

**Public Notice of Meeting**  
**WILTON-LYNDEBOROUGH COOPERATIVE**  
**SCHOOL BOARD EMERGENCY MEETING**  
**Tuesday, June 23, 2020**  
**Lyndeborough Central School-Video Conferencing**  
**6:30 p.m.**

**Videoconferencing:** [meet.google.com/unc-fgey-bpy](https://meet.google.com/unc-fgey-bpy)

**Audio:** [+1 520-222-8577](tel:+15202228577) (PIN: 640232156)

The Board will take receipt of citizen comments via email at: [b.lane@sau63.org](mailto:b.lane@sau63.org)

Due to current events all videoconferencing options may be subject to modifications. Please check [www.sau63.org](http://www.sau63.org) for the latest information.

- I. CALL TO ORDER-Alexander LoVerme-Chair**
- II. ADJUSTMENTS TO THE AGENDA**
- III. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE and KEB.
- IV. BOARD CORRESPONDENCE**
  - a. Reports**
    - i. Superintendent's Report
  - b. Letters/Information**
    - i. Enrollment
    - ii. Distance Learning Feedback
    - iii. Tax Appropriation
- V. BUDGET COMMITTEE INVOLVEMENT**
- VI. POLICY BEDH-PUBLIC PARTICIPATION AT BOARD MEETINGS**
- VII. PROTOCOLS-Athletic Director, Coaches, Stipend Positions**
- VIII. CARES ACT FUNDING**
- IX. ACTION ITEMS**
  - a. Approve Minutes of Previous Meeting/s & Discuss Nonpublic Minutes**
  - b. Special Education Request**
- X. COMMITTEE REPORTS**
  - i. Budget Liaison
- XI. RESIGNATIONS/APPOINTMENTS/LEAVES**
  - a. Resignations**
    - i. Cecilia Martins-FRES-RBT
    - ii. Nancy Moreau-FRES-Food Service
    - iii. Suzanne Beers-WLC-Food Service
    - iv. Denise Clark-District Van Driver
    - v. Bryan K. Lane, Superintendent of Schools-End of June 2021
  - b. Appointments**
    - i. Rachel Raymond-LCS-Kindergarten Teacher
    - ii. Laura Kostenblatt-WLC-MS Science Teacher

**XII. PUBLIC COMMENTS**

**XIII. SCHOOL BOARD MEMBER COMMENTS**

**XIV. 8:30 PM INTERVIEW-BUSINESS ADMINISTRATOR**

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

**XVI. ADJOURNMENT**

**INFORMATION: Next School Board Meeting-July 14, 6:30 PM**

The Board strongly encourages members of the public to participate in the meeting remotely, rather than planning to attend in person. Due to the COVID-19 situation, emergency measures are expected to be in place, including remote participation by Board members, as well as restrictions on the number of persons physically in attendance at the meeting location.

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  
603-732-9227

Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

**Superintendent's Report**  
**June 23, 2020**

I wanted to take a moment to thank everyone in the school community for working to make the last few months of school a successful experience. Thrown into distance learning I need to commend our staff for a strong response to the reality of distance learning with all of its' difficulties. I would hope that the staff will use this experience in learning to use new tools to present materials that we will all take the time to become more effective in our jobs in meeting the needs of our students.

The board requested information regarding sealed minutes. The following is the response from Will Phillips, NHSBA legal counsel:

***Can the board unseal the minutes and only have the votes recorded?***

If all the Board wanted to do was to include the vote taken in non-public in the public minutes, and keep the remainder in the sealed non-public minutes, then it would not vote to unseal them, but rather would amend both the non-public and the public minutes accordingly. Although 91-A allows Boards to take votes in non-public, and to seal minutes with the only record of the vote (assuming one of the three bases to seal minutes exists under 91-A:3, II). See next response for process.

***Does the board need to go into non-public session to discuss unsealing the minutes?***

91-A is silent as to the process of reviewing non-public minutes. However, because the discussion of whether to seal minutes, or amending them, or unsealing them can often include discussion of the substantive matter that supported the non-public in the first place, we recommend that for boards which do not review their non-public minute.

The board can vote in public session to amend sealed non-public minutes to include votes taken in the non-public session. If the board wants to see and approve sealed minutes that should be done in a non-public session.

The School Board at our last meeting directed me to put out an advertisement for the Curriculum Coordinator position with the position being a .8 FTE. To date, we have received nine new applications. Five of the candidates have the appropriate credentials and have some kind of experience with curriculum development or administrative responsibilities. If there was an increase from .5 to .8 FTE, this will increase the cost from a projected \$40,000 to around \$80,000:

Salary	\$57,000 to \$ 60,000
FICA	\$ 4,300 to \$ 4,600
Health Ins.	\$ 6,000 to \$ 16,800

During the hiring process to date we have filled the following positions with the following cost (this does not reflect health and dental benefit cost changes):

	Budgeted Salary	New Salary	Difference
Music Teacher FRES	\$ 63,038	\$ 40,000	\$ 23,038
Music Teacher WLC	\$ 38,400	\$ 32,000	\$ 6,400
Math Teacher WLC	\$ 60,200	\$ 42,000	\$ 18,200
School Nurse FRES	\$ 63,350	\$ 54,500	\$ 8,850
Retirement costs	\$ 60,000	\$ 25,714	\$ 34,286
FICA			\$ 6,899
NHRS			\$ 13,354
	\$ 284,988	\$194,214	\$111,027

The positions we have open that require Board approval include:

Curriculum Coordinator	Business Administrator
FRES Special Education Teacher (anticipated)	Middle School Counselor (part time)
FRES Special Education Teacher (part time) WLC	Physical Education (part time)

On Thursday June 18 a meeting was held among district staff to discuss possibilities of opening school in the fall. Those involved included:

Peter Weaver	Bob La Roche	Sarah Edmunds
Julie Lemire	Andrea Petrone	Melanie Drew
Emily Hall	Mandy Kovaliv	Joanne Dufour
Ned Pratt	Mark Kline	Nicole Dane
Bryan Lane		

Enrollment 2019-2020  
 Wilton-Lyndeborough Cooperative School District

Grades	First Day	Sept.	Oct. 1 <sub>Fall</sub>	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Pre-k	17	17	17	17	18	18	20	20	20	20	20	20
*K	37	41	41	42	43	43	43	43	44	44	44	44
1	60	61	61	61	62	62	62	62	61	61	61	61
2	37	37	37	37	37	37	40	40	39	40	40	40
3	46	46	46	46	45	45	46	46	47	47	47	47
4	39	39	39	39	39	39	39	39	39	39	39	39
5	52	52	52	53	54	53	52	51	51	51	51	51
6	43	43	43	43	43	44	42	43	43	43	43	43
7	46	45	45	45	45	45	44	44	44	44	44	44
8	26	26	26	27	28	28	28	28	28	28	29	29
9	46	46	46	46	48	47	48	48	48	48	48	48
10	43	43	43	43	44	44	42	42	42	43	43	43
11	44	44	44	44	43	43	43	43	43	41	41	41
12	29	29	29	29	29	29	29	29	29	30	30	30
<b>Total</b>	565	569	569	572	578	577	578	578	578	579	580	580
LCS	54	58	58	59	61	61	63	63	64	64	64	64
FRES	234	235	235	236	237	236	239	238	237	238	238	238
MS	115	114	114	115	116	117	114	115	115	115	116	116
HS	162	162	162	162	164	163	162	162	162	162	162	162
Final 6.10.20												

## Summary of debrief regarding remote learning:

### Good Things

- Divide workload
- Use of padlet video lessons
- Collaboration for daily meetings
- Use of google classroom
- Sharing and growing as teaching teams
- Flexibility in work schedule
- Various approaches to instruction ie: teach every other day, remediate in between
- Alternate reading and writing days
- Create and publish schedule on daily basis
- Create a checklist in google forms for students to refer to and check off completed work
- Keep consistent schedule
- Balance email communication with parents
- Record morning meeting for students who could not make it at given time or to view later
- Create office hours for questions on consistent basis
- "Good week-bad week" survey throughout quarter
- Check ins and sharing emotional well being
- Parents more involved in student learning and followed progress more closely
- Positive working relationships created with parents

### Didn't go well

- Coordinating scheduling with specials WIN and reading didn't go well
- Prioritizing and streamlining work expectations
- How to address small group instruction?
- What barriers can't be removed? How to get around it?
- How to help students who needed it but didn't express it. Not being present reduced teacher ability to spot assess
- Counselor not involved in pop up meetings
- Parents who worked needed to communicate with teachers after work hours much more than usual
- Attendance was not accountable
- Wish: students could work together more
- Accountability

## Considerations when we return to school

- Movement in hallways
- Entering and leaving building
- Structured recess
- Proximity of students during lunch
- Instructional planning for STAR 360
- Give STAR right at the beginning of return
- Create spreadsheet of reading and writing and math for teachers to make groupings from data
- Address social emotional toll
- Have some kind of wrap up for teachers to see last year's class. Maybe just one hour
- Sanitizer, facemasks – bring own or school provided?
- If we are remote, can teachers do it from their classroom?
- No toys from home
- Sharing tech device's a concern
- Library concerns, book check out, etc.

## Reflection

### 1. Biggest Challenge

- a. At Fres grades 1 and 2 used different platforms from 3-5.
  - i. It would be helpful if this were consistent across all grade levels for students and parents.

### 2. Helpful tools that were used:

- a. Google Classroom
- b. Screencastify

\*\*We used Zoom for our Special ed meetings and Google meet for meetings with students. Zoom has many more features that allow students to be interactive during the video call and it would be great if this were an option during our 1:1 sessions.  
(ex: screenshare with annotate feature, mouse control, etc.)

### 3. We struggled with what to do when we couldn't get in touch with students and/or parents

- a. It would be really helpful to have a district-wide flow chart of protocols to follow.
  - i. (Example- teacher attempt by email, teacher attempt by phone, reach out to guidance counselor, if still not success then the principal is information and will take over to make contact with parents and families)

### 4. Too many or not enough work?

- a. Struggled to find that happy medium.
- b. The Wednesday Flex day was helpful!
- c. If we are providing 1:1 video meets, will we still need to post daily lessons/work?
  - i. (We did this time around since our 1:1 sessions were shorter than the session lengths written in the IEP)
  - ii. We ran into the issue that many students had hours worth of work because they were expected to complete everything assigned by their teacher in addition to the work we posted.
    1. 3rd grade was very helpful and cognizant of this and we worked together to make modified schedules/to-do lists for our students



5. Paraeducator support-

- a. At Fres we struggled with how to incorporate paras and classroom teachers struggled as well. Many paras were not tech savvy which made it difficult, or they did not have devices. In addition, if classroom teachers said they would like support there was no follow up or scheduling due to unanswered emails.

6. Special ed and classroom collaboration-

- a. The remote learning model would be a great opportunity to begin this 'coteaching' methodology and be able to work with students on specific skills but with their core content work.
- b. It was much more difficult to work with reg. Ed during this time, especially in regards to scheduling or even knowing what they were working on in their classes.

7. Professional Development

- a. PD would be great for teachers over the summer to find a platform that all grades will use and become proficient in using it.
- b. Parents would benefit from PD tutorials (which can also be recorded so they can watch at any time convenient for them) to understand how our remote learning platform is working

8. Hybrid model

- a. Because so many students/services are shared, could special ed work with students the 3 same days per week in person, and then the same 2 days per week remotely each week?  
That way, they'd receive all reading/math/writing/counseling/OT/speech services during 3 in-house days, and then teletherapy of 1:1 the other 2?
- b. Hybrid model may be very hard to schedule, and I worry that special ed planning will be an afterthought or have to be squeezed in once core classes/grades work out their model

# Distance Learning Debrief

## 1. What was the biggest challenge in implementing distance learning?

- Didn't have proper equipment for Google Meets. School computer doesn't have a camera. Asked and wasn't given one at FRES.
- Needed to mandate student participation and online etiquette. Try to have most students put on cameras. (we know we can mandate it but how can we encourage it more) Could tell that many students playing games during "class." Talk to students about how to learn in remote environment. Help them understand that showing up to "class" will help them.
- There needs to be a balance with work and "connecting" with students about their learning lives.
- Many students not attending classes. One teacher said that about 30% of students never responded live or offline.
- Didn't have training on how to grade through Google Classroom. Could use more training with Google Classroom at elem. Level.
- Office hours were offered.
- Parents reported that the academic areas were prioritized and some didn't attend to specials.
- Hard to grade students who didn't participate.
- Specials at WLC graded NC (no credit) for students who didn't meet requirements.
- Specials want to convey to everyone that their subject are important also, not just the so-called core academics. Recent budget cuts send the message that specials are less important/expendable.
- Google Meets "failed," especially high school students. Resorted to videos and asked students to comment in order to count attendance. Only about 2/3-3/4 of students participated.
- More students are participating in remediation.
- Parents report that they are having trouble getting their students to participate.
- Students unprepared for remote learning, Google Classroom and self-directed learning. Not having regular school hours impacted many students.
- In the beginning at WLC, there was no class schedule, and students weren't doing the work. Then when a schedule of remote classes was published, this provided more structure. Recommends this kind of structure in the fall.
- Students didn't respond to requests for check-ins.
- Offered a Fun Friday activity and only one student attended.
- Teach students how to email, etiquette – how to write to teachers and how to reply.
- Didn't get responses to inquiries to admin. or tech at FRES.
- No regular schedule for specials' classes for students; there was a calendar created by specialist group around the classroom teachers' schedules so the specials could meet; published for the public.
- Some students don't have supplies for various classes, especially art.
- Little guidance from K-5 admin.

## 2. Is there a particular format that worked best for you? Is there one you tried that did not work for you?

What worked:

- WLC had 3 days of remote learning PD that was very helpful. Have something similar for students.
- Having a daily schedule, WLC A & B days; teachers starting the day with various meetings each week on the same days – faculty mtg, dept, middle school joint team, ms individual teams.
- Unified Arts page was the first to create a joint site, then turned into FRES Remote Learning site. <https://sites.google.com/sau63.org/fresspecials/home>
- 3<sup>rd</sup> & 4<sup>th</sup> grade had best attendance in PE, live Meets felt the most successful; could see or hear students; virtual field day worked well.
- Made recordings.
- YouTube channel for K-5 technology and tech support.
- Tech teachers created tech help videos.
- Weekly video news at WLC was very well received.
- One school video to families well received.
- Unified Arts leads the way in transformational learning.
- Lots of sharing among students through discussions or providing feedback to one another.
- Virtual art show at WLC.
- Validating students worked to encourage participation.

What didn't work:

- Grades 1 and 2 didn't use Google Classroom. (Plans to teach this in the future.)

