\_\_ 49. A knowledge of the community which the school system is designed to serve.

\_\_\_\_\_ 50. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.

\_\_\_\_\_ 51. A deep sense of loyalty to other Board members and respect for group decisions cooperatively reached.

\_\_\_\_\_ 52. A respect for, and interest in, people and ability to get along with them.

\_\_\_\_\_ 53. A desire to work through defined channels of authority and responsibility.

\_\_\_\_\_ 54. A willingness to devote the necessary time to become an effective Board member.

*See Policy BA*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

**EVALUATION OF THE SUPERINTENDENT**

The Wilton-Lyndeborough Cooperative School Board shall conduct a minimum of one (1) annual formal evaluation of the Superintendent.

Members of the Board will first evaluate the Superintendent independently, using a written form adopted by the Board for this purpose. The Board will convene to discuss the assessments and to prepare a composite evaluation. The composite evaluation will be discussed by the full Board and the Superintendent. The Board and the Superintendent will each retain a copy of the written evaluation report.

Evaluation of the Superintendent shall be conducted in such manner as to:

1. Provide positive and constructive feedback to the Superintendent that will support and promote the Superintendent's professional growth and development;
2. Help the Board evaluate its work in planning the educational program in this community; and
3. Strengthen the working relationship between the Board and the Superintendent by providing a comprehensive vehicle of communication.
4. Identify strengths and weaknesses of the Superintendent, and make appropriate recommendations.

*See Superintendent Evaluation Form*

*-- Sample --*

**SUPERINTENDENT EVALUATION FORM**

Name of Superintendent \_\_\_\_\_ Date \_\_\_\_\_

All items rated with a "1" require additional explanation. The reverse side of the page may be used for explanations and additional comments.

3 - Commendable                      2 - Meets Expectations                      1 - Needs Improvement

**ADMINISTRATION**

3    2    1

1. Exerts strong educational leadership, develops a strong management team, and delegates responsibility. \_\_\_\_\_

2. Establishes and maintains a sound plan of organization and assignment of staff personnel which will provide the proper framework for accomplishing District objectives. \_\_\_\_\_

3. Fulfills the Board's goals and policies successfully. \_\_\_\_\_

4. Demonstrates skill in developing long-range planning activities based on program needs and enrollment projections. \_\_\_\_\_
5. Employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel. \_\_\_\_\_
6. Implements procedures to carry out a continuous program of evaluation. \_\_\_\_\_
7. Recommends for employment personnel who have proper certification and skills for the position. \_\_\_\_\_
8. Organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system. \_\_\_\_\_
9. Provides to the Board and the general public an organized and informative annual report of the state of the District. \_\_\_\_\_
10. Maintains liaison with state and federal legislators, as well as other outside agencies, in efforts to accomplish legislation needed for school improvement. \_\_\_\_\_

Rating for this Category

In the area of administration, what is the strongest asset? \_\_\_\_\_

COMMENTS:

3 - Commendable                      2 - Meets Expectations                      1 - Needs Improvement

What specific area could be most improved? \_\_\_\_\_

# INSTRUCTION

3    2    1

1. Provides overall leadership in the development and implementation of a productive instructional delivery system. \_\_\_\_\_
2. Identifies and facilitates instruction and student achievement as the

focal point of the School District. \_\_\_\_

3. Identifies instructional objectives in terms of students and implements programs to meet the diverse needs of students. \_\_\_\_

4. Capitalizes on the abilities and talents of the professional staff in curriculum development, implementation, and evaluation. \_\_\_\_

5. Provides to staff throughout the system the time for organization and the resources required to improve instruction. \_\_\_\_

6. Provides for continued monitoring and evaluation of instructional activities. \_\_\_\_

7. Promotes high academic expectations and standards for students. \_\_\_\_

8. Incorporates useful new ideas into the instruction program. \_\_\_\_

9. Maintains a working knowledge of current educational research, reports useful new concepts and shares that information with the Board. \_\_\_\_

10. Keeps the Board informed on the analysis, planning, implementation, and evaluation of instructional activities. \_\_\_\_

