

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, March 2, 2021
Wilton-Lyndeborough Cooperative M/H School-Media Room
6:30 p.m.

Videoconferencing: meet.google.com/urg-yayy-vrk

Audio: [+1 574-316-0028](tel:+15743160028) (PIN: 165457609)

Due to current events all videoconferencing options may be subject to modifications. Please check www.sau63.org for the latest information.

- I. CALL TO ORDER-Alexander LoVerme-Chair**
- II. 6:45PM EMERGENCY MEETING**
- III. PLEDGE OF ALLEGIANCE**
- IV. ADJUSTMENTS TO THE AGENDA**
- V. 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.
- VI. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Superintendent's Report
 - ii. Business Administrator's Report
 - iii. Principals' Reports
 - b. Letters/Information**
 - i. Board Request
- VII. FINAL DISTRICT MEETING DISCUSSION/PRESENTATION**
- VIII. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
- IX. COMMITTEE REPORTS**
 - i. Superintendent Search Committee
 - ii. Short-term Strategic Planning Committee
 - iii. Negotiations
- X. RESIGNATIONS/APPOINTMENTS/LEAVES**
- XI. PUBLIC COMMENTS**
- XII. SCHOOL BOARD MEMBER COMMENTS**
- XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (B) (C)**
 - i. Personnel Matter
- XIV. ADJOURNMENT**

INFORMATION: Next School Board Meeting-March 16, 6:30 PM at WLC
Annual District Meeting-Saturday March 6, 9AM at WLC

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

Robert Mullin
Business Administrator

SUPERINTENDENT'S REPORT
March 2, 2021

Final preparations for the Town Meeting to be held on March 6 at WLC are being made. Logistically we will be making a change to better suit the set-up of the stage. School Board members and budget members who are not speaking will sit on the floor in front of the stage. That would leave the Budget Committee Chair and Vice Chair along with School Board members who are presenting warrant articles on the stage. A full description of the procedures for the meeting will be posted on the school district website and distributed to community members through the local media as well as through our alert system.

The application period for applying for the Superintendents position has closed. There are nine applicants who have presented documents to be considered and those documents have been given to the Chair of the Superintendent's Search Committee. Surveys have been created to get feedback from the community and the staff. As soon as the Committee has given me permission, I will distribute them.

The leadership team of the district has been given the direction to have all recommendations for contract renewals for the 2021-22 school year to the Superintendent by the end of March. This will allow us to create the nomination list for the School Board to consider at the first Board meeting in April. For those staff persons who need to renew their certifications by June 30th, all but one has completed the process and has been recommended to the Department of Education for renewal. Any staff person who has not completed their hours and received a recommendation will not be recommended for a contract for the coming school year.

As we anticipate the need for remote learning to be eliminated for the coming school year, it is the intention of the administration to reconstitute the position of Response to Instruction Coordinator position at Florence Rideout. That position will be posted internally for current staff to apply by March 7.

The New Hampshire School Boards Association has circulated information to Board members on specific legislation that will have a direct effect on school districts. House Bill 20 focused on the creation of "Freedom Education Accounts. The House Education Committee voted unanimously to "retain" HB 20 which sends the bill back to its' sponsors for further work. Senate Bill 130 is a more extensive bill in the creation of Freedom Education Accounts giving families between \$3,700 and \$8,400 which could be used for tuition at non-public schools, home schooling costs, etc. The legislation did not create a separate funding stream for these funds which could result in reduction of funds from the state to local school districts. The Senate Education Committee will hear testimony on Senate Bill 130 on Tuesday March 2, at 9AM. The NHSBA indicates that if this bill were to pass, it would have a "significant impact on local districts."

Wilton-Lyndeborough Cooperative School District

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192 Forest Road Lyndeborough, NH 03082

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Business Administrator

**BUSINESS ADMINISTRATOR'S BOARD REPORT
MARCH 2, 2021**

Good Evening,

The Business Office is currently working with Tyler Technologies, our software provider of Infinite Visions, to ensure the full use of its capabilities in serving district staff with human resource and payroll needs. Tyler offers an Employee Self Service Portal for Invite Vision users which allows staff to update their personal information, request time off, enter time sheets, and view tax information. I will keep the board updated as to our progress while these discussions continue.

Winter has finally returned to the area with a steady flow of snow and ice storms in recent weeks. But even with the messy weather, the district's maintenance staff has kept our school buildings safe and looking great both inside and out. I would like to thank them and our Facilities Director, Mr. Erb, for all their hard work, ensuring the continued operation of our schools. I would also like to report that Mr. Erb has been very pleased with the work our new snow removal company has done. Mr. Chris Carter of Carter Plowing has had the driveways and parking lots cleared and sanded expeditiously and has been very responsive to requests.

This time of year, both schools and homes are sometimes hit hard with regular sickness like the flu and strep throat. This year with Covid added to the mix, it has been a challenge for many. The past several months has proven difficult for board members to sign bill manifests in a timely fashion, ensuring that our financial policies are adhered to properly. I would like to ask the board for some guidance in finding ways to ensure this is not an ongoing challenge.


Thank You.