3. Would you have been helped by having more para-educator support in working with students?

- Paras reached out to many students. Wished students reached out more.
- Paras came to many Google Meets and provided feedback to teachers and helped students. Wants that to continue.
- Students need this support more than ever.
- More support would help with students who didn't participate.
- Many times paras don't attend specials in school or remotely, and support could be helpful.
- Without paras, many students at WLC would not have been successful. They are absolutely necessary. More support is needed to reach all the students that need help.
- ❖ Paras have encouraged students to attend meets, do work, reach out to teachers for help, etc. ; without that support the students may well have failed.
- ❖ Paras help with organization and the feeling of students being overwhelmed with trying to complete all expectations.
- K-5 special teachers didn't know if they could reach out to paras to help with students; not conveyed by admin.
- 

4. Is there a specific professional development opportunity that you would like to have available?

- More formal Google K-5 training, especially with Meets, to learn all the tools, not just the brief training they had. Also, same training for students.

- Student email procedures training. Frequently asked questions.
- Learn from one another about tools they are using, including students.
- Identify the main tools/foundations for remote learning, and those for each class.
- Self-directed learning and organizational skills for students, including how to reach out to teachers.
- Discussions with school colleagues about using similar tools or cross-course techniques.
- Parent training for remote learning.
- More help in how to adjust curriculum to remote learning because specials are mostly hands-on and hard to monitor online. Some students don't have the materials. Offer materials in a box for students.
- How to do YouTube demonstration videos.
- Continue with WLC PLCs with technology included.

5. If you had difficulty getting a student to engage, was the administration of help in getting that engagement?

- WLC admin, especially Sarah has been amazing in terms of contacting parents, students, and supporting teachers. Helped with senior project completion for graduation.
- WLC counselor, Mandy, was very helpful reaching out to students.
- WLC
- K-5: classroom teachers were helpful reaching out to some students who weren't engaged; admin. behind the scenes helping with complaints but not with students who were not engaged;
- K-5 huge support from Stephanie for technology and Greg; one teacher didn't reach out to admin.
- Suggestion for K-5 admin., to better engage admin through small group meetings such as teams, including specials team, grade levels, subject areas, etc.
- With more time to plan for the fall, need more specific, structured, decisions ahead of time, like grading, assessment, evidence of learning/competency
- Improve communication.
- More discussion and ideas around school values, competencies, assessment.. at faculty meetings, dept., grade levels, etc..

6. It was commented from parents and staff that the schedule of introducing new material was too high paced. What would be a schedule that would work better for you?

- WLC, twice a week classes so addressed bare bones of the topics; tried to address the essentials for the rest of year;
- WLC schedule of twice a week is a minimum to have a class. Need to interact with students.
- Will be hard to get students back in routines whenever we come back to school buildings.
- Specials should be regularly scheduled once a week for K-5 students. Admin should make it clear that students should attend specials classes and do the work.
- The reaction of "material was too high paced," was probably early on when people were still organizing and struggling with the remote learning environment; there was definitely a learning curve for everyone. Shouldn't be as much of a problem going forward.
- Important to have a clear structure/schedule and expectations from the beginning in the fall, students adjust pretty well.
- Important for each department, grade level, and teacher, to identify the essential/non-negotiable performance indicators of competencies with related standards and how to assess those remotely. Many have done this and planned more time for learning each expectations. The parent/student reaction to new material may be a consequence of the whole situation, of moving to remote learning, technology, etc.

- Worry that students will not be prepared for the next grade/course and ultimately graduation.
  - Maybe more cross-curricular ways of having students learn the essentials.
  - Think about ways to make learning engaging and fun that will motivate students in this environment.
  - Start the year with student discussions of learning values, collaboration, SLE's (WLC), CARES, common language about learning, how SLE's and CARES intersect, ...
7. Is there a software program we should purchase to make your efforts more successful?
- WLC has used the free versions but needs funding, and maybe K-5 would consider: WeVideo, Screencastify, Noodletools, kahoot, book creator, IXL, RAZE kids, Padlet...
  - Need single sign-on system for K-12 for all software that we have that collects student data.
  - Need to consolidate logins for student and teacher resources housed on the school websites (Blackboard that is part of our website hosting).
  - Are there ways to make Google Classroom or a similar tool that is more visual rather than so many words that confuse and overwhelm students.
  - Learning Management System that is more accessible/appealing (symbols, icons...) to students of all levels: Blackboard has one as part of our websites but is turned off. Protopage.com ?? Schoology, others ??
    - Could we have a committee that works over the summer to explore this?
    - And also plan PD for August?
    -
  - In addition to Google Classroom as a universal tool, explore Google Sites or Blackboard (like a bulletin board) so that teachers can create pages to help students and families be more organized
  - Web builder ?? (for Art)
  - Music software (unspecified but Amy is contacting the new WLC music teacher who mentioned this)
  - Need consistency of student expectations, technology tools, schedules and structures among schools.

**Other comments from the group:**

Concerns that we keep in mind the schedules of families while considering how we do learning online. We have a lot of families where both parents or the only parent are working in jobs that are essential and don't allow for students to receive assistance with remote learning in a synchronous format. This might be mitigated by the time they reach middle/high school, but there are probably still some students that are with family members who might not have wifi or the knowledge necessary to assist. If we require students to check in at a certain time to our classes, concerned we are leaving those students behind and may be widening learning gaps based on family or socio-economic circumstances.

Parents in our district who are functionally illiterate might not be able to assist their children. Perhaps we should provide audio versions of our newsletters and instructions in addition to the emailed version. Students of those parents may not have the support and we don't want our approach to be enabling. Is there a way to get more support -para or otherwise - for students who aren't old enough to engage in their learning independently, but whose family members are not able to due to their unique challenges.

1. What was the biggest challenge in implementing distance learning?
  - The rotating schedule (A, B, A, B, A...) was difficult to keep track of but the shift to A, B, Flex, A, B was great. I appreciated having set days and times to see my different instructional groupings, but getting students to attend who were reluctant to engage was nearly impossible.
  - From a technology point of view, it would have been helpful to have two screens instead of just one, access to digital manipulatives or an integrated doc cam that worked within GSfE, digital graphic organizers/ visual supports that could be tailored to a specific student/ task and could be typed on. It would have also been helpful if we had a standard presentation/ organization of Google Classrooms-- by week or by unit with built-in visual supports/ learning agendas, our laptops are so old and do not always work well-- this impacted delivery of instruction at times. It would be helpful to have more reliable technology.
  - Meeting deadlines as outlined by IDEA to meet compliance requirements
  - Getting signatures for paperwork
  - Keeping students engaged, especially seniors who were ready to be finished.
  - Looking ahead to the fall, I think it would be important to have an approach to getting our evaluations taken care of that were put on hold due to COVID-19 (already our building alone is looking at a minimum of 22 evaluations, not including incoming 6th graders, new students, referrals from Pine Hill/High Mowing, and special diagnostics for transition planning or otherwise)
  - Personally I cannot use my laptop unless it was plugged in- it would be helpful if new batteries could be purchased for the fall
  
2. Is there a particular format that worked best for you? Is there one you tried that did not work for you?
  - Working with my instructional groupings 1:1 was most successful. I attempted to meet with students in small groups 3-4 but those were unsuccessful.
  - I thought setting my Google Classrooms up by week was helpful to the students and helped to direct them to assignments and needed materials.
  - The team approach of the special educators and our frequent check-ins and problem solving together was immensely helpful-- not only with getting things done, but also by being a team to help support one another through the challenges.
  - Having paras help with designated students
  - Daily meetings (faculty, department, etc) was helpful to be on the same page
  - The built-in flex day was essential along
  - If we move to hybrid or fully remote in the fall, having a week long remediation week at the end of semester 1 will also be essential
  - Working 1:1 or in small groups was absolutely the most successful.
  
3. Would you have been helped by having more paraeducator support in working with students?

- I met with my paraeducator group formally 2x/ week for 20-30 minutes. This check-in time was helpful to problem solve together. Assigning paraeducators to support different groups of students for academic extension was also helpful as students may not be responsive to me, but they were with a specific paraeducator.
  - Paraeducator support was offered to regular education teachers but communication of student needs/ work expectations were not always clear
  - They were very helpful and took a brunt of the load off in terms of specific assignments- they stayed on top of classwork in classes and participated in meetings with the classes
  - Having them start documenting in a different format than I originally asked them to complete was a bit stressful
  - While some kids did not accept help from paras, I think it was essential that they consistently offered their help multiple times a day (for a variety of reasons)
4. Is there a specific professional development opportunity that you would like to have available?
- I think as a whole faculty, having time on designing lesson plans would be helpful, I think we needed to incorporate more UDL than we did and this could be the perfect time to roll this out to staff
  - Discussing rigor, the role of UDL, potential accommodations would also be helpful
5. If you had difficulty getting a student to engage, was the administration of help in getting that engagement?
- The student status sheets were helpful to keep track of those students we were having difficulty engaging with. I'm not sure administration had any greater success than I did when reaching out to students, but it was helpful having another person helping. Administration was immensely helpful to help with open collaboration/ communication between team members and helping us to be on the same page.
  - Biweekly ChAT meetings were helpful
  - Admin was very supportive and always tried to reach out to families and informed us of any info they had on their end
  - Having meetings with Ned 3x week was very helpful and always kept us all on the same page with student needs, the sped regs, etc.
6. It was commented by parents and staff that the schedule of introducing new material was too high paced. What would be a schedule that would work better for you?
- Continued A, B, Flex, A, B schedule
  - Weekly agenda/ learning objectives overview for each subject
  - Some sort of agenda/ to-do list of assignments to work from each week
  - Focus on competency-based tasks and the "must haves" with additional work available for extension activities.
  - It would be helpful if PowerSchool grades and competencies were updated with greater regularity
  - UDL PD to staff would help the bullets listed above (YES!!!)

- The middle school has team and vertical meetings... it would be helpful to have a set collaboration time with grade level teachers and special educators to discuss students needs, accommodations, adaptation, etc
7. Is there a software program we should purchase to make your efforts more successful?
- If remote learning were to continue, I would like us to have access to Google Voice through my @sau63.org GSfE account and not have to use my personal cell phone/ number. Some families blocked "restricted" numbers so using \*67 wasn't always an option.
  - It would be helpful if we had a plan for postage, envelopes, printing of documents. I ran into difficulty with my printer not working, running out of ink, running out of paper, etc. I was very thankful we were allowed in the building to print when needed.
  - Some kind of software that would allow for multiple contributors for demonstrating a problem solving process, completing a graphic organizer, modeling/ highlighting/ labeling
  - edPuzzle, Nearpod, NewsELA, News2You, Edmark, Khan Academy were all very helpful tools
8. Other?
- It would be helpful if students had "tool kits" of needed learning tools they typically have in school: calculator, graph paper, ruler, etc. to support the virtual tool kits we created in Google Classroom



*Wilton-Lyndeborough Cooperative School District*  
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**MEMO**

To: Paul Branscombe, Town Administrator  
Wilton Selectmen

From: Lizabeth Baker, Business Administrator   
Bryan K. Lane, Superintendent of Schools

CC: School District Treasurer

Subject: Revised FY21 Appropriation

Date: May 26, 2020

The Town of Wilton's FY21 ESTIMATED appropriation figures, for the Wilton-Lyndeborough Coop School District, are as follows:

Local Tax Assessment - Town of Wilton	\$6,680,631.39
<u>Plus Retained Tax</u>	<u>812,676.00</u>
Total	\$7,493,307.39
 Monthly Payment (12 payments)	 \$ 624,442.28

The monthly appropriation of **\$624,442.28** should start being paid as of June 2020. The payment should be paid by the 10<sup>th</sup> of each month.

Thank you.

Enc.

WILTON-LYNDEBOROUGH COOP  
 School Year: **2020-2021**

Formula: Current & Capital - 50% on ADM-R and 50% on Equalized Valuation  
 Article 16 - Capital for Elem schools town specific over 20 years  
 (Effective July 1, 2014)

Completed by: Lizabeth Baker  
 Date Completed: 5/26/2020

Complete the template by entering the data in the shaded cells.

Section I - Enter the Budget Amount and Revenues for the district. Under adjustments, enter the total for town specific revenues. Enter the Enhanced Education Retained Taxes and Grant amounts for each town.

(Town specific revenues may be trust funds, Federal Forest Reserve funds, or impact fees, for example.)

Section II - Enter the ADM in Residence and Equalized Valuations for each town. For example, for FY'20 enter the 2017-2018 ADM in Residence and the Equalized Valuations with utilities for 2017.

Section III - Enter any town specific revenues. The assessment will then be calculated for each town. Due to rounding, the total assessment in Section III may not agree with the Tax Assessment in Section I. Please assign the difference to a municipality within your cooperative.

Comments: Please use this section to notify us of any details regarding town specific revenues or other apportionment information.

\*\*\*\*\*

**SECTION I**

To Be Apportioned

Total Appropriation from MS 22:	13,009,554
Less Fund Balance and Revenues from MS 24:	1,185,417
Tax Assessment:	11,824,137
Less Capital Article 16	-603,268
Current Apportionment	11,220,870
Plus Town specific Revenues	
To Apportion	11,220,870

Capital Expenses* Year 6 of 20	
Town	Principal + Interest
Lyndeborough	96,564
Wilton	506,704
<b>Totals</b>	<b>603,268</b>

Adequacy Aid for Fiscal Year:		2021	
	Grant	Retained Tax	Total State Aid
Lyndeborough	381,562	329,909	711,471
Wilton	1,171,518	812,676	1,984,194
<b>Total</b>	<b>1,553,080</b>	<b>1,142,585</b>	<b>2,695,665</b>

\*\*\*\*\*

**SECTION II**

Year:	FY2018-2019	Year:	FY2018-2019	50% ADMR & 50% Equal Val	
	ADM	ADM %	Equalized Valuation	Eval %	Combined Percent
Lyndeborough	142.79	0.256964	173,328,623	0.288938	0.272951
Wilton	412.89	0.743036	426,552,182	0.711062	0.727049
<b>Total</b>	<b>555.68</b>	<b>1.000000</b>	<b>599,880,805</b>	<b>1.000000</b>	<b>1.000000</b>

\*\*\*\*\*

**SECTION III**

	Rate	Current Apportionment	Article 16 Capital Specific	Less Town Specific Revenues	Total Apportioned	Less Final State Aid	Local Tax Assessment
Lyndeborough	0.272951	3,062,748	96,564.00	0	3,159,312	711,471	2,447,842
Wilton	0.727049	8,158,122	506,703.50	0	8,664,826	1,984,194	6,680,631
Total	1.000000	11,220,870	603,267.50	0	11,824,138	2,695,665	9,128,473

Tax Assessment from Section I:	11,824,137
Total Assessment from Section III + Equitable Education Aid:	2,695,665
Difference (+/-) to be assigned to the town of:	9,128,472

\*\*\*\*\*

	<u>Local Tax Assessmt</u>	<u>Retained Tax</u>	<u>Total</u>	<u>Monthly Pmt</u>
Lyndeborough	2,447,841.50	329,909.00	2,777,750.50 \$	231,479.21
Wilton	6,680,631.39	812,676.00	7,493,307.39 \$	624,442.28
Total	9,128,472.89	1,142,585.00	10,271,057.89 \$	855,921.49

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

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


Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizbeth Baker  
Business Administrator

**MEMO**

To: Russ Boland, Town Administrator  
Lyndeborough Selectmen

From: Lizbeth Baker, Business Administrator   
Bryan K. Lane, Superintendent of Schools

CC: School District Treasurer

Subject: Estimated FY21 Appropriations

Date: May 26, 2020

The Town of Lyndeborough's FY21 ESTIMATED appropriation figures, for the Wilton-Lyndeborough Coop School District, are as follows:

Local Tax Assessment - Town of Lyndeborough	\$2,447,841.50
<u>Plus Retained Tax</u>	<u>329,909.00</u>
Total	\$2,777,750.50

Monthly Payment (12 payments) \$ 231,479.21

The monthly appropriation of \$231,479.21 should start being paid as of June 2020. The payment should be paid by the 10<sup>th</sup> of each month.