11. Keeps the community informed of the program of instruction and plans for improvement. \_\_\_\_

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

In the area of instruction, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

\_\_\_\_\_

**RELATIONSHIP WITH THE BOARD**

3   2   1

1. Works with the Board in the areas of analyzing, planning, implementing and evaluating policies. \_\_\_\_\_
2. Informs the Board on issues, operations, the instruction program, and needs of the school system. \_\_\_\_\_
3. Informs the Board on educational activities at the state and national levels. \_\_\_\_\_
4. Has an harmonious working relationship and maintains a professional relationship with members of the Board. \_\_\_\_\_
5. Interprets and supports Board policy and decisions to the public and staff. \_\_\_\_\_
6. Provides the Board members with reports and information which will enable them to sufficiently review the operations of the district. \_\_\_\_\_
7. Gives constructive advice and guidance to the Board regarding possibilities for District improvement. \_\_\_\_\_
8. States his/her convictions in matters before the Board. \_\_\_\_\_
9. Utilizes the strengths of individual Board members and the Board itself in the decision-making process. \_\_\_\_\_
10. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

In the area of Board relationship, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

\_\_\_\_\_

#### **RELATIONSHIP WITH THE STAFF**

3   2   1

1. Includes the participation of faculty and staff in the establishment and



the implementation of District-wide goals, objectives, and programs. \_\_\_\_\_

2. Facilitates high standards of performance for all staff members. \_\_\_\_\_

3. Facilitates evaluation of staff performance as required by state law  
and by Board policy. \_\_\_\_\_

4. Facilitates two-way communication and interaction with staff. \_\_\_\_\_

5. Promotes programs for staff growth and development. \_\_\_\_\_

6. Strives to maintain positive morale by:

a. minimizing arbitrary decision-making and favorites; \_\_\_\_\_

b. giving fair and impartial treatment to all parties in a dispute; and

c. giving recognition and appreciation for a job well done.

7. Instills confidence and self-respect among staff. \_\_\_\_\_

8. Meets and confers with employee groups representing the interests and  
directives of the Board. \_\_\_\_\_

9. Communicates effectively the concerns of employee groups to the Board  
and Board responses to these concerns to employee groups. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

In the area of staff relationship, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

\_\_\_\_\_

## **RELATIONSHIP WITH THE COMMUNITY**

3   2   1

1. Facilitates communication within the community through an effective  
public information program based on the needs and successes of the district. \_\_\_\_\_

2. Seeks meaningful community involvement in the establishment,  
implementation, and evaluation of district-wide goals, objectives,  
priorities, and programs. \_\_\_\_\_

3. Develops and maintains a cooperative relationship with the news media. \_\_\_\_\_
4. Establishes a procedure for studying and acting on complaints, criticisms, and concerns of individuals and/or community. \_\_\_\_\_
5. Is actively involved in community arenas. \_\_\_\_\_
6. Maintains a professional posture with other public officials and community leaders. \_\_\_\_\_
7. Has the ability to face controversy and work effectively with it. \_\_\_\_\_
8. Understands and responds to the unique and changing needs of the community. \_\_\_\_\_
9. Accepts and solicits input from interested groups and individuals in the decision-making process. \_\_\_\_\_

\_\_\_\_\_

Rating for this Category

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

In the area of community relationships, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

### PERSONAL QUALITIES

3   2   1

1. Sustains physical and mental health and appropriate energy to cope with the Superintendent's tasks. \_\_\_\_\_
2. Defends principle and conviction in the face of pressure and partisan influence, yet is able to compromise. \_\_\_\_\_
3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. \_\_\_\_\_
4. Uses English effectively in dealing with staff members, the Board and the public. \_\_\_\_\_
5. Speaks well before large and small groups, expressing ideas in a logical

and forthright manner. \_\_\_\_\_

6. Accepts and shares failure as well as success. \_\_\_\_\_

7. Is able to identify and discuss own strengths and weaknesses. \_\_\_\_\_

8. Welcomes questions and open discussion when presenting ideas. \_\_\_\_\_

9. Exercises good judgment and involves appropriate others in the decision-making process. \_\_\_\_\_

10. Maintains a balance of professional development by reading, attending conferences, working on professional committees, visiting other Districts and meeting with other Superintendents. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
In the area of personal qualities, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_  
What specific area could be most improved? \_\_\_\_\_

\_\_\_\_\_  
3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

In the area of Board relationship, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_  
What specific area could be most improved? \_\_\_\_\_