WILTON-LYNDEBOROUGH COOPERATIVE
MIDDLE SCHOOL / HIGH SCHOOL
57 SCHOOL ROAD
WILTON, NEW HAMPSHIRE 03086
(603) 732-9230
www.sau63.org/domain10

Peter Weaver, Principal
Sarah Edmunds, Ed.D, Assistant Principal

Amanda J. Kovaliv, School Counseling Coordinator
Alice Bartoldus, Middle School Counselor

WLC Principal's Report – March

- Our **WLC PTO** should be commended for the pop-up Warrior web store they initiated to help our students through the sale of spirit apparel. Our community came together and extended amazing support, especially for our senior class. Donations were made with requests to sponsor a senior and help provide them with a senior shirt. This incredible act turned into so many donations that within just 24 hours, all 43 of our seniors were sponsored. Words can't express the depth of our gratitude to our awesome PTO, community and WLC families!
-  Congratulations to Andrew Tyler, our Computer Science teacher extraordinaire, for being nominated as **New Hampshire's 2020 TEACHER OF THE YEAR!**
- WLC would like to congratulate our 9th and 10th grade students-of-the-month for February- Congratulations goes out to **Cameron Pixley (9), Chloe Abbott (9), Faith Taylor (10) and Justin Marcinuk (10)**
- **Warrior Watch** is an opportunity for students and staff to catch each other "doing something wonderful, helpful, kind, or just all around awesome!" It's a simple, but effective way to celebrate the work we do to improve the culture and climate of our school community :) Here are our February Warrior Watch recipients: **Alivia Douglas, Connor Kennedy, Austin Kimball, Josh Lord, Nathan Lachance, Matt Hadley, Lyllie Pineault, Maddy VanBlarigan & our student teachers: Hannah Schwack-Tovitch, Emalee Frady, Ben Wiley, Amalia Traffie**
- Please go to <https://www.sau63.org/Domain/10> to see our February **WLC Reporter** and <https://www.sau63.org/domain/207> to view the latest edition of the **Middle School Minutes!** Make sure to look for our January students-of-the-month and Warrior Watch recipients ☺
- Thank you to Brice Miller, WLC Athletic Director, for moving forward with our plan to establish the **WLC Athletic Hall of Fame**. Our goal is to hold a ceremony for our first inductees this summer!
- Upcoming dates: March 9th is the town voting day and WLC will be fully remote. March 31st is an **early release day** where we intend to continue updating our curriculum documents. April 13 is **SAT/PSAT test**



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



February 2021

MIDDLE SCHOOL MINUTES

Wilton-Lyndeborough Cooperative School District

This month, the students continued to work incredibly hard in all of their classes. Please take a look at the middle school webpage to see their awesome work!

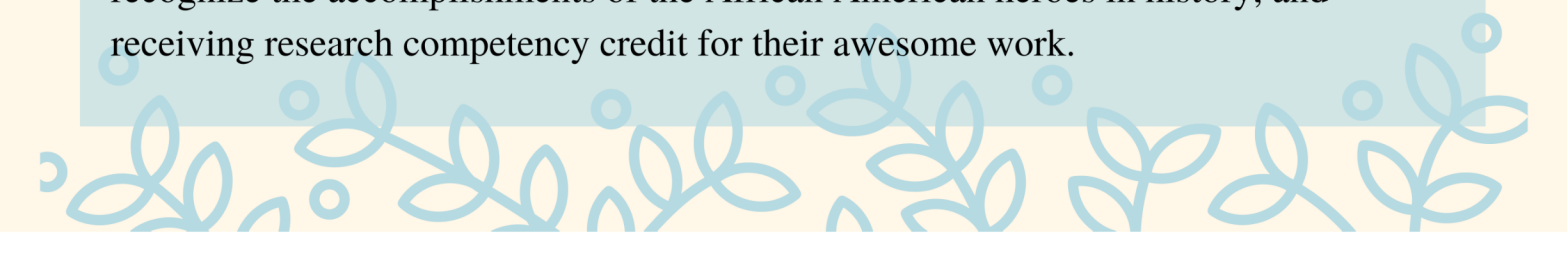
Important Dates

February 22-26- Winter Break

6th grade

Language Arts- The 6th graders have begun their study of the novel, *Homeless Bird*, by Gloria Whelan. This novel is set in rural India, and our focus has been analyzing the text through the following themes: Hopes and Dreams, Culture, Traditions and Customs, and Perseverance. Students are learning how to pull specific evidence from the text and how to analyze that evidence in relation to one of the themes of the novels and will be using these quotes in completion of their reading in their final essays for the book.

Social Studies- The 6th grade students have been very busy continuing their study on Ancient Egypt by creating interactive timelines to highlight the important events that occurred throughout Egypt's Old Kingdom. Students have been conducting their own inquiry-based research on a famous Egyptian innovation of their choice, including topics such as hieroglyphs, mummification, and pyramids! In addition to their study on Ancient Egypt, the 6th grade students have been celebrating Black History Month by completing a research journal entry on one historical African American per day. Students will be completing these journals throughout the month of February to recognize the accomplishments of the African American heroes in history, and receiving research competency credit for their awesome work.





February 2021

MIDDLE SCHOOL MINUTES


Wilton-Lyndeborough Cooperative School District



6th grade

Science- Sixth grade science students are investigating Thermal Energy. Students have been creating models of the different features of commercial cups and how they keep a liquid from warming up or cooling down. They recently measured and calculated the percentage of light that is transmitted and reflected off a cup. Students will use this data to determine the impact of light on particle motion in a solid, liquid, and gas. Students will apply their findings from all their investigations to model their conclusion on what makes an efficient commercial cup.

Math- The 6th grade math students have just completed their unit on finding the area of polygons. Students were given a few class days to create a blueprint of their dream home to assess their knowledge of area. Several students got very creative, and included basketball courts, dinosaur labs, and race car tracks in their home. We have now moved on to our ratios unit, and have learned a lot about each other as we used ratios to compare our preferences in movies, music, and dessert.