Thank you.

Enc.

WILTON-LYNDEBOROUGH COOP  
 School Year: **2020-2021**

Formula: Current & Capital - 50% on ADM-R and 50% on Equalized Valuation  
 Article 16 - Capital for Elem schools town specific over 20 years  
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Total	9,128,472.89	1,142,585.00	10,271,057.89	\$ 855,921.49

## **BEDH - PUBLIC PARTICIPATION AT BOARD MEETINGS**

*See Also KE, KEB*

The primary purpose of Wilton-Lyndeborough Cooperative School Board meetings is to conduct the business of the Board as it relates to school policies, programs and operations. The Board encourages residents to attend Board meetings so that they may become acquainted with the operation and programs of the schools. All official meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet and to adjourn or recess a meeting at any time. The Board also reserves the right to enter non-public session at any time, in accordance with the provisions RSA 91-A:3.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, it may conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings:

1. The Board will provide a maximum of fifteen (15) minutes to hear public comments at the beginning of each regular board meeting and an additional fifteen (15) minutes prior to any scheduled non-public session. This may be extended by a majority vote of the board.
2. Individual speakers will be allotted three (3) minutes per person. Speakers may not relinquish allotted time to another speaker. For specific meetings and/or specific agenda items, the Board may at the outset of the public comment period increase the individual time limit for all speakers.
3. The Chair will recognize speakers on a first come basis.
4. In order to comply with RSA 91-A:2 II, speakers shall identify themselves clearly for the record.
5. Members of the public shall limit comments only to those items appearing on the agenda. The Board will not entertain comments that do not appear on the agenda. The only exception shall be comments which address matters discussed by the Board at its last public meeting which were not on that meeting's agenda but were discussed by the Board under "New Business". Requests to address the board on specific matters (i.e. a request to have a matter placed on the agenda) should be presented to the Superintendent no less than seven (7) days prior to the next Board meeting and must set forth specifics on the subject to be addressed. The determination whether to place the matter on the agenda will be made consistent with policy BEDB. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to Superintendent in accord with the processes set forth in School Board Policies KE and KEB.
6. Any comments that do not adhere to the above, or which disrupt the official business of the Board may be ruled out of order by the Chair. Repeated disruption may result in the individual being asked to leave the meeting. Obscene speech, comments of threatening, or other unprotected speech will not be tolerated.

7. The Board Chair may terminate the speaker's privilege of address if the speaker does not follow the above rules of order. Repeated violations may result in the intervention of law enforcement, with potential for criminal charges.

Persons appearing before the Board are reminded that members of the Board are without authority to act independently as individuals in official matters. Thus, in most instances, any board response will be deferred pending future consideration by the full Board.

With the aim of maintain focus on the issues in discussion, it is desired that all speakers strive to adhere to ordinary norms of decorum and civility.

**Legal Reference:**

*RSA 91-A:2, Meetings Open to Public*

*RSA 91-A:3, Non-Public Sessions*

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

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

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

***Reviewed: April 30, 2019, May 14, 2019***

***Revised:***



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

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

---

Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

To: Bryan Lane  
Superintendent of Schools

Fr: Ned Pratt  
Director of Student Support Services

Re: CARES/ESSER Funds

Da: June 16, 2020

The Coronavirus Aid, Relief and Economic Security Act (CARES Act) has a very specific portion of funding called the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) that is allocated to each state and flows through to reach LEA.

The New Hampshire Department of Education was awarded a total of 33.9 million dollars to allocate to LEAs. The Wilton –Lyndeborough Cooperative School District was awarded a total of \$69,774.02 under this program.

Under federal rules, 10% of these funds are allocated to non-public schools located within the geographic bounds of the LEA. Therefore, \$6,977.40 of these funds will be allocated for use by High Mowing/Pine Hills School.

Our district will have a total of \$62,796.62 to use under the CARES/ESSER Act. These funds must be spent by September 30, 2022.

Permissible uses of these funds are:

- Any activity authorized by ESEA, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act, the McKinney Vento Homeless Youth Act and the Perkins Act
- Providing resources necessary to address the needs of individual schools, including online learning
- Purchasing educational technology for students, including one-on-one devices and internet connectivity
- Providing mental health services and supports
- Planning and implementing summer learning and supplemental afterschool programs

- Activities to address the needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth
- Planning and coordinating student meal services
- Developing and implementing procedures to improve virus emergency preparedness and response efforts
- Training staff on sanitation and minimizing the spread of infectious disease
- Purchasing sanitation and cleaning supplies
- Planning for and coordinating during long-term closures
- Other activities necessary to maintain the operation of and continuity of services and continuing to employ existing staff
- Working with partner organizations and nonprofits to address community needs

We have clarified the school meal services question concerning past expenses; the CARES/ESSER Act only allows for planning and coordinating present and future student meal services.

We currently have access to apply for our CARES funds as soon as we decide how we would like to spend them.

Please let me know if you any questions.



New Hampshire

# Department of Education

## Bureau of Integrated Programs

CARES Act, Elementary and Secondary Schools  
Emergency Relief (ESSER) Grant  
2019-2020 School Year  
CFDA# 84.424D  
May 11, 2020

<b>Dis#</b>	<b>SAU #</b>	<b>District</b>	<b>Allocation</b>
		<b>New Hampshire State Minimum LEA Distribution</b>	<b>33,877,234.80</b>
5	9	Albany	256.91
9	53	Allenstown	152,221.75
15	72	Alton	56,366.91
17	39	Amherst	22,622.96
19	46	Andover	30,246.42
23	2	Ashland	62,771.68
29	15	Auburn	24,046.95
31	86	Barnstead	110,515.78
33	74	Barrington	66,280.23
35	9	Bartlett	36,792.83
39	23	Bath	20,536.94
41	25	Bedford	95,269.33
47	23	Benton	61.63
51	3	Berlin	634,941.48
53	35	Bethlehem	47,384.51
57	67	Bow	63,223.61
63	16	Brentwood	4,995.90
71	41	Brookline	9,143.45
75	48	Campton	68,266.45
79	15	Candia	35,714.11
91	9	Chatham	-
93	82	Chester	10,651.64
95	29	Chesterfield	26,222.54
99	53	Chichester	19,304.93
101	6	Claremont	763,422.09
103	7	Clarksville	88.53
105	7	Colebrook	121,627.78
107	7	Columbia	257.45
111	8	Concord	953,636.64

112	1	Contoocook Valley	332,039.12
113	9	Conway	507,698.77
114	98	Coos County School District	-
115	100	Cornish	22,897.81
117	99	Croydon	462.45
127	53	Deerfield	46,975.32
131	10	Derry Cooperative	699,561.96
141	11	Dover	650,543.14
142	70	Dresden	36,035.92
147	20	Dummer	-
149	19	Dunbarton	14,478.69
153	16	East Kingston	-
159	9	Eaton	-
162	48	Ellsworth	-
165	14	Epping	132,340.88
167	53	Epsom	59,642.01
171	20	Errol	99.91
172	16	Exeter Region Cooperative	87,611.25
173	16	Exeter	106,746.94
174	60	Fall Mountain Regional	362,737.79
175	61	Farmington	362,869.23
185	18	Franklin	539,150.57
187	13	Freedom	30,923.88
189	83	Fremont	31,692.26
191	73	Gilford	126,744.92
195	79	Gilmanton	33,140.15
199	19	Goffstown	276,562.63
203	20	Gorham Randolph Shelburne Cooperative	80,305.87
204	71	Goshen	261.06
208	49	Governor Wentworth Regional	539,307.27
211	75	Grantham	14,478.69
215	50	Greenland	17,535.35
222	97	Hale's Location	-
223	55	Hampstead	50,031.98
227	21	Hampton Falls	9,330.71
225	90	Hampton	88,641.77
233	70	Hanover	5,938.53
235	29	Harrisville	7,401.14
236	9	Hart's Location	-
238	23	Haverhill Cooperative	170,787.72
245	24	Henniker	58,109.31
247	18	Hill	12,589.92
251	34	Hillsboro-Deering Cooperative	350,819.75

255	92	Hinsdale	188,678.75
257	48	Holderness	18,256.20
259	41	Hollis	7,918.03
260	41	Hollis-Brookline Cooperative	20,077.89
261	15	Hooksett	145,577.58
263	66	Hopkinton	46,010.07
267	81	Hudson	454,775.02
269	2	Inter-Lakes Cooperative	156,594.20
271	9	Jackson	9,808.78
274	47	Jaffrey-Rindge Cooperative	274,975.91
275	24	John Stark Regional	59,684.42
276	65	Kearsarge Regional	171,635.60
279	29	Keene	518,592.59
281	16	Kensington	-
285	30	Laconia	982,086.97
288	35	Lafayette Regional	14,978.20
291	35	Landaff	269.76
295	88	Lebanon	230,376.53
299	71	Lempster	26,294.29
305	68	Lincoln-Woodstock Cooperative	69,863.03
306	35	Lisbon Regional	159,937.19
315	27	Litchfield	63,223.61
317	84	Littleton	265,217.51
319	12	Londonderry	168,605.83
327	76	Lyme	8,043.71
333	13	Madison	58,114.58
335	37	Manchester	6,697,800.84
339	29	Marlborough	59,229.75
341	29	Marlow	9,769.18
342	63	Mascenic Regional	197,599.60
343	89	Mascoma Valley Regional	256,840.73
345	62	Mason	13,834.98
351	26	Merrimack	392,036.74
352	46	Merrimack Valley	373,876.66
353	69	Middleton	52,536.62
355	20	Milan	39,647.29
357	40	Milford	235,564.65
359	64	Milton	130,165.98
363	93	Monadnock Regional	423,834.10
365	77	Monroe	11,765.27
367	39	Mont Vernon	10,135.08
369	45	Moultonborough	96,419.02
371	42	Nashua	3,274,147.56

375	29	Nelson	20,554.23
377	19	New Boston	29,922.64
381	50	New Castle	-
387	16	Newfields	-
388	4	Newfound Area	305,775.08
391	50	Newington	-
399	31	Newmarket	108,728.42
401	43	Newport	470,624.82
405	21	North Hampton	14,229.58
407	58	Northumberland	142,032.84
411	44	Northwood	58,898.62
413	44	Nottingham	23,970.29
423	5	Oyster River Coop	39,496.13
425	28	Pelham	119,867.58
427	53	Pembroke	174,773.16
428	48	Pemi-Baker Regional	193,464.81
435	23	Piermont	541.30
437	7	Pittsburg	28,961.80
439	51	Pittsfield	264,449.28
441	32	Plainfield	12,226.45
447	48	Plymouth	121,202.61
449	52	Portsmouth	286,291.37
450	35	Profile	36,190.73
970	301	Prospect Mountain JMA	51,189.88
453	33	Raymond	212,343.42
457	0	Rivendell	25,878.45
461	54	Rochester	1,104,894.31
463	56	Rollinsford	13,352.58
467	48	Rumney	58,592.89
471	50	Rye	14,639.57
473	57	Salem	415,582.97
476	17	Sanborn Regional	117,291.91
485	21	Seabrook	205,855.58
486	80	Shaker Regional	283,691.19
491	56	Somersworth	549,979.92
493	39	Souhegan Cooperative	14,516.41
495	21	South Hampton	-
499	58	Stark	423.91
501	7	Stewartstown	80,603.79
503	24	Stoddard	17,277.01
507	44	Strafford	31,370.53
509	58	Stratford	57,738.35
511	16	Stratham	7,305.35

513	96	Sullivan	-
515	85	Sunapee	34,266.28
519	91	Surry	-
525	13	Tamworth	88,449.14
531	48	Thornton	51,097.06
534	55	Timbertane Regional	124,009.74
539	6	Unity	31,862.49
543	64	Wakefield	147,356.41
549	23	Warren	27,348.16
551	34	Washington	15,200.88
553	48	Waterville Valley	-
555	24	Weare	91,215.76
559	48	Wentworth	31,205.43
563	29	Westmoreland	13,274.63
568	36	White Mountains Regional	386,946.92
572	63	Wilton-Lyndeborough	69,774.02
573	94	Winchester	312,334.86
575	95	Windham	29,315.60
579	34	Windsor	-
581	21	Winnacunnet Cooperative	144,719.11
582	59	Winnisquam Regional	349,793.25
725	401	Academy for Science and Design	5,761.32
710	401	Capital City Public Charter School	-
707	401	Cocheco Arts and Technology Charter Academy	17,245.13
743	401	Compass Classical Academy Charter	54,862.26
723	401	CSI Charter School	-
742	401	Gate City Charter School	31,496.44
702	401	Granite State Arts Charter School	10,926.59
709	401	Great Bay eLearning Charter School	21,704.88
708	401	Kreiva Academy Public Charter School	16,540.55
706	401	Leaf Charter School	-
719	401	Ledyard Charter School	24,552.67
733	401	Making Community Connections Charter School	72,183.44
744	401	MicroSociety Academy Charter	16,388.27
729	401	Mill Falls Charter School	15,345.90
704	401	Mountain Village Charter School	9,287.27
740	401	NEXT Charter School	13,999.66
703	401	North Country Charter Academy	36,555.97
728	401	PACE Career Academy Charter School	31,195.34
735	401	Polaris Charter School	12,138.15
737	401	Robert Frost Charter School	17,765.15
705	401	Seacoast Charter School	14,743.63
714	401	Spark Academy of Advanced Technologies	8,859.76

721	401	Strong Foundations Charter School	32,879.44
717	401	Surry Village Charter School	10,216.96
731	401	The Birches Charter School	7,102.59
741	401	The Founders Academy Charter School	17,482.23
727	401	Virtual Learning Academy Charter School	16,935.26
712	401	Windham Academy Public Charter School	-

**For questions about the grant or allocations: [CARESACT@doe.nh.gov](mailto:CARESACT@doe.nh.gov)**



**PROVIDING EQUITABLE SERVICES TO  
STUDENTS AND TEACHERS IN NON-PUBLIC SCHOOLS  
UNDER THE CARES ACT PROGRAMS**



**U.S. Department of Education  
Washington, D.C. 20202**

**April 30, 2020**

## **Purpose of this Document**

The purpose of this document is to provide information about equitable services for students and teachers in non-public schools under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Public Law 116-136, 134 Stat. 281 (Mar. 27, 2020). The CARES Act authorized the Education Stabilization Fund (ESF), which is a new appropriation of approximately \$30.75 billion that creates funding streams for several distinct education programs that address the impact of the Novel Coronavirus Disease 2019 (COVID-19) on educational services across the Nation. Under these programs, the U.S. Department of Education (Department) will make awards to Governors, State educational agencies (SEAs), and institutions of higher education (IHEs) to help States to prevent, prepare for, and respond to the devastating effects of COVID-19. The provisions of the CARES Act relevant to the ESF and other Department programs are available on the Department's website at <https://oese.ed.gov/offices/education-stabilization-fund/>.