\_\_\_\_\_  
**FINANCIAL**

3   2   1

1. Keeps informed of the needs of the school program -- supplies, equipment, plant, and facilities. \_\_\_\_\_

2. Assumes responsibility for overall financial planning for the District, including short-term priorities and long-range planning. \_\_\_\_\_

3. Coordinates the preparation of the annual budget utilizing teacher and staff input; submits the budget to the Board for input and approval. \_\_\_\_\_

4. Evaluates financial needs and makes timely recommendations for adequate funding. \_\_\_\_\_

5. Determines that funds are spent and invested wisely; ensures that adequate controls and accounting are achieved. \_\_\_\_\_
6. Provides leadership in solving major problems and achieving maximum utilization of resources. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category

In the area of finances, what is the strongest asset? \_\_\_\_\_

\_\_\_\_\_

What specific area could be most improved? \_\_\_\_\_

\_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

President of the Board

Superintendent

Date: \_\_\_\_\_

*See Policy CBI*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, August 22, 2017  
Wilton-Lyndeborough Cooperative M/H School-Media Room  
6:30 p.m.**

Present: *Geoff Brock, Harry Dailey, Matt Ballou, Miriam Lemire, Mark Legere, Joyce Fisk, and Carol LeBlanc.*

*Superintendent Bryan Lane, Business Administrator Lise Tucker, Director of Student Support Services Betty Moore, Director of Technology Kevin Verratti, Principals Brian Bagley and Tim O'Connell and Clerk Kristina Fowler*

**I. CALL TO ORDER**

Chairman Dailey called the meeting to order at 6:32pm.

**II. ADJUSTMENTS TO THE AGENDA**

Superintendent Lane informed the members he has two nominations to bring forward and the need for a brief discussion regarding a monopoly at WLC. These items were added to the agenda.

**III. PUBLIC COMMENTS**

Mr. Ballou suggested proposing a resolution regarding giving consideration to hiring veterans.

**IV. BOARD CORRESPONDENCE**

**a. Reports**

**i. Superintendent's Report**

Superintendent Lane provided a brief overview of his report. Two nominations are being brought forward for this evening. As requested allergy information has been provided as well as data for student discipline. He met with Ms. Jessie Salisbury of the Elementary History Committee regarding the sale of the Lyndeborough Central School history book and he will provide details later as it is on the agenda. New teacher orientation is tomorrow. Previously it was building based where now they will spend the first day with SAU staff and go over policies and procedures and have a chance to meet people. A letter went out to staff providing a schedule of the first three days. On September 11, 6-8 staff will go through "train the trainer" training on the new reading assessment STAR 360. As part of the package STAR 360 has representatives to provide training. This group of staff will act as a resource to the rest and there will be ongoing data coaching with teachers on interpreting data via the web throughout the year.

**ii. Director of Student Support Services Report**

Ms. Moore reviewed her report which included a productive summer program ending on August 10 with roughly 35 students. Attendance was great and staff was familiar with the students. All the related service providers (OT, school psychologist etc.) have been hired back. She is happy to report this consistency and is fully staffed except the need for one paraprofessional.

**iii. Director of Technology Report**

Mr. Verratti informed members that fiber installs have been completed and tested. Chromebooks have been configured, labeled inventoried and ready for students. A large recycle run of equipment that no longer met the needs of the district has been completed. All computers have been inventoried and looked at by IT and are ready for the first day. Installation on the phone system has been completed and tested, despite a set back with porting over the existing phone numbers. This slowed the process until it could be resolved and will be in place before the start of school. Superintendent Lane added that a student working with IT mapped out all the Chromebooks and has been a tremendous help. The Facilities Department has also had student workers who did the lines in the parking lot which saved about \$2,000. Mr. Verratti responding to Mr. Brock informed members there were only 5 breakages out

of 250 Chromebooks and 0 were lost or stolen. He stated all students bringing them back took good care of them. It has been a good experience for the students and for us he reported. Mr. Brock suggested acknowledging the students and/or providing some type of reward.

## **V. CONSENT AGENDA**

### **a. Treasurer's Report June 2017**

#### **b. Donation**

The reports have been reviewed.

*A MOTION was made by Mr. Brock and SECONDED by Mr. Ballou to accept the consent agenda.  
Voting: all aye; motion carried unanimously.*

## **VI. BUDGET TIMELINE**

The timeline has been reviewed.