February 2021

MIDDLE SCHOOL MINUTES


Wilton-Lyndeborough Cooperative School District

6th grade

Library Skills- Sixth Graders are part way through a piano unit. They have all gotten down proper posture, hand, and finger positions. Everyone has been able to play through Ode to Joy as well as a couple other songs. We will continue to play some more difficult music as we start using both hands at the same time. We are continuously learning how to read music so that students are not just playing songs by ear.

General Music- Sixth Graders are part way through a piano unit. They have all gotten down proper posture, hand, and finger positions. Everyone has been able to play through Ode to Joy as well as a couple other songs. We will continue to play some more difficult music as we start using both hands at the same time. We are continuously learning how to read music so that students are not just playing songs by ear.

Computer Science- 6th graders are learning to code Karel the dog through an online site called CodeHS. We have explored Functions, Loops, and are just starting to look at If Statements where we can teach Karel to do something after checking if something else is true first. Like, “Is it raining?” If YES, the next step would be to “Bring an Umbrella!” if NO, it means, “Enjoy the sun!”. Lots of higher level thinking is happening in this classroom!





February 2021

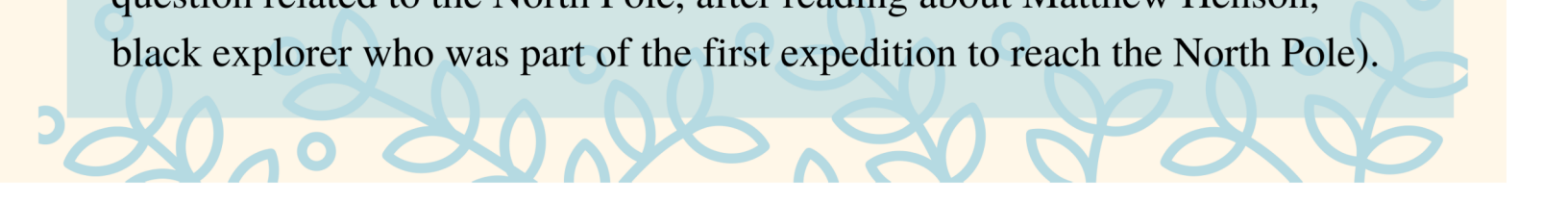
MIDDLE SCHOOL MINUTES

Wilton-Lyndeborough Cooperative School District

7th grade

Language Arts- The seventh graders have been reading the novel, *The Cay*, by Theodore Taylor. The students completed their projects on different aspects of the setting and presented them to the class. Students are now focusing on themes such as prejudice, stereotypes and building independence through analyzing the actions and thoughts of the main characters in the story. The students will be writing an essay, at the end of the book, involving one of the themes using quotes, text evidence and accurate MLA format. Survival and friendship are also going to be a focus of the book and discussions around these topics will be explored through discussions and a survival scenario, paper, activity.

Social Studies- We have just started our new unit on African geography and culture. Students are working to familiarize themselves with the major waterways, landforms, climate regions and wildlife in Africa. To do so, we have been using a combination of reading/note taking activities, interactive class discussions, videos, and map analysis activities. The essential question we are exploring is how has the physical geography of Africa impacted the culture of African societies? We are also celebrating Black History Month by answering 1 geography-related question connected to 1 black historical figure per day. To answer these questions, the kids need to use map skills, and learn about how these figures are connected to geography (example: a question related to the North Pole, after reading about Matthew Henson, black explorer who was part of the first expedition to reach the North Pole).





February 2021

MIDDLE SCHOOL MINUTES


Wilton-Lyndeborough Cooperative School District



7th grade

Science- The seventh grade students have been figuring out: “How can we make something new that was not there before?” The students have discovered new properties of matter, such as the density test and flammability test. They have analyzed data and drawn models about what new substance(s) the bath bomb has produced. We will further investigate more properties of matter and discover what is happening at the molecular level.

Math- The seventh grade students are finishing their unit on expressions, equations, and inequalities. It can be confusing at first to use letters in the place of numbers, but they have been working at understanding the concept, which will follow them into high school. We have learned to combine like terms and how to use inverse operations to solve for the variable. What happens if there is more than one step to solve an equation? Inequalities also taught us how to graph on a number line with open and closed circles.





February 2021

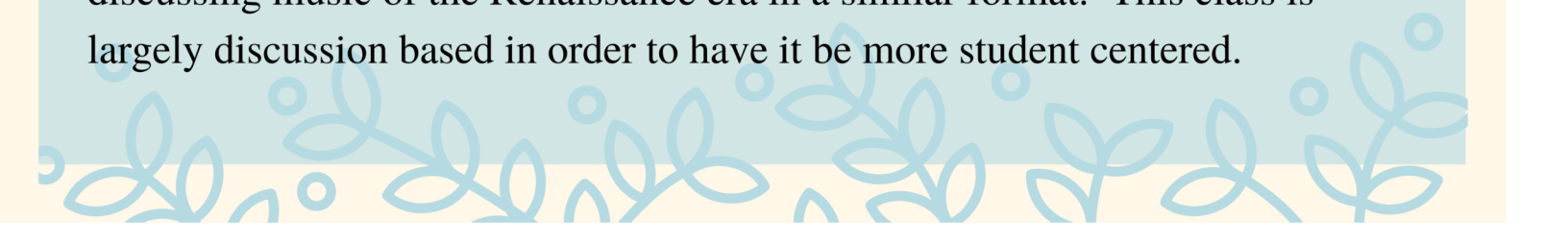
MIDDLE SCHOOL MINUTES

Wilton-Lyndeborough Cooperative School District

7th grade

Computer Science- 7th graders are learning to code Karel the dog through an online site called CodeHS. We have explored Functions, Loops, and are just starting to look at If Statements where we can teach Karel to do something after checking if something else is true first. Like, “Is it raining?” If YES, the next step would be to “Bring an Umbrella!” if NO, it means, “Enjoy the sunshine!”. Lots of critical thinking is happening in this classroom! Some students have worked ahead in the curriculum as well and are really challenging themselves with the code. Some are even coding in text instead of block coding for the extra challenge!