Two programs in the ESF require a local educational agency (LEA) that receives funds to provide equitable services to students and teachers in non-public schools:

- The Governor's Emergency Education Relief Fund (GEER Fund) totaling \$2,953,230,000 (Section 18002 of the CARES Act).
- The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) totaling \$13,229,265,000 (Section 18003 of the CARES Act).

Other than statutory and regulatory requirements included in the document, such as those pursuant to the authorizing statute and other applicable laws and regulations, the contents of the guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. In addition, it does not create or confer any rights for or on any person.

The Department will provide additional or updated information as necessary on the Department's COVID-19 webpage: <https://www.ed.gov/coronavirus>. If you have questions that are not answered in this document, please e-mail [COVID-19@ed.gov](mailto:COVID-19@ed.gov).

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## **Providing Equitable Services to Students and Teachers in Non-Public Schools under the CARES Act Programs**

### **1. Does the requirement to provide equitable services to students and teachers in non-public schools apply to any programs under the CARES Act?**

Yes. The CARES Act establishes two new funds to which equitable services requirements apply. Specifically, a local educational agency (LEA) that receives funds under either the Governor's Emergency Education Relief Fund (GEER Fund) (section 18002 of the CARES Act) or the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) (section 18003 of the CARES Act) ("CARES Act programs" for purposes of this document) to provide equitable services to students and teachers in non-public schools in the same manner as provided under section 1117 of the Elementary and Secondary Education Act of 1965 (ESEA). (Section 18005(a) of the CARES Act).

An institution of higher education or education-related entity that receives funds under the GEER Fund is not required to provide equitable services to students and teachers in non-public schools.

### **2. What is a "non-public school" under the CARES Act programs?**

A "non-public school" means a non-public elementary or secondary school that (A) is accredited, licensed, or otherwise operates in accordance with State law; and (B) was in existence prior to the date of the qualifying emergency for the CARES Act programs. For purposes of this definition, the date of the qualifying emergency is March 13, 2020. (Section 18007(6) of the CARES Act).

### **3. Is a for-profit non-public school eligible to receive equitable services for its students and teachers under the CARES Act programs?**

No. A for-profit non-public school is not eligible to receive equitable services for its students and teachers under the CARES Act programs. Section 18007(6) of the CARES Act defines a "non-public school" as a non-public elementary or secondary school. Section 18007(8) of the CARES Act incorporates the definitions in ESEA section 8101 for any terms not defined in the CARES Act. ESEA section 8101(19) and (45) defines "elementary school" and "secondary school," respectively, and specifies that they must be non-profit.

### **4. Which LEA is responsible for providing equitable services to non-public school students and teachers under the CARES Act programs?**

The Department has determined that, under the CARES Act programs, the LEA in which a non-public school is located is responsible for providing equitable services to students and teachers in the school, as it is under most ESEA programs that require an LEA to provide equitable services. Outside of Title I, Part A, the responsibility typically falls on the LEA in which a non-public school is located because equitable services are generally available

to all students or teachers in the non-public school in the LEA and the LEA in which the school is located is closest and best able to meet the needs of students and teachers.

Title I, Part A of the ESEA is different; ESEA section 1117 sets forth a student residency requirement, rather than a school location requirement, for receipt of equitable services under Title I, Part A. Only low-achieving students who live in a participating Title I public school attendance area are eligible for services and, therefore, the LEA where students reside is responsible for providing equitable services. The CARES Act programs have no such residency requirement for eligibility for services. Rather, the CARES Act programs provide LEAs full discretion, unless funds are targeted for a specific purpose or population of public and non-public school students by the Governor under the GEER Fund or by an SEA through the SEA reserve under the ESSER Fund (see section 18003(e) of the CARES Act), to use CARES Act funds to provide educational services to students in public and non-public schools in the LEA through a broad range of allowable activities. Thus, providing equitable services with CARES Act funds is similar to other ESEA programs where equitable services are provided by the LEA in which a non-public school is located.

**5. Must an LEA or another public agency maintain control of CARES Act funds used to provide equitable services?**

Yes. Control of funds for services and assistance provided to non-public school students and teachers under the CARES Act programs, and title to materials, equipment and property purchased with such funds, must be in a public agency, and a public agency must administer such funds, materials, equipment, and property. In other words, no funds may go directly to a non-public school. In addition, services for non-public school students and teachers must be provided by a public agency directly or through contract with another public or private entity. (Section 18005(b) of the CARES Act).

**6. Who is responsible for initiating the consultation process and how should it begin?**

Similar to how an LEA provides equitable services under the ESEA, an LEA is responsible for initiating the consultation process. It must contact officials in all non-public schools in the LEA to notify them of the opportunity for their students and teachers to obtain equitable services under the CARES Act programs. Through this initial contact, the LEA can explain the services available under the CARES Act programs and how non-public school students and teachers can participate. If non-public school officials have not been contacted, they may contact the LEA or the State ombudsman to inquire about equitable services under the CARES Act programs.

If non-public school officials want equitable services for their students and teachers, the LEA must consult with those officials during the design and development of the LEA's programs and before the LEA makes any decision that affects the opportunity of non-public school students and teachers to participate in the activities funded under the CARES Act programs. If a non-public school declines to participate in the CARES Act programs or does not respond to an LEA's good-faith effort to make contact, the LEA has no further responsibility to provide equitable services to students or teachers in that school. The LEA, however, must be able to demonstrate that it made a good faith effort to contact all the non-public schools in the LEA.

**7. How does an LEA that receives funds under the CARES Act programs provide equitable services “in the same manner as provided under section 1117 of the ESEA”?**

An LEA that receives funds under the CARES Act programs must provide equitable services to students and teachers in a non-public school in the same manner as provided under section 1117 of the ESEA, as determined in consultation with representatives of non-public schools. (Section 18005(a) of the CARES Act). This requirement, on its face, necessitates that the Department interpret how the requirements of section 1117 apply to the CARES Act programs, given that an LEA under the CARES Act programs may serve all non-public school students and teachers without regard to family income, residency, or eligibility based on low achievement. Unless the requirements of section 1117 would limit equitable services under the CARES Act programs, we conclude they apply as outlined below.

We have interpreted “in the same manner as under section 1117” in light of the significantly broader eligibility and uses of funds authorized under the CARES Act as compared to Title I, Part A, reasonably reconciling differences. In doing so, we gave meaning to section 1117(a)(3), which requires educational services and other benefits for students in non-public schools to be equitable in comparison to those for public school students. The services that an LEA may provide under the CARES Act programs are clearly available to *all* public school students and teachers, not only low-achieving students and their teachers as under Title I, Part A. Similarly, there is no limitation on residence in a participating Title I public school attendance area for services provided in public schools under the CARES Act programs. For CARES Act services to be equitable in comparison to public school students and teachers, it follows that the same principles must apply in providing equitable services to non-public school students and teachers.

The following describes how the provisions of ESEA section 1117 apply, reconciled, when necessary, to meet the purposes of the CARES Act programs:

- 1117(a)(1) – Under Title I, Part A, an LEA must provide equitable services to low-achieving students as defined in ESEA section 1115(c) who reside in a participating Title I public school attendance area and attend a non-public school and their teachers. Under the CARES Act programs, an LEA may provide equitable services with CARES Act funds to any students and teachers in non-public schools, unless limited by a Governor under section 18002 of the CARES Act or an SEA through the SEA’s reserve under section 18003(e) of the CARES Act. (See Questions #8 and #9).
- 1117(a)(2) – Under both Title I, Part A and the CARES Act programs, an LEA must provide equitable services and other benefits, including materials and equipment, that are secular, neutral, and nonideological.
- 1117(a)(3)(A) – Under both Title I, Part A and the CARES Act programs, an LEA must provide services and other benefits for non-public school students and teachers in a timely manner that are equitable in comparison to the services and benefits provided for public school students and teachers.

- 1117(a)(3)(B) – Under Title I, Part A, an SEA must designate an ombudsman to monitor and enforce the equitable services requirements. An SEA must use the ombudsman also to monitor and enforce the requirements of the CARES Act programs that an LEA provide equitable services to students and teachers in non-public schools.
- 1117(a)(4)(A) – Under both Title I, Part A and the CARES Act programs, an LEA must determine the proportional share available to provide equitable services to students and teachers in non-public schools based on the total amount of funds an LEA receives prior to any allowable expenditures or transfers. Under the CARES Act programs, the LEA calculates the proportional share based on the number of children enrolled in each non-public school whose students or teachers participate in the CARES Act programs compared to the number of students enrolled in public schools in the LEA. The LEA makes this determination under each CARES Act program separately. (See Question #10).
- 1117(a)(4)(B) – Under Title I, Part A, an LEA must obligate funds available for equitable services in the fiscal year for which the funds are received by the LEA. An LEA must obligate CARES Act funds for equitable services in the fiscal years for which those funds are intended for services to address the impact of COVID-19.
- 1117(a)(4)(C) – Under both Title I, Part A and the CARES Act programs, an SEA must provide notice in a timely manner to appropriate non-public school officials in the State of the allocation of funds for educational services and other benefits that each LEA has determined are available for non-public school students and teachers.
- 1117(b)(1) – Under both Title I, Part A and the CARES Act programs, an LEA must consult with appropriate non-public school officials during the design and development of the LEA’s activities on relevant issues such as those contained in this section of Title I, Part A. The LEA and non-public school officials shall both have the goal of reaching agreement on how to provide equitable and effective services and the LEA must transmit the results of that agreement to the ombudsman.
- 1117(b)(2) – Under both Title I, Part A and the CARES Act programs, if an LEA disagrees with the views of non-public school officials during consultation, the LEA must provide in writing to the non-public school officials the reasons why the LEA disagrees.
- 1117(b)(3) – Under both Title I, Part A and the CARES Act programs, consultation must occur before an LEA makes any decision that affects the opportunities of non-public students and teachers to receive equitable services. Meetings between the LEA and non-public school officials need not occur in person if they cannot be conducted due to closed schools or social distancing rules. In this case, the Department recommends LEAs and non-public school officials consult remotely.
- 1117(b)(4) – Under both Title I, Part A and the CARES Act programs, consultation must include discussion of service delivery mechanisms an LEA may use to provide equitable services.
- 1117(b)(5) – Under both Title I, Part A and the CARES Act programs, an LEA must maintain and provide to the SEA written affirmation signed by non-public

school officials that timely and meaningful consultation has occurred and, if non-public school officials do not provide such affirmation, the LEA must forward to the SEA the documentation that such consultation has, or attempts at such consultation have, taken place.

- 1117(b)(6) – Under both Title I, Part A and the CARES Act programs, non-public school officials have a right to file a complaint with the SEA; the SEA must provide services directly or through contracts if requested to do so by non-public school officials and the SEA determines that the LEA did not meet applicable requirements.
- 1117(c)(1) – Under Title I, Part A, to determine the proportional share, an LEA must calculate the number of children, ages 5 through 17, who are from low-income families and reside in a participating Title I public school attendance area. Because an LEA determines the proportional share based on enrollment in public and non-public schools under the CARES Act programs, the LEA need not collect poverty data from non-public schools (see Question #10 for information on determining the proportional share of CARES Act funds the LEA must reserve to provide equitable services to non-public school students and teachers).
- 1117(c)(2) – Under Title I, Part A, non-public school officials may file a complaint with the SEA if they dispute the count of children from low-income families. Because an LEA need not collect poverty data to determine the proportional share available for equitable services under the CARES Act programs, there would be no reason for non-public school officials to file a complaint regarding poverty data with the SEA.
- 1117(d) – Under Title I, Part A, control of funds and title to materials, equipment, and property must be in public agency. With respect to the CARES Act programs, this provision is superseded by section 18005(b) of the CARES Act, which also requires public control of funds. (See Question #5).

**8. Must an LEA offer to provide equitable services under the CARES Act programs to students and teachers in all non-public schools located in the LEA, even if a non-public school has not previously participated in equitable services under Title I, Part A or Title VIII of the ESEA?**

Yes. An LEA must offer to provide equitable services under the CARES Act programs to students and teachers in all non-public schools located in the LEA, even if a non-public school has not previously participated under Title I, Part A or Title VIII of the ESEA.

**9. Are all students and teachers in a non-public school eligible to receive equitable services under the CARES Act programs?**

Yes. All students and teachers in a non-public school are eligible to receive equitable services under the CARES Act programs, unless a Governor (under the GEER Fund) or an SEA (through the SEA reserve under the ESSER Fund) targets funds for a specific purpose or population of public and non-public school students. Unlike Title I, Part A, equitable services under the CARES Act programs are not based on residence in a participating Title



I public school attendance area and are also not limited only to low-achieving students and their teachers.

**10. How does an LEA determine the proportional share of funds that must be reserved to provide equitable services to non-public school students and teachers under the CARES Act programs?**

**A. What is the base amount on which the proportional share is determined?**

Under ESEA section 1117(a)(4)(A)(ii), an LEA must determine the proportional share available for equitable services from the total amount of Title I, Part A funds it receives prior to reserving funds for allowable expenditures such as administrative costs or districtwide expenditures, and before making allocations to participating public schools. Because section 18005(a) of the CARES Act requires an LEA to provide equitable services under the CARES Act programs “in the same manner as provided under section 1117,” an LEA must use the total allocation it receives under each CARES Act program to determine the proportional share available for equitable services before reserving funds for other purposes.

**B. What data does an LEA use to determine the proportional share?**

An LEA uses enrollment data in non-public schools whose students and teachers will participate under the CARES Act programs compared to enrollment in public schools in the LEA to determine the proportional share. Under the CARES Act programs, services are available for all students—public and non-public—without regard to poverty, low achievement, or residence in a participating Title I public school attendance area. An LEA that receives CARES Act funds uses those funds to provide educational services to students in both public and non-public schools through a broad range of allowable activities. Using enrollment to determine the proportional share from which to provide equitable services will contribute to the equitable treatment of children and teachers within the statutory universe of permissible uses for CARES Act dollars by allowing all students and teachers in a non-public school to receive services that are equitable compared to those available to all public school students and teachers. (See ESEA section 1117(a)(3)).