Superintendent Lane noted the dates at the top are the joint Budget Committee and School Board budget meetings and the bottom are the required dates we need to adhere to per the RSA. The Budget Committee received a copy and will review it at their next meeting on August 29 per Mr. Kofalt. Responding to Chairman Dailey, Superintendent Lane confirmed the budget meeting dates are similar to last year and he believes it can be accomplished in the allotted time.

## **VII. LCS HISTORY BOOKS**

Superintendent Lane reported he met with Ms. Jessie Salisbury who has 10 people committed to purchasing a book. He suggests as a school district, purchasing 30 books at the cost of \$11.75 each, plus shipping cost. If we sold 15 books we will cover the cost and have some books on hand for additional purchases. Mr. Brock would like a process for orders and the goal would be to sell 100. Superintendent Lane indicated the lead time for additional books would be about a week and purchasing 10 at a time makes it worth the shipping cost and allows for copies on hand to sell.

*A MOTION was made by Mr. Brock and SECONDED by Ms. LeBlanc to approve purchasing 30 LCS History Books at the cost of \$11.75 per book plus shipping and have available to the public for \$25 each.*

*Voting: all aye; motion carried unanimously.*

## **VIII. DISCIPLINE DATA**

Superintendent Lane explained that the data was provided as requested and the reports are from the end of year documents we send to the Department of Education. It can be difficult to decipher for example it may indicate 2 suspensions but one of the students may have been suspended 4 times. An investigation could include multiple issues such as cyber and personal bullying but only one investigation is indicated. The data is the data and going any deeper into it may be a student rights violation. In the middle school there were some issues with behavior management and we have either taken care of this through remediation or staff change. Principals interact with me regarding student issues. The attention principals give to these matters are well coordinated and provide a level of consistency. Responding to Ms. Lemire, he confirmed some staff is trained in crisis prevention but a big piece is de-escalation which can be difficult, some staff is better at this than others. We do work them as individuals. We could look into having crisis prevention training done as we move forward. He added he believes working with principals as we move forward is a big piece of creating the culture K-12 and beyond, that is a goal for him.

## **IX. ALLERGY GUIDELINES**

It was requested prior that Superintendent Lane provides some data around this topic. He reviewed that the district has a policy on allergy management and in addition guidelines. There is an RSA regarding

pupil use of an Epi-pen which he included. The question that was raised to him prior was is the policy we have appropriate and are we following it. Ms. LeBlanc added this was brought to her attention when she felt important information was being removed from the student handbook in the nurse section. She further added it is more than just Epi-pen related, it is a larger discussion. It can be antibiotics or bee stings and not just peanut/nut allergies. She feels having an emergency plan and being able to recognize symptoms is needed for everyone. Superintendent Lane responded that he will have the needed discussions, provide plans if available and data to fill in any holes that may exist. Mr. Ballou recommends reaching out to the state for guidance which Superintendent Lane will do and noted they may have some technical advisories as well. Ms. LeBlanc concurs with this and NHSBA also.

## **X. ACTION ITEMS**

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

*A MOTION was made by Ms. LeBlanc and SECONDED by Ms. Fisk to approve the minutes of August 8, 2017 as written.*

*Voting: five ayes, one abstention from Mr. Brock; motion carried.*

### **b. Approve WLC Entrance Door Bid/Withdrawal from Capital Reserve**

Superintendent Lane reviewed that previously a discussion was had about the need to replace the entrance doors at WLC and a recent price of \$16,510 has been obtained from Marvell Glass. The board previously approved \$15,000 through capital reserve, the difference is \$1,510. Ms. Tucker recommends taking this from the operating budget.

*A MOTION was made by Mr. Ballou and SECONDED by Ms. Fisk to accept the bid from Marvell Glass with \$15,000 to come from Building and Roadways Capital Reserve and remaining \$1,510 to come from the general fund.*

Mr. Brock suggests since there is a lot in the capital reserve it be taken from there and not impact the budget. The Capital Improvement Plan goes out to year 2025.

*Mr. Ballou WITHDREW the previous motion, SECONDED by Ms. Fisk.*

*A MOTION was made by Mr. Brock and SECONDED by Ms. LeBlanc to accept the bid as proposed and take \$16,510 entirely from the Building and Roadways Capital Reserve.*

*Voting: all aye; motion carried unanimously.*

Ms. Tucker confirmed the Capital Improvement Plan they received was the most current.