General Music- Seventh Grade just finished a unit on the 8 Elements of music. This is a good way to get them familiar with a lot of the vocabulary we will be using throughout the quarter right from the very beginning. This way if I ask them if the texture of a song is Polyphonic or Monophonic, they know the answer right away. We have just started our unit on Medieval music. We had been listening to music from the Medieval time period and emphasizing the importance of discussing why the music was made. We are currently talking about the difference between sacred and secular music. Our next step is going over the instruments made and used during this era and we will have a quiz on Medieval music next week. We will then be discussing music of the Renaissance era in a similar format. This class is largely discussion based in order to have it be more student centered.





February 2021

MIDDLE SCHOOL MINUTES

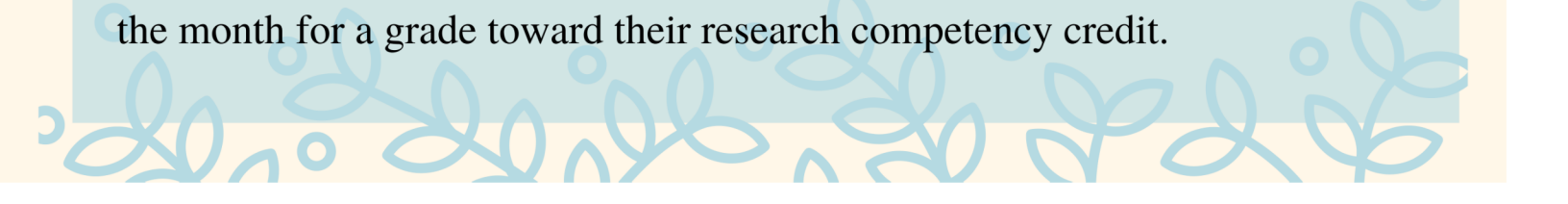
Wilton-Lyndeborough Cooperative School District



8th grade

Language Arts- The eighth grade students finished their research projects on various topics involving the 1960's. They then presented them to the class. These projects gave the students a great overview of the setting for the book, *The Outsiders*. The students will now be keeping a dialectical journal of important quotes on the novel in relation to one of the three themes we are focusing on: social inequity and identity. In completion of reading, *The Outsiders*, the students will use the evidence that they have pulled in a formal essay when they finish the book.

Social Studies- Students are currently partaking in an in-depth study of the US Constitution; the events that led to its creation, the issues our founding fathers faced while ratifying the document, and how the document itself organizes our current system of government. Our essential question is What events led to the ratification of the Constitution, and how does the document impact us today? To cover this content, students are completing a series of engaging activities including scavenger-hunt style webquests, digital escape rooms, class discussions, and primary source analysis activities. We are also celebrating Black History Month by spending the first 5-10 minutes of each class completing a research journal entry that focuses on 1 Black historical figure per day. The students will turn in their complete journal at the end of the month for a grade toward their research competency credit.





February 2021

MIDDLE SCHOOL MINUTES


Wilton-Lyndeborough Cooperative School District



8th grade

Science- Eighth grade students have completed the Sound Unit. Students completed investigations, interactives and created models all of which led to answering the unit question; How can a sound make something move? Students are now working on the next unit; Forces at a distance. Students are currently working on investigations and creating models to help them answer the question; How can a magnet move something without touching it?

Math- The 8th grade math students are in the midst of their unit on linear equations, and will be wrapping up before February vacation. We have learned how to graph and interpret slope, plot and identify proportional relationships, and decode various parts of slope-intercept and standard form equations. We are finishing the unit with a colorful project, and will begin our chapter on functions following the break.



February 2021

MIDDLE SCHOOL MINUTES

Wilton-Lyndeborough Cooperative School District

8th grade

Family and Consumer Science-In Family and Consumer Science Grade 8, we did an introductory “Get to Know You” called “Take a Walk in My Shoes” and we defined empathy from a students’ perspective. We have discussed where they want to go with units in my class. Many expressed an interest in doing the pizza competition because they missed it last year because of remote learning. So we have been working on identification of small equipment, safety and “sanitation” in the kitchen, and working on improving our collaborative and effective communication skills. The 8th grade classes are large, and I have them back to back. I have had to change the strategies that I use in class. Therefore, not all of the students are cooking at once. The paraprofessionals I have in my classroom are a godsend and are greatly appreciated. Eventually the students will be doing their competition and have been making posters that describe their pizza. Our classroom has been very busy!

Our Valentines Day Project in my High School Creative Arts Class turned into a collaborative effort. We needed the 8th graders and the students from the AB Program to help us. The Creative Arts Class made Hot Chocolate Bombs and truffles for the faculty.