**C. How does an LEA calculate the proportional share?**

To calculate the proportional share for equitable services under the CARES Act programs, an LEA determines the overall number of children who are enrolled in public schools and non-public schools in the LEA that wish to participate under one or both CARES Act programs. Using the proportion of students who are enrolled in participating non-public schools, the LEA determines the amount of funds available for equitable services based on that proportional share of the LEA’s total allocation under each CARES Act program separately. For example, an LEA receiving \$100,000 under the GEER Fund and \$900,000 under the ESSER Fund, and with 1,350 public school students and 150 non-public school students, would determine the proportional share as follows:

<b>EXAMPLE – DETERMINING THE PROPORTIONAL SHARE</b>			
	<b>Public</b>	<b>Non-Public*</b>	<b>Total</b>
Enrollment	1,350	150	1,500
Proportion	90%	10%	100%
Proportional Share GEER Fund	\$90,000	\$10,000	\$100,000
Proportional Share ESSER Fund	\$810,000	\$90,000	\$900,000

\*Non-public schools participating under the CARES Act programs.

**11. After an LEA has determined the proportional share of funds for equitable services under each CARES Act program, how does it then determine the amount of funds available for services to students and teachers in individual non-public schools?**

For consultation purposes, in order to determine what equitable services to provide to students and teachers in a given non-public school, an LEA, after reserving funds that are reasonable and necessary for administering equitable services under the CARES Act programs, would divide the remainder of the proportional share of funds available for equitable services by the total enrollment in non-public schools whose students and teachers will participate in each of the CARES Act programs to obtain a per-pupil amount. The LEA would then multiply that per-pupil amount by the enrollment in an individual non-public school to determine the amount of services the LEA can provide to students and teachers in that school. With agreement between the LEA and appropriate non-public school officials, the LEA may pool funds among a group of non-public schools and provide equitable services to students and teachers in non-public schools within the pool based on need without regard to how the funds were generated. (See ESEA section 1117(b)(1)(J)(i)).

**12. Do the requirements in 34 C.F.R. § 200.66 apply to equitable services under the CARES Act programs?**

No. The requirements in 34 C.F.R. § 200.66 do not apply to equitable services under the CARES Act programs. 34 C.F.R. § 200.66 is a Title I, Part A regulation that requires an LEA to provide Title I, Part A services that (1) supplement, and in no case supplant, the services that would, in the absence of Title I, Part A services, be available to participating non-public school students; and (2) only meet the needs of participating non-public school students and not the needs of the non-public school or the general needs of children in the non-public school. These provisions are necessary in the Title I, Part A context because equitable services must be supplemental to what non-public students otherwise receive and may only be provided to low-achieving students who reside in a participating Title I public school attendance area and attend a non-public school.

Equitable services under the CARES Act programs are much broader than under Title I, Part A. Equitable services under the CARES Act programs, by definition, may benefit a non-public school, such as purchasing supplies to sanitize and clean the facility, or all students in a non-public school, such as any activity authorized under the ESEA. Unlike Title I, they are not based on residence in a participating Title I public school attendance

area or limited only to low-achieving students. Moreover, the CARES Act does not have a supplement not supplant requirement.

**13. Is a non-public school whose students and teachers receive equitable services under the CARES Act programs a “recipient of Federal financial assistance”?**

No. A non-public school whose students and teachers receive equitable services under the CARES Act programs is not a “recipient of Federal financial assistance.” A public agency must control and administer the CARES Act funds; in other words, no funds may go directly to a non-public school. (See Question #5). Thus, a non-public school is not a recipient of Federal financial assistance by virtue of its students and teachers receiving equitable services from an LEA under a CARES Act program. As a result, certain Federal requirements that apply to a recipient of Federal financial assistance are not directly applicable to a non-public school whose students or teachers receive equitable services under the CARES Act programs, unless the school otherwise receives Federal financial assistance for other purposes.

**14. What services and benefits under the CARES Act programs are available to non-public school students and teachers?**

In general, the services and benefits available to non-public school students and teachers are the same as those available to public school students and teachers. Specifically, the ESSER funds that flow to LEAs by formula may be used for a broad range of allowable activities. (See section 18003(d) of the CARES Act). The ESSER funds that an SEA may reserve for State purposes may also be used for a broad range of activities to address issues responding to COVID-19, unless the SEA decides to target them for a specific purpose or population of public and non-public school students. For example, an SEA could target the SEA reserve to provide technology to support distance learning for public and non-public school students from low-income families. (See section 18003(e) of the CARES Act). Similarly, a Governor may target GEER funds that it makes available to an LEA for a specific purpose or population of public and non-public school students. (See section 18002(c)(1) or (3) of the CARES Act).

In sum, equitable services permitted under sections 18002(c)(1) or (3), as applicable, and 18003(d) of the CARES Act must be available to best meet the needs of non-public school students and teachers, as determined through timely and meaningful consultation and consistent with any specific purposes established by a Governor under the GEER Fund or SEA through the SEA reserve under the ESSER Fund, regardless of the specific uses determined by the LEA to meet its own students’ and teachers’ particular needs.

As noted in Question #5, the control of any services or assistance provided to students and teachers in a non-public school, and title to materials, equipment, and property purchased with CARES Act funds, must be in a public agency and a public agency must administer those funds, materials, equipment, and property. A public entity must provide those services either directly or through a contract with a public or private entity.

1 **WILTON-LYNDEBOROUGH COOPERATIVE**  
2 **SCHOOL BOARD MEETING**  
3 **Tuesday, June 9, 2020**  
4 **Lyndeborough Central School/Video Conferencing**  
5 **6:30 p.m.**  
6

7 Due to the state of emergency declared by the Governor regarding the COVID-19 outbreak, and subsequent  
8 Emergency Order #12, the Board Chair determined that the physical presence of a quorum within the time required  
9 for Board action is not reasonably practical and therefore authorized participation of Board members via  
10 videoconferencing/audio.

11  
12 The videoconferencing link was published several places including on the meeting agenda along with the  
13 Superintendent's email to be used for written public comment.

14  
15 Present: *All participating remotely Alex LoVerme, Carol LeBlanc, Jonathan Vanderhoof, Mark Legere, Brianne*  
16 *Lavallee, Tiffany Cloutier-Cabral, Jim Kofalt, Charlie Post and Paul White*

17  
18 *Superintendent Bryan Lane, Business Administrator Beth Baker, Principal Bob LaRoche, Director of Student*  
19 *Support Services Ned Pratt, Technology Director Mark Kline, Curriculum Coordinator Julie Heon, and Clerk*  
20 *Kristina Fowler*

21  
22 **I. CALL TO ORDER**

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

24  
25 **II. ADJUSTMENTS TO THE AGENDA**

26 Superintendent Lane reported an additional resignation and a correction to the agenda. Correction is that Jayne  
27 Lundwall should read Jill Lundstrom ABA Therapist who resigned, Jayne Lundwall did not resign. A short  
28 discussion was had regarding nonpublic and if there would be a need for this or not. Mr. Vanderhoof wanted to  
29 discuss the minutes. Superintendent reports that it can be done in public as long as you do not review the content,  
30 Mr. Post agrees. Superintendent notes you can discuss if you want to keep the nonpublic minutes sealed or not but  
31 reiterates you cannot discuss the content in public. Mr. Vanderhoof expressed he wants to discuss that there was  
32 never an intent to not seal the minutes. Superintendent responds there was a motion to seal the minutes.  
33 Superintendent suggest to leave nonpublic on the agenda and decide to use it or not at the Board's discretion. The  
34 intent is to discuss the minutes in nonpublic.

35  
36 *A MOTION was made by Mr. Post and SECONDED by Mr. Vanderhoof to accept the adjustments to the agenda.*  
37 *Voting: eight ayes; one abstention from Chairman LoVerme, motion carried.*

38  
39 **III. PUBLIC COMMENTS**

40 The public comment section of the agenda was read.

41  
42 Superintendent called out the phone numbers and names joined in the meeting asking if they wanted to comment.

43  
44 There was no public comment.

45  
46 **IV. BOARD CORRESPONDENCE**

47 **a. Reports**

48 **i. Superintendent's Report**

49 Superintendent expressed being pleased with graduation; although warm weather it was well received by students  
50 and families. He voiced appreciation to Mr. Jim Irish who provided sound, St. John Neumann Church for providing  
51 the FM system at no cost, Christian Party Rental who provided staging and the Police Departments of Wilton and  
52 Lyndeborough. The live stream signal was lost but will have a video on flash drive for each graduate hopefully  
53 sometime this week and it will be posted on the website. He thanked the Milford Drive-in and congratulated the  
54 graduates. He thanked Ms. Schwab and Ms. Hanisch who he was out in the community with last week making  
55 deliveries to the Seniors (plastic flamingos and sunglasses). Staff from across the district participated in a debriefing

56 in regard to distance learning. To be more productive, there were 6 different groups discussing the same topic; the  
57 information will go out to the Board and public. We received a lot of feedback from parents but will reach out to  
58 them for anything further. Regarding restarting in the fall, there will be a district wide discussion during the week of  
59 June 15. He believes we will need to come up with couple of different plans as guidance from the state will not be  
60 coming until the end of June or early July and we need to be prepared for the possibility of distance learning as well.  
61 Additionally, we will meet again in August and invite parents. June 17 we will provide elementary math PD; there is  
62 commitment from more than half of the teachers. The open positions are listed in his report. There are 2 applicants  
63 for the business administrator position; he will send out resumes to the Board and ask for input. There is not a strong  
64 pool for curriculum coordinator applicants at this time and if there are no further candidates the Board will need to  
65 decide how to proceed. It was noted that some parents may not want to have their children return to school and  
66 enrollment may fluctuate. Some parents may be looking for a hybrid model/flexibility and we need to be prepared to  
67 offer that. Superintendent clarified that either with a hybrid model or students staying home, the student would still  
68 be attending and are still enrolled in school according to his discussions with the DOE. There are 48 students  
69 registered for kindergarten at this time. He confirms having a hybrid model or options will need to be part of the  
70 discussion for fall planning. If we have more guidance by early July we can survey the parents to determine how  
71 many want to have distance learning or a hybrid model and see how we can modify the structure to meet the need. It  
72 was noted the language of Ed 306 is being reviewed with a vote to happen on Thursday; do we need to update our  
73 policy if it passes. Superintendent responds if it is a directive from the Board of Education that supersedes our policy  
74 and we would need to comply. A question was raised regarding fall planning if we would be thinking of equipping  
75 the classrooms with video for those students who may be out of the classroom. Superintendent responds we may  
76 need to look at that depending on the numbers of students if there is equipment we need to purchase we would apply  
77 for reimbursement through the CARES act. It is important we have guidance in early July to strategize and  
78 implement whatever adjustments we need. A question was raised if Mr. Kline should start looking for equipment  
79 now as it is in short supply and need to be sure we have enough bandwidth to handle multiple classes. Superintendent  
80 will communicate with Mr. Kline. It was also suggested to drive the content from the Promethean boards in the  
81 classrooms to the tablets. A brief discussion was had regarding this. A question was raised if there is a possibility of  
82 the associated cost being reimbursed through the CARES. Superintendent confirms anything that deals with distance  
83 learning or CARES act could be applied for.

84  
85 Mr. Vanderhoof expressed being interested in hearing the scenarios around the curriculum coordinator position.  
86 Superintendent explained without a quality candidate pool, we have some people in the district who are certified who  
87 we could offer stipends to for a k-6 and 6-12 coordinator. If they are interested they would be ones to sustain the  
88 program, move it through the summer and work with PD throughout the school year. We have a sketch of what it  
89 would look like and who would take care of which grants. Mr. Vanderhoof questioned if we have funds based on  
90 our fuel and oil and new teacher contracts to increase the position to a .80 (instead of a .50) in the hopes to get a  
91 better candidate. Superintendent confirms we do have the savings. Mr. Vanderhoof suggests this should be a Board  
92 discussion sooner than later. Ms. Lavallee does agree with Mr. Vanderhoof given that during the discussions of  
93 decreasing the position they had been told there would be a good selection of applicants. No fault of anyone but it is  
94 disappointing it did not work out that way. She agrees we may need to be flexible. She is concerned with a teacher  
95 we have taking this on even with responsibilities being separated. She would like to see the plan laid out prior to  
96 making a decision. Superintendent spoke that hypothetically if it went to .80 the cost will increase by about \$36,000  
97 with salary, FICA and health benefits. He confirmed there is savings of this amount within utility pieces. Discussion  
98 was had in the Finance Committee meetings that a similar model had been used in the past and feedback was not  
99 great. Superintendent believes one reason it was not successful is the person was doing K-12 and this creates an issue  
100 with travel and finding the time in the schedule. It is not the best option but without permission to increase the salary  
101 he didn't have a lot of other options. Theoretically, it is an additional 10 hours a week for someone and the concern is  
102 how effective will it be. Superintendent reiterated it would maintain the program but not advance it. A concern was  
103 raised that if this position is increased, people may say why don't we increase the gym teacher or guidance  
104 counselor. If this is increased isn't only fair to increase all of them. There had been a lot of feedback from the public  
105 on the reductions. Superintendent confirmed the position is posted on Edjobs, a free service run by NHSBA and  
106 educators are aware of this site. A question was raised if there is a consulting group we can approach as well.  
107 Superintendent replied there would be a financial piece to that but we could. Mr. Post asked this be pursued,  
108 Superintendent will look into this. Discussion was had regarding posting for the .80 to see what the pool of  
109 candidates would be. Superintendent noted if the position is increased to .80 and additional funding is needed, we  
110 would over expend the line and have to show how funds are made up from other areas as agreed to with the Budget  
111 Committee.

113 *A MOTION was made by Mr. Legere and SECONDED by Ms. LeBlanc to direct the Superintendent to post for a .80*  
114 *FTE curriculum coordinator and leave the .50 FTE position posted as well (to see what candidates apply).*

115  
116 Mr. Post would like to add the stipulation that we not move forward with hiring. Superintendent notes the motion  
117 does not say he can hire and no hiring would be done.

118  
119 *Mr. Legere AMMENDS the MOTION to include “without making an offer before the Board approves hiring”, Ms.*  
120 *LeBlanc SECONDED. \**

121  
122 A question was raised if an emergency meeting should be called if there ends up being a “rock star” candidate.  
123 Superintendent responded since the Board did not designate someone to approve hires over the summer, an  
124 emergency meeting would be called with a quorum and 24-hour notice.

125  
126 *\*Voting: six ayes, two nays from Mr. Post and Mr. Kofalt, one abstention from Chairman LoVerme motion carried.*

127  
128 Superintendent reports an offer was made to a MS counselor candidate who declined due to finding a full time  
129 position. They will continue to review applications. There are 30 applicants for kindergarten teacher and interviews  
130 will be June 17.

131  
132 Discussion was had regarding Emergency Order #48 regarding IEP’s, distance learning and ESY. A question was  
133 raised when the teacher’s contracts officially end. Superintendent reports it is June 30 however they have completed  
134 their obligation with hours of instruction on June 5. A question was raised how many students may be affected by the  
135 ruling and if additional meetings are needed to be held, how does it affect us financially if the teachers need to come  
136 in. Mr. Pratt explained that during the last meeting with the DOE it was established additional meetings were not  
137 needed for ESY because we had met that standard with our meetings throughout the year. There was a question of  
138 about 6 families we “double backed” on and there was no interest in ESY. That part of the executive order we do not  
139 need to do anything else with. A question was raised if there have been any issues of staff not wanting to return due  
140 to COVID. Superintendent has not heard of this but we are still waiting for guidelines although there is concern  
141 particularly for those over the age of 60.