## **XI. COMMITTEE REPORTS**

### **i. Facilities**

Ms. Tucker reported the next meeting is October 24; 5:30PM at WLC and this is not a walkthrough. She sent a calendar which has the meetings and walkthroughs for the year listed. Chairman Dailey requests a copy of this.

### **ii. Strategic Planning Committee**

Chairman Dailey reported the committee has a meeting on September 5, 7PM at WLC. He will send out an agenda next week.

### **iii. Budget Liaison**

Chairman Dailey reported the next Budget Committee meeting is August 29, 7PM at WLC.

### **iv. Policy Committee**

Mr. Ballou noted they have not met but will be scheduling a meeting in the near future.

## **XII. RESIGNATIONS / APPOINTMENTS / LEAVES**

Superintendent Lane reviewed his recommendations for appointment. For HS math he is recommending Ms. Laura Warden who is certified in NY, he does not anticipate any issues with her obtaining NH certification.

*A MOTION was made by Mr. Ballou and SECONDED by Mr. Legere to appoint Ms. Laura Warden, HS math teacher at WLC.*

*Voting: all aye; motion carried unanimously.*

Superintendent Lane is recommending Stephanie Loiselle for technology teacher/media generalist. She will be hired under an emergency statute and needs to take the Praxis. He can request this from the DOE, it's for one year and she will need to obtain her Statement of Eligibility. She will qualify for the media generalist right away and we will work with her around the technology. She will be mentored by the media generalist at WLC. She will also need a mentor for technology.

*A MOTION was made by Ms. Lemire and SECONDED by Mr. Brock to appoint Ms. Stephanie Loiselle, technology teacher/media generalist at FRES.*

*Voting: all aye; motion carried unanimously.*

#### • **MONOPOLE**

Chairman Dailey reported he was contacted by Mr. Jim Cutler, Interim Fire Chief and the Milford Area Communications Base wants to put a communications tower on district property ideally attach to the MS building or in the woods. The details are vague but he wanted to inform members prior to a presentation so they were prepared with any questions. The location has not been determined. It is described as a telephone pole, 90 feet tall. If it were to be placed at the MS building they would need closet space to for equipment and if in the woods they would need to build a shack. Originally they wanted to place this next to the fire station but it is too low and doesn't cover the dead spots. They are looking to fill in those predominant dead spots in Lyndeborough, Wilton and Temple and this was the best option for public land. It will be placed on the next meeting's agenda and include a presentation.

#### **XIII. PUBLIC COMMENTS**

There were no public comments to report.

#### **XIV. ADJOURNMENT**

*A MOTION was made by Mr. Ballou and SECONDED by Ms. Fisk to adjourn the Board meeting at 7:24pm.*

*Voting: all aye; motion carried unanimously.*

*Respectfully submitted,  
Kristina Fowler*



Nicholas Kovaliv  
15 Autumn Lane  
Merrimack, NH  
(603) 440-9583  
nkov3@aol.com

RECEIVED

AUG 31 2017

SCHOOL ADMINISTRATIVE  
UNIT # 63

August 25, 2017

Wilton-Lyndeborough School District  
192 Forest Road  
Lyndeborough, NH 03082

Dear Mr. Brian Bagley, Mr. Bryan Lane, and Members of the School Board,

Please accept this letter as a formal notification of my resignation as a Science teacher at Wilton-Lyndeborough Cooperative High School as of August 25, 2017.

I would like to thank the building administration and the communities of Wilton and Lyndeborough for the tremendous opportunities and experiences I have benefitted from over the last 10 years. Please let me know if I can be of any assistance during this transition.

Best Regards,

A handwritten signature in black ink, appearing to be 'N. Kovaliv', written over a horizontal line.

Nicholas Kovaliv

***Wilton-Lyndeborough Cooperative School District  
School Administrative Unit #63***

192 Forest Road Lyndeborough, NH 03082  
603-654-8088

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Bryan K. Lane  
Superintendent of Schools

Betty Moore, M.Ed.  
Director of Student Support Services

Lise Tucker  
Business Administrator

TO: The WLC School Board  
FROM: Bryan Lane  
DATE: 8/18/17  
RE: Nomination for High School Science Teacher

Please accept this as the nomination for David Galatzer-Levy for science teacher at WLC. Mr. Galatzer-Levy has 8 years of teaching experience in Massachusetts mostly in the Fall River School District. His classroom assignments have been in Physics and he has also taught AP Physics. In his application materials we were able to view U-tube videos of his students demonstrating science competencies. These were well done and the students were very engaged.