They look soooooooo professionally made. Some of the 8th graders helped us roll out the truffles and make Valentine Cards, and the ABA students decorated the cards on the inside. A few of the hearts were made from recycled Art projects. We wanted to spread some cheer and add to the school climate in a spirit of giving. It truly was a collaborative effort!

I had an awesome experience with the students in the ABA program. They came down to my room during remote learning week and made sour cream coffee cake muffins and we also made the Best Ever Chewy Chocolate Chip Cookies. My room never smelled better!!!! I am looking forward to working with them again and maybe doing some collaboration with them in the future. They had a great time. One of the students also assisted me by folding towels and doing the laundry! Many hands make light work



February 2021


MIDDLE SCHOOL MINUTES

Wilton-Lyndeborough Cooperative School District



8th grade

Health-Students started off the Quarter with writing personal narratives showcasing who they are. We are learning about “Attitudes about Aging”. Students watched a podcast on What is aging? and learnt about the biological factors that influence aging. Then we moved on to brainstorming about Challenging Stereotypes on Aging. Students came up with numerous stereotypes and categorized them into personality, physical and behavioral descriptors. Then they looked up the statistics to disprove those stereotypes. They have completed a survey on attitudes of aging. They will be drawing a picture of a typical old person and busting negative presumptions , assumptions and generalizations about old age. The idea is to see the value in crystallized intelligence of older people and how that is a valuable resource for any society.





Like

Embed

0

1,092

The WLC Reporter

February 2021



A gorgeous view from the WLC parking lot on a chilly February morning!

8th Grade Enrichment with Project Lead the Way



Many eighth grade students are participating in the Project Lead The Way enrichment class during fifth period (SEER). Working in teams students are being challenged to design, model and test a wind turbine that can generate the most power. Each team will sketch their prototypes, and test different options. They will be recording the design sketches and notes in their engineering notebook.

Integrated Science

Accessibility

High Contrast Mode

Aa

Aa

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Sarah Edmunds

Sarah is using Smore newsletters to spread the word online.

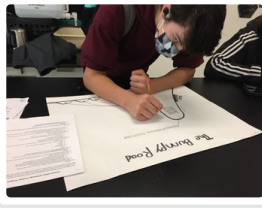
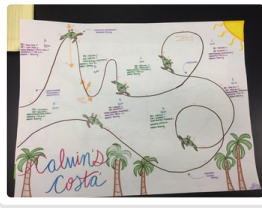
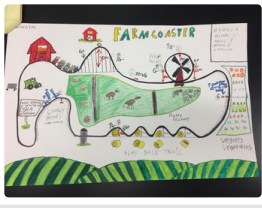
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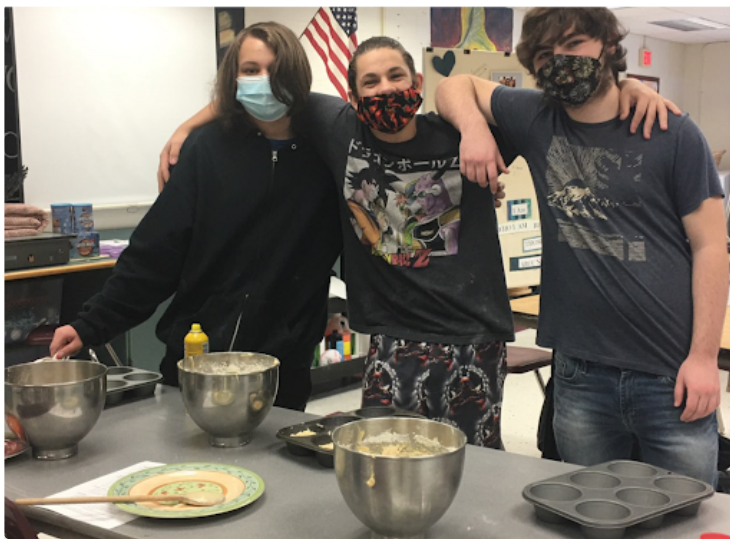
A vertical image showing a close-up of a wooden surface. The wood has a light tan color with visible grain patterns. A prominent horizontal crack runs across the middle of the image. Near the top, there is a small, dark, irregular hole or knot hole. The texture appears slightly rough and aged.



11



Troy Gardent in the "For the Love of Leftovers" class. He loves to work independently but can work collaboratively with his buddies as well. He did a great job making these decadent chocolate covered strawberries. They were enjoyed by all!



Beginning bakers Randy Armstrong and Tim Hannigan are assisted by Senior Connor Douglas as they made amazing Texas size sourcream coffee cake muffins in Creative Cooking class. They are focusing on safety and sanitation and keeping their work surface orderly and neat.





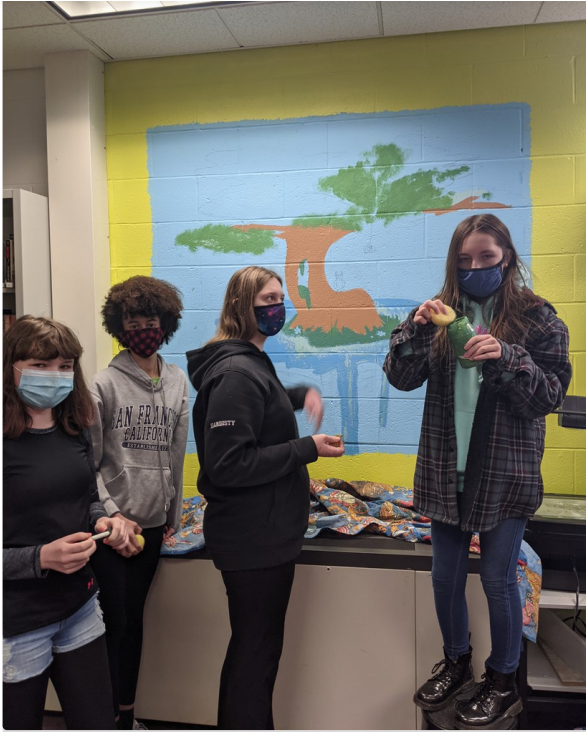
Much praise to Sasha Lutz for stepping out of her comfort zone in the "For the Love of Leftovers" class and using the above door as a canvas. In the beginning, this looked like a daunting task. This is her rendition of one of Vincent Van Gogh's paintings. Sasha is one of our remote learners and painted this in the comfort of her home. Great job!