142  
143 A question was raised if teachers had cleaned out their classrooms yet. Superintendent reports, that process was  
144 started in May; teachers came in for 2 days to work in their rooms with social distancing in place. Students are  
145 turning in their materials; most are back now. We are ahead on summer cleaning; teachers will be able to get back  
146 into their rooms earlier.

147  
148 Responding to a question regarding Chromebooks, Superintendent reported we are sanitizing the Chromebooks first  
149 and have had less damage than when we were in the buildings (less dropping and no moving about the buildings).  
150 They will be fully assessed after they have been cleaned.

151  
152 A brief discussion was had whether there were hand sanitizer stations throughout the buildings/on walls and if not  
153 are we thinking of having them. Superintendent reports we are dealing with the hydrostatic cleaning that kills  
154 bacteria on every surface. As far as hand sanitizing stations, we do not have them if we need to look at this they are  
155 in short supply now. The hydrostatic cleaning will go a long way to take care of that.

156  
157 It was noted as we return to school, the nurses will have a huge impact on how the school day moves forward. We  
158 should consider offering them some training in developing protocols etc. particularly if it will be reimbursed.  
159 Superintendent responds a lot of that has been created for us already. We can work with that and the DOE will have  
160 some pieces to help also. We can look for some PD as well. The nurse we just hired had spoken about this in her  
161 interview and should be helpful with her background as an operating nurse; the 3 nurses can work together. We may  
162 need to buy more scanning thermometers if this will be a requirement to take everyone’s temperature as they walk  
163 into the buildings.

164  
165 A question was raised if guidelines have been issued regarding what would determine an “outbreak” in the school if  
166 one were to start in our community as opposed to outlying towns and what is the protocol for handing that  
167 notification to parents. Superintendent reports the DOE has provided no guidance at this time. If we had a positive  
168 test every parent of students in that class will know someone tested positive; would it be to quarantine for 14 days, he  
169 doesn’t know. His level of confidence is extremely limited at this point that we will return to full instruction pending

170 the level of requirements we have. Chairman LoVerme spoke of at his place of employment the people that had a  
171 positive test went home but no one else did and they could not return until they had 2 negative tests it was about 4-5  
172 weeks. Just because they quarantine doesn't mean the virus is gone. For everyone's safety, we will have to have  
173 guidelines that they would need 1 or 2 negative tests before returning. Ms. Lavalley, requests a protocol be in place  
174 prior to school starting and have guidelines from the Department of Education as well as the Department of Health as  
175 they sometimes have different guidelines and both should be taken into account prior to making decisions.  
176 Superintendent agrees and notes the Governor's task force is working with the Health Department state wide to come  
177 up with guidance.

178  
179 A question was raised if we can ask the state for masks, they are in short supply and not every student will come in  
180 with one. Superintendent responds we will also need small sizes for young children; he has some concerns with  
181 younger students wearing them appropriately and what level of expectation can we have of them. There are a lot of  
182 pieces to this; once they tell us what to do we will have to figure out how to implement it appropriately.

183  
184 Superintendent confirmed there will be nurse representation at the meeting in August and on the 17<sup>th</sup> and 18; these  
185 are online meetings as well.

## 186 187 **b. Letters/Information**

### 188 **i. Afterschool Program**

189 Superintendent reports the Nashua Adult Learning Center has completed a 2-year contract to provide services. A  
190 letter was provided indicating they did not have enough student participation to make it financially viable for them to  
191 continue. They did a really nice job for us but at this time they are withdrawing their services from our district. The  
192 Boys and Girls Club is still available to students; a lot of kids still went there. A question was raised to reach out to  
193 Tumble Weeds across the street from FRES to see if they are available to take more students. Superintendent reports  
194 he believes they have limitations on size with their childcare license. We only had 5 or 6 students going and he  
195 doesn't know if this will make a difference in anyone's scenario.

## 196 197 **V. DISCUSSION-RETURNING TO PHYSICAL MEETINGS**

198 This was a request to bring to the Board and is open for discussion. Mr. Vanderhoof spoke that the reason he brought  
199 this up was because logistically there may be board members who do not want to be at a meeting or members of the  
200 public who do not want to be at a meeting. If the majority of the Board is present while still being able to live stream  
201 this would be ideal. A question was raised if board members can have their laptops with them while still live  
202 streaming. Superintendent responds we can do that. Mr. Post added you cannot communicate with each other  
203 electronically. Superintendent notes all board members would need to be cognizant of that and all the communication  
204 would need to be public. Although he would need to check on it due to it may not be meeting the "emergency  
205 meeting" guidelines. He is not sure if there was a restriction on that as well as the phone format. Discussion was had  
206 regarding this and the restrictions of no more than 10 people, there is one more meeting in June and off the month of  
207 July unless there is a need, may be additional guidance after the 15<sup>th</sup> of June, communication seems to be better this  
208 way, it is easier for the public, if we need to wear masks and the public needs to wear masks it may be  
209 uncomfortable, this forum seems to be going well. Superintendent notes it appears there is consensus to have the next  
210 meeting with this format.

211  
212 Discussion was had if the Board should meet in July. It was agreed to meet on Tuesday, July 14. We should have  
213 additional guidelines back by then plus parent feedback. Parent survey will go out after the meetings on 17<sup>th</sup> and 18<sup>th</sup>.  
214 At that time there will be additional discussion of returning to physical meetings. It was suggested to have Mr. Kline  
215 start planning for returning to the meetings and or a hybrid model. Superintendent reports if we are investigating for  
216 the classrooms it will not be a whole lot different; he will start that investigation. Discussion was had regarding using  
217 the Wilton Town Hall for meetings and it was noted the room may not be adequate and the video they have freezes  
218 up and you only get audio. It would be best to have our own solution.

## 219 220 **VI. YTD EXPENSE REPORT & FOOD SERVICE**

221 Ms. Baker provided an update on financials through May. In food service on the expense side we had a budget of  
222 \$230,000 and are projecting to end the year at \$213,310 leaving us under budget on food service by \$16,690. On the  
223 revenue side we are forecasting revenues of \$143,823 which is \$61,177 under our revenue budget. The net of these  
224 will result in a general fund transfer of approximately \$45,000. These are preliminary numbers through May.

225

226 General fund through May on the expense side we are under budget by \$579,115. This is a \$114,993 change in the  
227 positive from the May 18 forecast as encumbrances were mainly left for SPED of about \$98,000 and maintenance of  
228 about \$19,000. There are 62 purchase orders open with \$200,000 in encumbrances that remain right now, dispersed  
229 equitably across the district departments. Many are blanket PO's that need one additional payment and some are  
230 newer PO's we are waiting for invoices to pay. Regarding the revenue side, we are forecasting \$171,278 that we are  
231 over budget on revenues which is great. This is from additional SPED aid we received this year and remainder was  
232 from tuition from another district that was not budgeted for. Savings of 579,000 plus revenues of 171,000, we are  
233 looking at \$750,000 of a very early forecast of the unreserved fund balance. A question was raised if there is an  
234 estimate of what each household would get back based on that fund balance. Superintendent notes based on  
235 \$750,000, Lyndeborough is responsible for 29% of the budget and using \$250,000 as average home value (if that is  
236 still current) the average home would get a \$325 decrease and Wilton would be similar. A question was raised if the  
237 FRES barbeque cost (if they have it) would come out of this year's budget. Superintendent responds it would not  
238 because it is happening after July 1. It would come out of next year's budget. If we have a confirmed expenditure  
239 that we know will happen after July 1 and we purchase materials for it now he does not think the auditors would be  
240 comfortable with that because we are purposefully doing it. Ms. Baker agrees. Superintendent suggests it would  
241 make a good fund raiser.

242  
243 Mr. Kofalt requested to have YTD reports in Excel. This will be provided to both Board and Budget Co. A question  
244 was raised what is the \$25,000 encumbrance (page 2) under books and other printed media for FRES. Superintendent  
245 responds it is the math curriculum, cost of \$25,000 for each year of a 2-year plan. We have purchased the first half  
246 now and because of great work from Dr. Heon we will only need to expense roughly \$5,000-\$6,000 in next year's  
247 budget which was part of the budget reduction agreed to by the Board.

248  
249 Page 3, replacement equipment-FRES technology is over budget; one for \$8,406 and LCS for \$1389.75.  
250 Superintendent responds for FRES we are purchasing Chromebooks and will apply for CARES money which we  
251 may get back. He does not expect to over expend that account. Regarding the LCS encumbrance he will get back to  
252 the Board with that answer.

253  
254 Page 10, contractual services-HS/MS, is over budget by \$3,200 and \$4,800. Ms. Baker responds this is for field  
255 maintenance. She has had trouble getting a response if we are using this or not. She does not think we will need all of  
256 this field maintenance and feels those encumbrances will go away but cannot say that definitively. Superintendent  
257 will get back to the Board on this.

258  
259 Page 32, lumping together computer software and replacement equipment, are there particular expenses running  
260 those numbers up; it seems like significant numbers computer software. Superintendent responds we don't anticipate  
261 over spending the account; these are pieces from the technology audit and are things we are required to do to meet  
262 SB 1612. We had an audit and these are software packages that we will need to purchase in order to meet the law. A  
263 question was raised if any of these items we are discussing purchasing for next year that we are making on this year's  
264 budget. Superintendent, replacing Chromebooks that we know are old; no, they will be used for summer school. Ms.  
265 Baker added, there was a recent order for curriculum but it was a long standing open purchase order, the intent to  
266 spend was there and was made early in the year but only recently ordered. To clarify the question, from an auditing  
267 standpoint are there any issues, Ms. Baker responded no.

268  
269 Regarding food service, are there any additional expenses related to COVID that may be refunded through CARES  
270 act. Ms. Baker confirms no additional expense related to COVID; what hit the program hard was the revenue that we  
271 didn't receive from sales. There was food that had been ordered previously which was used. She had reached out to  
272 see if it could be part of CARES funds and it is not an acceptable use. There was not any food or inventory lost.  
273 Superintendent confirms there was no transportation related as the Superintendent was delivery the meals. We did  
274 not go over in salaries, it was a fixed expense and staff was paid. The issue is we did not get the revenue from food  
275 sales.

## 276 277 **VII. ACTION ITEMS**

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

279 A question was raised if there is a process for approving the nonpublic minutes; there are minutes we voted to seal  
280 but we never unseal them. Superintendent responds, you would need to vote to unseal them. It was noted this came  
281 up in a recent NHSBA training session; some districts do have a subsequent nonpublic session as part of the next



282 board meeting to approve the nonpublic minutes. They are distributed, not mailed in the packets. It was suggested to  
283 obtain recommendations from NHSBA. Superintendent will reach out to the attorney at NHSBA for guidance.

284  
285 *A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. LeBlanc to approve the minutes of May 20, 2020*  
286 *as written.*

287 *Voting: seven ayes; two abstentions from Mr. Post and Chairman LoVerme, motion carried.*

288  
289 *A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. LeBlanc to approve the minutes of May 26, 2020*  
290 *as written.*

291 *Voting: six ayes; three abstentions from Mr. Post, Mr. White and Chairman LoVerme, motion carried.*

292  
293 It was confirmed that Mr. Kofalt and Mr. White were not present at the nonpublic session for May 28, 2020 and will  
294 be amended.

295  
296 Mr. Vanderhoof voiced there had been a lot of discussion around the motion (in nonpublic) and had he been advised  
297 the motion would not be in the public minutes, he would have made it in public session. The expectation was that it  
298 would be public and the rest of the meeting was nonpublic and he believes the minutes should reflect this.  
299 Superintendent notes he communicated that to the Board that it would be public and did not consider the minutes  
300 being sealed until later; that procedural piece was an error. He is unsure how to proceed at this point. Ms. Lavallee  
301 and Mr. Post agree it was their understanding as well it would be recorded in the public minutes. Superintendent will  
302 seek guidance from NHSBA on how to proceed to have minutes reflect the intent of the Board and bring this back to  
303 the next meeting.

304  
305 *A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. Lavallee to table the minutes of May 28, 2020.*

306 *Voting: seven ayes; two abstentions from Mr. Kofalt and Chairman LoVerme, motion carried.*

307

#### 308 **b. Strategic Planning Committee Membership**

309 Mr. White was nominated to be on the committee; he accepted. Ms. LeBlanc and Ms. Cloutier-Cabral agree to  
310 continue on the committee.

311

312 *A MOTION was made by Mr. Legere and SECONDED by Ms. Lavallee that Mr. White, Ms. LeBlanc, and Ms.*  
313 *Cloutier-Cabral will be part of the Strategic Planning Committee.*

314 *Voting: seven ayes; two abstentions from Mr. White and Chairman LoVerme, motion carried.*

315

316 Chairman LoVerme notes they will need to establish a Chair for this committee when they meet.

317

### 318 **VIII. RESIGNATIONS / APPOINTMENTS / LEAVES**

319

#### 319 **a. Resignations**

320

320 i. Ann Harkleroad-FRES Instructional Aide/SPED Aide

321

321 ii. Jill Lundstrom-LCS ABA Therapist

322 Superintendent reviewed the resignations noting on the agenda, Ms. Jayne Lundwall should read Ms. Jill Lundstrom,  
323 ABA therapist. There was an additional resignation from Mr. Malin Segal, PE teacher who chose not to sign his  
324 contract. Superintendent confirms the position has been posted for .80 with one applicant.

325

326

### 326 **IX. PUBLIC COMMENTS**

327

327 The public comment section of the agenda was read.

328

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

330

331 Mr. Adam Lavallee spoke regarding when Ms. Baker was hired and the School Board interviewed her there was  
332 question why the Budget Committee was not involved in hiring the Business Administrator as they depend on this  
333 person to get them the data to do budgeting. He is hoping they can at least submit questions or participate in the  
334 process the School Board did last time. Superintendent notes he does not believe under the statute the Budget  
335 Committee has interviewing rights although the School Board has discretion on who would be on an interview  
336 committee although they could not have a vote in the process.

337

338 Ms. Lavallee spoke that when we hire the principals we ask people to provide questions for the team to utilize, can  
339 we do something like that. Superintendent responded yes, it is at the Board's discretion. Questions could be sent to  
340 Mr. Vanderhoof as the Board's liaison.

341  
342 Mr. Post believes it a great idea and suggested to have them sit in on or pre-interview the candidates; we should be  
343 collaborating with them. Superintendent reiterated they can be part of the process but cannot be part of the final vote  
344 to move the candidate to the final position. We could create a rubric scenario like we did with the Principal.  
345 Superintendent notes it does not need a vote, it is a process and can be agreed to by consensus.