David has a bachelor's degree from the University of Rhode Island and his certification in Massachusetts will meet the reciprocal agreement between states. In our conversation about implementing a physical science curriculum, he highlighted the need to create a conceptual understanding that was challenging but not overly dependent on higher level math. We spoke about curriculum being relevant to students' lives in order to gain their interest and participation levels high.

The position is budgeted at \$49,500.

I am recommending a motion to hire David Galatzer-Levy for the position of high school science teacher at WLC with a salary of \$45,500, bachelor's step 8.

David Galatzer-Levy  
dgalatzerlevy@gmail.com  
847.420.4445

## **Summary:**

I am a science and mathematics teacher and software developer. I have diverse practical experience as well as a robust teaching background. I have worked with a variety of at-risk and special groups. I am interested in developing students so they have useful mathematical and scientific toolsets for the real world.

## **Expertise:**

- Teaching and Coaching - I have taught and coached students from ages 6 to 60. I love to work with learners, even resistant ones.
- Unique projects and experiences - I have developed a number of projects and demos for students to experience and learn from.
- Social/Emotional - I have advised LGBT youth groups, gang violence prevention groups, as well as more common class advising
- Technical - I likely have more technical knowledge than the IT staff, and am interested in preparing students for the future. I know Google Classrooms, Teachpoint, a handful of programing languages, and can learn software extremely quickly

## **Work Experience:**

C2 Consulting, Inc., Staff Consultant, 10/2015 – 2/2017  
National Math and Science Initiative, Content Presenter, 9/2010 - present  
Douglas Public Schools, Physics Teacher, 9/2013 - 9/2015  
Fall River Public Schools, Physics Teacher and Diving Coach, 9/2007 - 8/2013  
Roger Williams University, Diving Coach, 9/2013 - 4/2014  
MicroMagnetics, Inc., Engineering Intern, 2009  
Marine Biological Laboratory, Chemical Stockroom Associate, Seasonal 1998-2007

## **Education:**

The University of Rhode Island, co.2007 Mathematics  
Massachusetts License #: 444472

## **Project Experience:**

**2016**

### **Harvard Pilgrim Healthcare**

Managed code promotion of multiple APEX applications to support several Harvard Pilgrim departments. Applications were developed using Oracle SQL Developer and Data Modeler and Oracle Application Express v4.1/v4.2.

David Galatzer-Levy  
dgalatzerlevy@gmail.com  
847.420.4445

## **2016**

### **Carters**

Assisted in porting the server from Oracle Application Express v3.0 to v5.0. Rewrote custom Javascript/JQuery into modern Oracle Application Express settings. Fixed UI bugs of porting v3.0 to v5.0 within change request system, and improved performance over legacy settings.

## **2013-2015**

### **Douglas Public Schools**

High School Physics Teacher. Developed curriculum and taught all levels. Developed and implemented Google Classroom based aerospace engineering course, which included special needs inclusion projects using space flight simulators.

## **2010**

### **National Math and Science Initiative**

Developed weekend workshops for Advanced Placement Physics to meet the needs of local teachers. Led AP Physics workshops at participating schools.

## **2009**

### **MicroMagnetics Inc**

Managed student interns in repair and repurposing of high vacuum thin film deposition systems and magnetometers. Performed testing of custom magnetic sensors for spacecraft (currently in flight).

## **2007-2013**

### **Fall River Public Schools**

Led development and implementation of high school level Advanced Placement Physics curriculum and all feeder classes. Coached new teachers on content, presentation, classroom management, and assessment. Assisted in curriculum and school accreditation audits for New England Association of Schools and Colleges. Worked extensively with at-risk youth in the community. Coached boys and girls diving.

## **1998-2007**

### **Chemical Stockroom Associate**

Maintained and sold chemical and biological inventory. Prepared custom chemical solutions

### **Hobbies:**

I play soccer in local adult leagues and enjoy a variety of tabletop games. I enjoy non-fiction books and papers on mathematics, physics, and psychology. I am passionate about education and learning as well as complex systems.