Sasha also really out did herself with vegan cooking in this class and exceeded expectations! Sasha is a self-directed learner, a creative problem solver, an effective communicator, and a responsible citizen. She takes pride in her work and you can see this by the countless dishes she prepared and photographed for class. Check out some of her creations below!



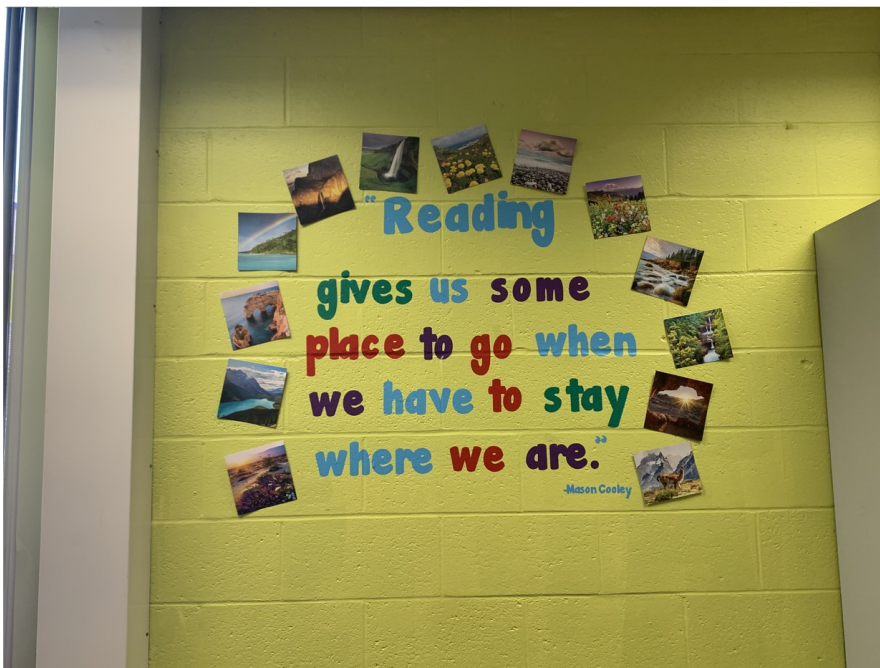


Mural Painting in the Library



A group of creative seventh graders are working hard to paint a mural in the library! McKayla Hardisty created a beautiful drawing of a tree on an open book and approached Mrs. Wiley about making it into a mural. After speaking to the administration, getting ideas from Ms. Hall, and asking for donated paint from The County Store in Milford, the mural began!

The students, including Savannah Brown, Alivia Douglas, Madelyn Hall, and Madelyn Taylor, are all enthusiastic about the project! First they painted the background, then traced the design onto the wall, and they are now painting the tree. It has been a great experience, and their passion shows everyday when they work on it. Stop by the library to see the progress!



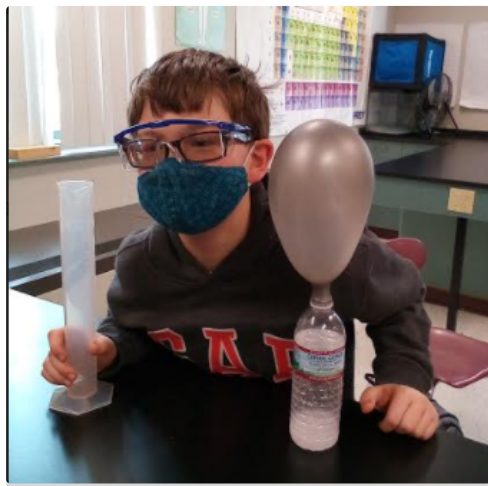


WLC needs your good reads! Donate books that your kids are done reading to the WLC Library!

The WLC Library is looking to increase its book collection, especially in regard to books for middle school students. If you have books that are in good shape that your family doesn't need anymore, the library would love to take them off your hands! Feel free to drop off any appropriate and gently-used books to the WLC Office.

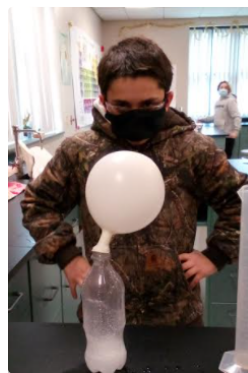
If you have questions about particular books, or need more information, please contact Mary Beth Wiley at m.wiley@sau63.org. Thank you for supporting the WLC Library!