346  
347 *A MOTION was made by Mr. Kofalt and SECONDED by Mr. Vanderhoof to invite the Budget Committee to*  
348 *designate a member of the Budget Committee to sit in on the interview process of the Business Administrator.*  
349

350 There was further discussion including defining this further, should there be a committee with the Budget Committee  
351 on it, do we want to get input from Chair and Vice Chair, the candidates could meet with Budget Committee and  
352 provide feedback, should we have the Budget Committee provide input through Mr. Vanderhoof, would they prefer  
353 to have the top 3 candidates to interview, the larger the group the less time the Board can interview the person, if the  
354 Budget Committee does it separately they will have more time with the candidates, and do you want to modify the  
355 vote to have more than one Budget Committee person. Mr. Lavallee notes the Budget Committee wants to at least  
356 ask questions and be part of the interview process; they meet next week and they can discuss it. Superintendent's  
357 hope is to interview next week or shortly and we can schedule it after the Budget Committee meets. With the current  
358 pool, they will go right to the Board. Mr. Vanderhoof requests either way it should be a motion to be sure action is  
359 taken.

360  
361 Ms. LeBlanc pointed out that the whole conversation started with a question from public comment and we usually  
362 say this is time for questions not reaction from the Board or Superintendent. She suggests it be on the agenda to have  
363 further discussion as part of the agenda. Chairman notes by the time we meet again that person should have been  
364 interviewed. Superintendent confirms a separate meeting will be held to interview. Further discussion took place  
365 including if there was a meeting on the June 18 multiple interviews could take place and as part of the agenda the  
366 Board could vote to approve questions and/or member participation from the Budget Committee and this way the  
367 public has awareness. Mr. Post spoke that while it is public comment, the person who brought it up is an elected  
368 official and is the Budget Committee liaison to the Board and two of them are in attendance tonight. Technically it  
369 could have been on the agenda but also the Board could make the decision to vote on it tonight and thinks they  
370 should. Ms. Lavallee points out that it is noted in the Superintendent's Report which is on the agenda.  
371 Superintendent clarifies it can be part of the agenda because it is in his report and therefore can be part of the  
372 conversation; atypical but not inappropriate. Chairman adds, due to the timing and providing enough time for the  
373 Budget Committee to prepare, a vote tonight should be taken.

374  
375 *Mr. Kofalt AMMENDS his MOTION to be "the Board would invite the Budget Committee to designate one member*  
376 *of the Budget Committee to participate in the interview process for the position of Business Administrator. Mr.*  
377 *Vanderhoof SECONDS. \*\**

378  
379 For clarification the purpose of inviting one member is to not prolong the process.

380  
381 Ms. Lisa Post spoke that it is a good idea to include a member of the Budget Committee as when the Finance  
382 Committee was formed there were quite a few members of the Budget Committee upset they were not included. We  
383 need to work with this person and we may have questions that differ from the School Board's.

384  
385 *\*\*Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*  
386

387 Ms. Post questioned that the Superintendent indicated for the town of Lyndeborough using the \$750,000 as an  
388 overage of unencumbered funds would leave a \$300 per household tax increase but believes this should be decrease  
389 not increase. Superintendent confirms it would be a decrease; this is a preliminary number and the number may  
390 change. Ms. Post is aware it is just an estimate. She questioned if the Superintendent expects the revenue to change.  
391 He will get back to her on this. Regarding food service, she questioned if there is anything that was done above and  
392 beyond someone's job that would not have been done that could be covered by the COVID funds. Superintendent  
393 confirms no one worked more hours than they were contracted for and no one did a job that they would not otherwise  
394 do.

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Mr. Lavallee asked that the Budget Committee gets the Excel version of YTD. It will be sent to them as well.

**X. SCHOOL BOARD MEMBER COMMENTS**

Mr. Vanderhoof spoke that he was glad we were able to get graduation in and thanked all who worked on that; it went off pretty well. He saw an online talent show that some of the elementary school kids participated in and thanked all the teaches and staff who helped pull it off; it was fun to watch.

Mr. Post congratulated the graduates; it was exciting to see the procession of fire trucks with their sirens on to congratulate the 2 seniors on our road. Neighbors not seen in a while came out of quarantine to cheer them on. "Mr. Lane it was a great thing to do."

Ms. LeBlanc spoke regarding graduation and agrees with Jonathan; kudos to all involved it was so enjoyable. As far as the public comment, we need to be sure we are not setting some sort of precedent, she agrees it was an exception but we need to clarify for ourselves and the public regarding how much interaction they can expect during public comment.

Ms. Lavallee congratulated all the graduates; they did an amazing job. She acknowledges it was very hard and they missed out on a lot of normal activities. The District and Superintendent did a great job pulling something together; it went really well. She thanked all the staff and congratulated all for completing distance learning! Mr. Shenk did a really great job trying to pull together a Field Day for the kids; he was animated and the students were engaged. She thanked all of the retiring employees and Ms. Baker.

Mr. Kofalt congratulated all the graduates and kudos to Superintendent Lane and staff for coming up with a creative solution and holding a great graduation.

Ms. Cloutier-Cabral congratulated the seniors and also thanked all who worked on any of the end of year scenarios. It was great to see the videos. Thank you to all who made it all possible and bringing it to us.

Chairman LoVerme congratulated the graduates and wished them all luck moving forward whether they are going into the workforce, military or college. He thanked the Milford police officer at the drive-in who blocked traffic for graduation. He voiced appreciation for the Superintendent working hard and pulling off graduation. There were some tears shed from some retirees. He thanked Dr. Heon for her service with the District and Principal Bagley for his tenure with the district and wished him luck moving forward. He thanked the Board for making these meetings in the second half of the year possible. He wants on the next agenda a protocol to have someone from the Budget Committee involved in anything that has to do with finances.

Superintendent asked if the Board has a need for the nonpublic session; no need was expressed.

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

The nonpublic session was not held.

**XII. ADJOURNMENT**

*A MOTION was made by Mr. Kofalt and SECONDED by Ms. LeBlanc to adjourn the Board meeting at 8:31pm. Voting: eight ayes; one abstention from Chairman LoVerme, motion carried.*

*Respectfully submitted,  
Kristina Fowler*

1 **WILTON-LYNDEBOROUGH COOPERATIVE**  
2 **SCHOOL BOARD EMERGENCY MEETING**  
3 **Thursday, May 28, 2020**  
4 **Lyndeborough Central School/Video Conferencing**  
5 **6:45 p.m.**  
6

7 Due to the state of emergency declared by the Governor regarding the COVID-19 outbreak, and subsequent  
8 Emergency Order #12, the Board Chair determined that the physical presence of a quorum within the time required  
9 for Board action is not reasonably practical and therefore authorized participation of Board members via  
10 videoconferencing/audio.

11  
12 Board Present: All participating remotely: Alex LoVerme, Jonathan Vanderhoof, Carol LeBlanc, Tiffany Cloutier-  
13 Cabral (arrived late), Mark Legere (6:50), Brianne Lavallee, and Charlie Post

14  
15 Superintendent Lane present at LCS.

16  
17 **I. CALL TO ORDER**

18 Chairman LoVerme called the meeting to order at 6:46pm.

19  
20 Mr. Vanderhoof questioned if the Board wanted to take up the nomination of a math teacher prior to the nonpublic  
21 session.

22  
23 • **APPOINTMENT**

24 Superintendent presented the nomination of Jessica Wentworth for HS math position at WLC. The position is to fill  
25 an open vacancy budgeted at \$60,200.

26  
27 Mr. Post asked for clarification if this was a HS position, that was confirmed by the Superintendent and recommends  
28 a motion for nomination.

29  
30 *A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. Lavallee to approve the nomination of Jessica*  
31 *Wentworth to fill the open math position at WLC at Bachelor's step 5, salary of \$42,000.*

32 *Voting: via roll call vote: four ayes, one abstention from Chairman LoVerme motion carried.*  
33

34 **II. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (B) (C)**

35 *A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. Lavallee to enter Non-Public*  
36 *Session (personnel matter) RSA 91-A: 3 II (A)(B)(C) at 6:50pm.*

37 *Voting: via roll call vote: five ayes, one abstention from Chairman LoVerme, motion carried.*  
38

39 **RETURN TO PUBLIC SESSION**

40 The Board entered public session at 8:43 pm.

41  
42 Chairman LoVerme voiced feeling quite bad about providing a contract to an employee and then rescinding it after  
43 an offer was made.

44  
45 Mr. Vanderhoof appreciates everyone looking out for the needs of the district and the community in general.

46  
47 Mr. Post spoke of the importance of following the budget that we put forth, got input from the public and Board  
48 voted. He does understand Mr. LoVerme's concerns.

49  
50 Mr. Legere echoes what Mr. Post voiced; he doesn't feel good about what was done but does feel it was in the best  
51 interest. The whole budget season there have been things he has not felt completely good about but it was the will of  
52 the public. We are doing what we were asked and what we were told. We are also halfway paying for others missteps  
53 in the past. It is falling on us. Definitely not satisfied in any of that.  
54

55 Ms. LeBlanc, spoke that her understanding is when we drew up the budget that the tax payers requested us to find as  
56 a limit to our budget, as part of that we presented a reduction of the PE position and nurse position to .80. As I look  
57 at it tonight we did what we had to do as much as I regret it came down to that. I think we had to follow through on  
58 the budget we were forced to come up with.

59  
60 Ms. Cloutier-Cabral expressed her sentiments are aligned with Mr. LoVerme. She feels badly that we had to do this  
61 after we offered a contract and hopes we can look more closely at the rules and ramifications when making these  
62 decisions.

63  
64 *A MOTION was made by Mr. Vanderhoof and SECONDED by Mr. Legere to seal the minutes.*

65 *Voting: via roll call vote: six ayes, one abstention from Chairman LoVerme motion carried.*

66

67 **VIII. ADJOURNMENT**

68 *A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. LeBlanc to adjourn the Board meeting at*  
69 *8:49pm.*

70 *Voting: via roll call vote: six ayes, one abstention from Chairman LoVerme motion carried.*

71

72 *Respectfully submitted,*

73 *Kristina Fowler/Bryan Lane*

74

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

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

Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

TO: The WLC School Board  
FROM: Bryan Lane  
DATE: 6/17/20  
RE: Special Education Request

As of the writing of this request, the Special Education Department is anticipating the resignation of a full time Special Education position at FRES. We also have part time position currently open that we are trying to fill.

Mr. Pratt and I have discussed the possibility of increasing the part time position to .8 FTE if we stay close to the budgeted salary and benefit costs. The rationale for this is two-fold:

- With the experienced teacher leaving, there will be a learning curve to meet an already good sized class load in both positions.
- We will have a student returning, part time to start, from an out of district placement that will require some additional services.

There will be a cost savings from the out of district placement but that would be difficult to accurately predict at this time.

The current budgeted costs are:

Salary	\$ 91,550
FICA	\$ 6,957
NHRS	\$ 16,295
Health	\$ 22,965
Dental	\$ 1,676
Total	\$139,443

If we hired a staff person at full time with a **master's degree and 5 years'** experience with a **bachelors and .8 FTE at 5 years'** experience with a masters both with family health plans the cost would be:

Salary	\$ 76,200
FICA	\$ 5,791
NHRS	\$ 13,564
Health	\$ 39,040
Dental	\$ 1,676
Total	\$136,271

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

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

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Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

TO: Nancy Moreau  
FROM: Bryan K. Lane  
DATE: June 8, 2020  
RE: Confirmation of Intent to Resign

In accordance with Policy GCQC:

“A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.”

I am in receipt of your email indicating your intent to resign your position of Food Service Worker effective June 30, 2020. If you currently have and wish to continue any health or dental benefits past June 30, please contact Mary Anne LaBrie so that the payment of the employee responsibility can be arranged. Thank you for what you have given to the children of Wilton and Lyndeborough.

CC: Personnel File  
WLC School Board

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

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

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Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

TO: Celia Martins  
FROM: Bryan K. Lane  
DATE: June 8, 2020  
RE: Confirmation of Intent to Resign

In accordance with Policy GCQC:

“A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.”

I am in receipt of your email indicating your intent to resign your position of ABA Therapist effective June 30, 2020. If you currently have and wish to continue any health or dental benefits past June 30, please contact Mary Anne LaBrie so that the payment of the employee responsibility can be arranged. Thank you for what you have given to the children of Wilton and Lyndeborough.

CC: Personnel File  
WLC School Board



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

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

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Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

TO: Suzanne Beers  
FROM: Bryan K. Lane  
DATE: June 8, 2020  
RE: Confirmation of Intent to Resign

In accordance with Policy GCQC:

“A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.”

I am in receipt of your email indicating your intent to resign your position of Food Service Worker effective June 30, 2020. If you currently have and wish to continue any health or dental benefits past June 30, please contact Mary Anne LaBrie so that the payment of the employee responsibility can be arranged. Thank you for what you have given to the children of Wilton and Lyndeborough.

CC: Personnel File  
WLC School Board

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

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

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Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

TO: Denise Clark  
FROM: Bryan K. Lane  
DATE: June 8, 2020  
RE: Confirmation of Intent to Resign

In accordance with Policy GCQC:

“A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.”

I am in receipt of your email indicating your intent to resign your position of Van Driver effective June 30, 2020. If you currently have and wish to continue any health or dental benefits past June 30, please contact Mary Anne LaBrie so that the payment of the employee responsibility can be arranged. Thank you for what you have given to the children of Wilton and Lyndeborough.

CC: Personnel File  
WLC School Board

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

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

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Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

June 23, 2020

Alex LoVerme  
WLC School Board Chair  
SAU 63  
192 Forest Road  
Lyndeborough, NH 03082

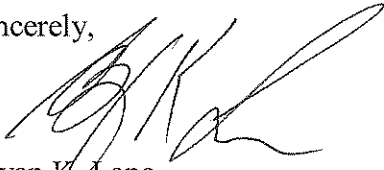
Dear Sir:

Please take this as formal notice that as my contract expires on June 30, 2021 I do not wish to seek an extension to that contract. Article VI of that contract indicates:

The School Boards shall give the Superintendent notice by January 1, 2021 if the board does not wish to enter into a successor agreement. If no notice is given, the Superintendent's contract will be automatically renewed for one full school year with no less favorable terms than the final year of this agreement."

My letter to you alleviates the need for such notice to be given.

Sincerely,



Bryan K. Lane

*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: 6/17/20  
RE: Nomination for Kindergarten Teacher

Please accept this as the nomination for Rachel Raymond to fill the open position of Kindergarten teacher at LCS. Ms. Raymond has a bachelor's degree from Curry College and a master's degree in education from American International College in Springfield, MA. She is certified as an early childhood education teacher in New Hampshire. She has served as a para-educator in both Massachusetts and New Hampshire while having teaching experience at both the World Academy Charter School and the Hollis-Brookline School District as long term substitutes. Her background also includes certification as a registered behavior technician (RBT) and has CPI training.

In speaking to her references, they have nothing but good things to say. If there had been a K-2 position open in Hollis-Brookline she would have been offered the position. Ms. Raymond is described as an energetic and dedicated educator who is truly ready for her own classroom. She has had exposure to systems we use such as the Lucy Caulkins reading program, Foundations as well Fontes/Panell reading evaluation program.

Ms. Raymond was one of thirty-two candidates and was interviewed by our other two kindergarten teachers and myself. The budgeted salary for this position is \$42,000.