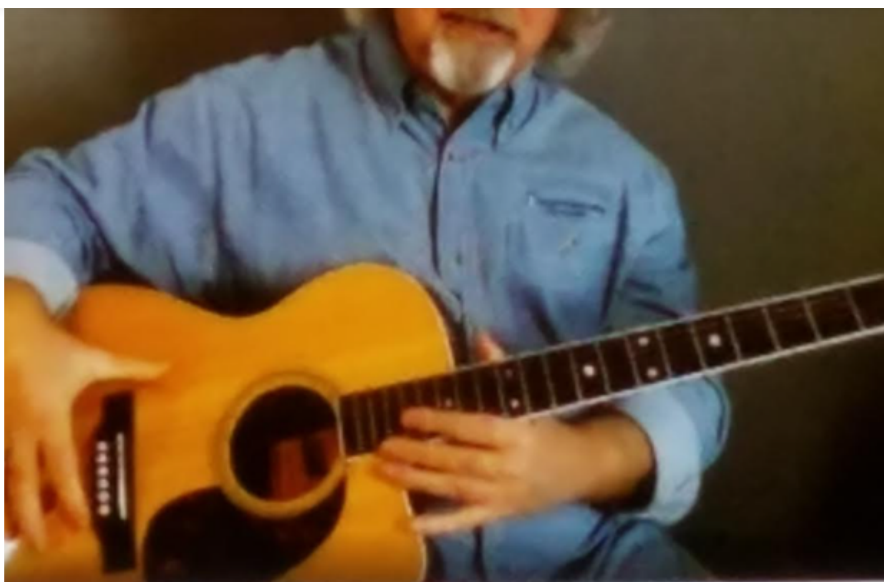
Middle School Science



7th grade students are studying chemical reactions. Above, Jack Straw uses baking soda, citric acid, and water to see how fast they can blow up the balloon. At the right, Jackson Glazarano poses with his inflated balloon.

The eighth grade class has been studying how sound can make something move. We have been learning about how sound travels through a medium and how sound affects objects at a distance. On January 15th we had our first remote guest speaker. Rick Fitzgerald: Musical Audiologist. He is a talented musician who shared his experience with studio sound, different kinds of guitars, guitar construction and application. Mr. Fitzgerald is pictured below.





6th Grade Science



Sixth grade science students are investigating Thermal Energy. Students have been creating models of the different features of commercial cups and how they keep a liquid from warming up or cooling down. They recently measured and calculated the percentage of light that is transmitted and reflected off a cup. Students will use this data to determine the impact of light on particle motion in a solid, liquid, and gas. Students will apply their findings from all their investigations to model their conclusion on what makes an efficient commercial cup.



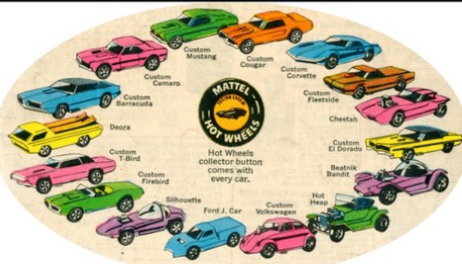


8th Grade LA

One of the toys kids loved was diecast model cars.

They were sold under name of the brands of Matchbox and Hot Wheels. Matchbox was founded back in 1947 by two English men Leslie Smith and Rodney Smith. Matchbox was originally called Lesney Productions. They were partnered with Jack Odell to build their business Lesney Productions.

A Matchbox car next to its packaging



A collection of old Hot Wheels

They made these small toys to reduce the unused resources during wartime. Odell we inspired by a rule at his daughter's school. This rule was that you can only bring in toys that can fit in a matchbox.

Later in 1968 Hot Wheels shows up in America with flashy muscle cars so Lesney had to counter. Eventually, Matchbox went bankrupt and was bought by another company.

The eighth grade students have been researching the 1960's as a preview to the book *The Outsiders*. The book's setting is in the 1960's and the students have researched topics like: fashion, Vietnam War, inventions, toys and games, architecture, literature the Berlin Wall and more. The students then presented their projects to the class. Above is a slide from the Sixties Toys and Games presentation created by Christian Balusek.

6th Grade LA



Learning Research Skills

The 6th Grade Language Arts students had a fun time researching and learning about different cultures from around the world. Students worked either independently, or in small groups, to research a country and culture of their choice. Mrs. Wiley, the school librarian, came to our class and taught the students how to use the library databases, which is where the students were to pull their research from. Students then learned how to incorporate their findings into a Google Slides presentation and how to create MLA citations for all of their sources and images used. It was a true process of inquiry learning as the students then became the experts of their countries and taught the rest of the class all about what they learned so that we, too, could learn more. The 6th graders have come to the conclusion that it is important for us as humans to learn about the ways in which others live their lives in order to help develop an understanding and respect for other cultures around the world. This knowledge, and respect, will aid the students as they begin their reading of *Homeless Bird*, by Gloria Whelan.



January High School Students of the Month

WLC would like to congratulate the 11th and 12th grade students of the month for January-

Nicholas Hughes and Jacob Tiedemann from the 12th grade AND

from the 11th grade a big congratulations goes out to **Keegan Hall and Zachary Goodwin**.

January Middle School Students of the Month

6th Grade

Evan Barber: The Dream Team is excited to nominate Evan Barber as January Student of the month. Evan has been working incredibly hard in all of his classes and is always enthusiastic about anything that is being taught in class. He is a very dedicated student and who enjoys learning. Congratulations, Evan!

Danika Stratton: This month, the Dream Team would like to recognize Danika Strarron for her hardworking attitude and the great strides she has taken to improve her skills across the classes. She takes advantage of her time in SEER to work with her teachers and asks questions about her assignments. She cares about her work and her effort has not gone unnoticed. Congratulations, Danika!