I recommend a motion to approve the nomination of Rachel Raymond as Kindergarten teacher at the Lyndeborough Central School at Masters Step 3, a salary of \$42,000.

# Rachel Raymond

Nashua, NH 03063 RachelRobichaud19@gmail.com | (978) 944-4579

Dedicated and student-focused teaching professional who is committed to a well-balanced, supportive, and engaging learning environment for all students. Hardworking, adaptable and trusted educator who strives to collaborate with all members of the school community to meet the needs of students and promote the school philosophy.

## EXPERIENCE

Hollis School District- Hollis, NH Third Grade Long-Term Substitute December 2019- June 2020

- Provide a structured and engaging learning environment while implementing the Workshop Model and differentiating instruction daily to meet the needs of all students.
- Incorporate technology and various learning opportunities into daily lessons.
- Evaluate students through formative and summative assessments.
- Engage students in interesting discussions on topics and challenging a higher order of thinking by prompting students to think inferentially and critically.
- Review data and complete students report cards each trimester.
- Establish a positive relationship with parents by maintaining consistent communication through classroom website, school email, phone and in person meetings, allowing parent involvement with classroom events and school activities.
- Collaborate in weekly Professional Learning Community (PLC) meetings to review student data, set learning objectives, explore resources and implement new instruction strategies.
- Provide direction to classroom paraprofessional to meet the needs of students based on their Individualized Educational Plan (IEP).
- Work in partnership with the educational team to create a technology-based curriculum using tools such as Google Classroom, Zoom meetings, Dreambox, XtraMath, Google Slides, Google Documents and IXL for remote learning.
- Maintain communication with administrators during remote learning to ensure alignment with district strategic plans.

Hollis School District- Hollis, NH

- Integrated students into general education classrooms to follow classroom routines and schedules with peer models.

## EDUCATION

American International College- Springfield, MA December 2015

Master of Education in Early Childhood Education (N-3)

Curry College- Milton, MA May 2010

Bachelor of Arts in Criminal Justice

## CERTIFICATIONS

State of New Hampshire Beginning Educator

Endorsement- Early Childhood Education (N-3)

## REFERENCES

Jon Rubin

603-674-6532 Jon.Rubin@sau41.org

Nicole Tomaselli

603-361-6621 Nicole.Tomaselli@sau41.org

Melissa Richards

781-726-0449 Mrichards253@comcast.net

Susan Lewis

603-566-9796 Susan.Lewis@sau41.org

Julie Somorrostro

603-943-2015 Julie.Somorostro@sau41.org

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

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

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Bryan K. Lane  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Lizabeth Baker  
Business Administrator

TO: THE WLC School Board  
FROM: Bryan K. Lane  
DATE: 6/17/20  
RE: Nomination for Middle School Science

Please accept this as the nomination for Laura Kostenblatt to fill the open position of middle school science teacher at WLC. Ms. Kostenblatt has a bachelor's degree from the University of Rhode Island in General Science and a Master's degree from the University of Idaho in Curriculum and Instruction. She has a certificate of eligibility for middle school science and will be an Alt. 4 candidate who will need a mentor. She has been serving as a substitute at WLC and coached the girls middle school basketball team this year.

Ms. Kostenblatt has taught in various scenarios in Colorado, Maine, Idaho and New Hampshire in outdoor science courses since 2011. These are not typical classroom but outdoor laboratories. The areas of study have included ecology, geology, hydrology, botany, and animal sciences. Her varied experiences are very appropriate for the menu of topics in middle school science.

There were 13 candidates for this position. Interviews were conducted by Mr. Bagley, Dr. Heon, Ms. Edmunds and members of the science department. The salary for this position was budgeted at \$43,000. I recommend a motion to nominate Laura Kostenblatt as middle school science teacher at master's step 4, a salary of \$43,000.

# Laura Kostenblatt

194 Miner Road Greenfield, New Hampshire 03047  
603-400-7698 [laura.kostenblatt@gmail.com](mailto:laura.kostenblatt@gmail.com)

## Education

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### **University of Idaho**

Moscow , Idaho

Master of Education

**Major:** Curriculum and Instruction

**GPA:** 3.770

Attended September 2011 to December 2012

Degree conferred December 2012

### Transcript

(included)

### **Rhode Island College**

Providence, Rhode Island

Bachelor of Arts

**Major:** General Science

**GPA:** 3.300

Attended September 2007 to May 2011

Degree conferred May 2011

### Transcript

(included)

## Experience

---

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

Dec 2019 - Present

Substitute Teacher & Girls MS Basketball Coach

Lyndeborough, NH

Substitute for Middle/High School:

Math, English, Science, French, Spanish, Band, Library, F.A.C.T.S., Woodworking, Physical Education/Health, Technology Education, Student Services, and a Para Educator.

Ensuring the safety of the middle and high school students

Complete the lesson assignment by the teacher

Supervise students as they are completing the assignment

Leave a detailed note for the teacher and a clean classroom

**Supervisor:** Sarah Edmunds (603-732-9230)

**Experience Type:** Public School, Part-time

It is **OK** to contact this employer

### **Appalachian Mountain Club**

Aug 2017 - Jul 2019

AMC Mountain Classroom Educator

Pinkham Notch, NH

Ensuring the safety of 8-12 students in back country settings grade K-10

Preparing and teaching theme-based environmental education lessons

Performing logistics functions: cleaning, driving, maintaining gear and organizing food

Educated lessons on forest, watershed ecology, map and compass, geology, mountain zones, weather and climate, outdoor skills, community building and leadership development.



**Reason for leaving:** A Mountain Classroom Educator is a full time seasonal position which is typically held in the spring and the fall. I thoroughly enjoyed the position and am now looking for a full time position instead of seasonal. I want observe students grow over a long period of time than a week.

**Supervisor:** Alice Puccio (603-446-8058)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

---

**Acadia Institute of Oceanography**

Jun 2018 - Aug 2018

Oceanographic Teaching Staff

Seal Harbor, Maine

Organize and Assist with laboratory activities

Educated eager minds ages ten to eighteen

Created a half hour lecture on biomimicry

Led recreational activities

Educational Activities included, Bog and Salt Marsh Comparisons, Beach Profiles, Geology of Mount Desert Island, Tide pool Ecology, Tide pool Transect

**Reason for leaving:** Completed the seasonal position

**Supervisor:** Sherry Gilmore (1-800-375-0058)

**Experience Type:** Other, Summer

It is **OK** to contact this employer

---

**High Trails Outdoor Education Center**

Apr 2015 - Nov 2015

Outdoor Educator

Florissant, Colorado

Led and educated ages 8-11 in an outdoor setting through a set curriculum using character role play

Educated youth through hands-on lessons about animal artifacts

Assisted and led educational activities: Geology, Forest Ecology, Art, Animal Adaptations, Compass Navigation, Sense of Place, Native American Culture, Homesteading and Ranching.

Empowered and helped guide high school students be a counselor, role model and teacher

**Reason for leaving:** Seasonal job completed

**Supervisor:** Carlotta Avery (719-748-3341)

**Experience Type:** Other, Full-time

It is **OK** to contact this employer

---

**Lewis-Clark Service Corps, AmeriCorps, Zoo Boise**

Jun 2012 - Jul 2012

Summer Zooteen Volunteer Coordinator

Boise, Idaho

Mentored 110 Zooteens ages 13-17 public speaking, body language/posture

Reported and provided evaluations for Zooteens

Trained, quizzed and directed youth to assigned education stations

Trained Zooteens on interpretation and animal handling

**Reason for leaving:** Only a summer position

**Supervisor:** Rena Ashton (208-384-4260 ext 100)

**Experience Type:** Other, Summer

It is **OK** to contact this employer

**Lewis-Clark Service Corps, AmeriCorps,**

Aug 2011 - May 2012

Field Instructor

McCall, Idaho

Program Host Coordinator for a class of 71 students/adults for a week

Designed lesson plans for environmental education: Hydrology, Geology, Ecology, Plant and Animal Adaptations, Winter Science

Led and educated middle school youth in Ponderosa State Park

**Reason for leaving:** Term was complete

**Supervisor:** Dr. Karla Eitel (888-634-3918)

**Experience Type:** Independent School, Full-time

It is **OK** to contact this employer

***Interests, Awards/honors, community service and affiliations***

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Interests

World traveler that loves cultural immersion. A couchsurfer. A professional house and animal sitter. Wilderness Search and Rescue along with learning more about fire and emergency medical services. I love games (card, board, educational, team building and drama games), gardening, playing sports, coaching, hiking, biking, reading, learning new languages, American Sign Language, Deaf culture, volunteering, living with the elderly, creating activities for events and drawing. I love learning. I am currently writing a book about my great aunt and our summers together.

Awards/Honors

Rhode Island College Bachelor of Arts: Cum Laude (2011)

The Alan J. Chille Leadership Excellence Award (2011)

Rhode Island College Hall of Fame 2008 Softball Team

First Team Little East All Conference Catcher 2009

Community Service/Affiliations

Current Volunteer Member of the Greenfield Fire Department as an EMT

Appalachian Mountain Club Search and Rescue Fall 2017 to June 2019

Elton Society in England:

Litter pick up and created STEM activities for the community at Sunday Funday (2017)

AmeriCorps (Providence AfterZone School Alliance 2011)

AmeriCorps (McCall Outdoor Science School 2011-2012)

Rhode Island College 2007-2011:

Catcher for Rhode Island College Softball (Sept 2007-May 2009)

Leadership Program at Rhode Island College (Sept 2010-May 2011)

Facilitated workshop and group discussions

Motivated peers to get involved on campus

Secretary, Rhode Island Middle School Association (Sept 2009-Dec 2010)

Emerging Leaders (Leadership Program)

Rhode Island Middle Level Educators Conference

National Science Teachers Association (NSTA) Conference

Student Organization Officer Retreat

Leadership Weekend Workshop

Various S.T.E.M. Inquiry Based Workshops

Afterschool & Youth Workshops

## **Student Teaching, Resume Gap and Statement of Eligibility**

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### Student teaching

My original major was a secondary education science teacher with middle school endorsement. I went on to graduate school with the University of Idaho where I received a Master's in Education with a concentration of Curriculum and Instruction. University of Idaho paired up with AmeriCorps in which I received an Environmental Education Certificate. During the Fall of 2011 and through the summer of 2012, I taught Environmental Science to students statewide through field base education in Idaho. I have been educating school groups on and off since 2012 throughout the USA. In December 2019, I started substitute teaching at Wilton-Lyndeborough Cooperative Middle High School and thoroughly enjoyed it. Teachers in the school suggested I apply for my Alternative Four to get my teachers certificate.

### Resume Gap

Resume is two pages because I have continued working with youth since graduating grad school in 2012 and most of my jobs are seasonal. My passion lies with empowering youth because they can make a difference. They are the future.

The large gap in my resume between the summers of 2013-2016 because I was a living companion for my great aunt. She was at the time a ripe age of 94-99 during our summers. She passed away in December of 2016. I took seasonal work in outdoor education after graduate school in 2012 which allowed me to live with her. At the end of each summer, I would apply to a seasonal outdoor education position which gave me the opportunity to return in the summer if she survived the winter.

I traveled in between to clear my mind and responsibility allowing myself to mentally prepare for the summers. It was an honor. I am ready to have a stable teaching position and not seasonal. I want to see students grow intellectual and spark their passion for science. I want to continue to teach and be permanent.

### Statement of Eligibility:

I have my Statement of Eligibility for General Science and Physical Science from the NH Department of Education.

# Robert L. Mullin

MullinRobL@gmail.com

978-831-9143

31 Makos St. Tyngsborough, MA 01879

## Summary

Enthusiastic manager with a history of building high performing sales teams.  
Collaborative executive with a record of exceeding goals and objectives.  
Business Owner with profit and loss management experience and an excellent sense of humor.

## Skills

Microsoft Office Suite  
Infinite Visions ERP  
QuickBooks  
Account Analysis  
Financial Analysis

Budget Building & Management  
School Building Assessments  
MSBA Program  
Emergency Management Program

Public Speaking  
Training & Development  
School/Community Relations  
Team Collaboration

## Experience

### **Administrative and Financial Project Manager**

Public Schools of Brookline, MA

October 2019 – Present

Responsible for the management and completion of several high profile district projects including the Emergency Response Procedure Manual, the Safety and Security Assessment of school buildings, and evaluating Classroom Inventory per building for student capacity.  
Represented the Brookline School District at MSBA and Building Committee meetings for the construction of two new K-8 schools. Represented School Administrative during Capital Improvement Subcommittee meetings.

### **School Committee Member**

Town of Tyngsborough, MA

May 2015 – Present

Member of an elected board that oversees the policies, operational standards, and budget of a public school district. Board representative to the Capital Asset Committee, determining capital projects for the town. Previous sub-committee member of the negotiation team for all school department collective bargaining agreements.

**Interim Assistant School Business Manager**

Plainville, MA School District

April 2018 – July 2018

Temporarily filled in for a maternity leave. Responsibilities included payroll and accounts payable processing, warrant preparation for school committee, account reconciliations, general ledger postings for all transactions to the general fund and revolving accounts, administrating the employee security badge system, and other duties as required by the Business Manager and Superintendent of Schools.

**Chairman, Finance Committee**

Town of Tyngsborough, MA

May 2007 – July 2014

Chairman of an elected Finance Board, responsible for researching, advising, and making recommendations to the town on all financial matters. Developed and managed the town budget, monitored the current year's fiscal status, and voted to incur liabilities and expenditures.

**Consultant/Business Owner**

RFID Consulting, Ltd. (Tyngsborough, MA)

November 2001 – April 2008

Offered consultative services to the Identification Industry, specializing in the Automatic Identification and Radio Frequency ID Industry. Developed a customer base of small to mid-size companies requiring training, site-assessment, cost/benefit analysis, and full implementation of systems.

**Vice President, Sales and Marketing**

Polymer Flip Chip Corporation (Billerica, MA)

August 1998 – October 2001

Responsible for the worldwide sales and marketing of a contract manufacturing company in the surface mount industry. Directed a team of 15 outside sales representatives, while developing markets for a wide array of applications from RFID and contactless systems to medical devices and computer modules. Conducted training sessions, seminars, and trade show presentations to a wide array of participants, from potential business customers to university engineering students.

**Vice President, Retail Banking**

BankBoston (Burlington, MA)

April 1994 – August 1998

Managed the operations of several medium and large branches, with a mix of retail and commercial activity, as profit and loss centers. Responsible for the management of up to 20 employees and the operational budgets of multiple branches. Promoted sales growth and local marketing opportunities in the areas served. Conducted training sessions for employees dealing with policy and procedures and with product knowledge.

## Education

### **Master of Arts in Education**

Worcester State University – Currently enrolled.

### **Massachusetts Association of School Business Administrators**

Training Program - Completed 2019

### **Bachelor of Science in Economics**

Northeastern University – Graduated 1992

### **Associates of Science in Accounting**

Middlesex Community College – Graduated 2011

## Certification

Licensed Massachusetts School Business Manager - 2019