7th Grade

Jason Benn: Team Awesome is very happy to announce Jason Benn as one of the January seventh grade students of the month. Jason is a hard worker and strives to do his best on all of his work. He is great in class discussions and is very willing to help. Jason loves animals, plants and art and knows some pretty cool facts. Congratulations, Jason! Job well done!

Nathan Gill: Team Awesome would like to recognize this students for his hard work and citizenship. He always does his best and helps others as well. He loves sports - all kinds of sports and also hanging out with family and friends. He is polite and friendly to his peers and teachers. Congratulations Nathan Gill for being the January Student of the Month.

8th Grade

Zach Levesque: Team Awesome would like to congratulate Zach Levesque as January 2021 student of the month. Zach works very hard in all of his classes and is a great participant in class discussions. He always tries his best and has a positive attitude. Nice job, Zach!

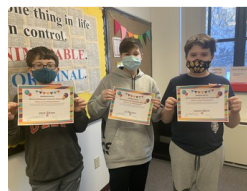




January Warrior Watch

These students and teachers were caught doing something wonderful, helpful, kind, or just all around awesome! They are nominated by others in the building. They are true WLC Warriors! Nice job!

Jason Benn
JJ Benson
Kayden Christopher
Connor Cillo
Noah Jaffe
Noah Lumibao
Kenan Medic
Kasey Rondeau
Jack Straw
Mr. Kane
Ms. Lhotsky
Mr. Zekser



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Sarah is using Smore newsletters to spread the word online.

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FLORENCE RIDEOUT ELEMENTARY SCHOOL

18 TREMONT STREET

WILTON, NEW HAMPSHIRE 03086

(603) 732-9264 Main

(603) 654-3490 Fax

www.sau63.org

Robert LaRoche, Principal

Introduction and Vision Statement

FRES

Summary

The Florence Rideout Elementary School is a grade one through five school serving children from the towns of Lyndeborough and Wilton, NH. Enrollment for the 2020 – 2021 academic school year is 225 students with an anticipated increase of thirteen students the following year. There are twelve general education teachers, three special educators, four special area teachers, four paraprofessionals, a counselor, a reading teacher, an intervention teacher, and seven Applied Behavior Analysts for the RISE program to total thirty-two professional staff members assigned to FRES. Our counselor supports LCS as well as FRES. The RISE program is designed to address the needs of children on the Autism Spectrum Disorder. FRES has a Tier II program falling under Title I funding which provides for three teachers in the WIN (What I Need) program, one of whom is shared with LCS. In addition to direct instruction, the intervention teacher supervises and schedules the staff in the WIN program and organizes STAR 360 and State testing. Lastly, FRES receives support from contracted services in the areas of speech language pathology, occupational therapy, physical therapy, reading, and psychology. This year, staffing assignments have been adjusted to meet the needs of the various options of learning platforms and so three teachers have been assigned to remote teaching solely.

Introduction

This is my first year as the permanent Principal at FRES after having served as the Interim Principal here for the 2019 - 2020 school year. That school year was interrupted in March by a worldwide pandemic that required students and teachers to work remotely for safety reasons. Prior to becoming the Principal at FRES I was an elementary school Principal for eleven years in Massachusetts in addition to the one as interim at FRES and therefore this is my thirteenth year in the role. Prior to becoming a Principal, I was a Middle School Principal for five years.

Needs Statement

I saw an immediate need to bring support and steady leadership to the staff and community and to provide clear expectations and collaborative engagement with stakeholders. Some areas of the curriculum were unfinished and professional learning for teachers was appropriate for the new

programs that had been adopted in instruction as well as assessment. Where the parents felt empowered and had a strong voice, the teachers did not feel the same. It is important for a successful school to include teachers in the process of decision making without giving up responsibility and is something that I had accomplished in my previous districts. To do this, I am following a map of gradually increasing the leadership potential among teachers and I will guide all members of the team to have a unified goal of achievement and community building. Professional development should be more focused on curriculum and instruction, relevant to day-to-day activities, and less theoretical in order to be effective. The curriculum that has been adopted at FRES is strong and appropriate for the needs of the school. For English Language Arts we use the Lucy Calkins Units of Study and Foundations, the Math program is Envisions Math, Science is Project Lead the Way, and Social Studies is Communities, Maps, and US History. The Social/Emotional Program that is being used in classrooms is called Responsive Classroom. Curriculum, Instruction, and practice are included in my goals.

The goals are as follows:

1. Academics/Curriculum

ELA

FRES uses the Lucy Caulkins Units of Study system for the instruction of literacy. All members of the staff have been trained on this program except for those who were hired after 2018. All staff, including special educators will be fully trained through professional development by June 2022. (Professional Learning)

The assessment that is used at FRES to determine reading levels is the Fountas & Pinnel Reading Assessment. Some teachers have been using a different reading assessment. By September 2021 all classroom teachers at FRES will be trained in F&P and FRES will use one assessment so that there is a continuity of assessment to properly track progress. At the end of each year, students will have a one-page document outlining their reading level with supporting details that will follow them through the grades (Professional Learning).

Math

FRES is starting the first year of a math program called Envisions. There was minimal professional development on this program and it should be addressed. All teachers who are involved with the teaching of math to include general education, special education, and interventionists will receive follow up training through

professional development by June 2022. (webinars, in-person PD from the math leader and Envisions trainers).

Science

FRES Teachers have been trained to teach one unit of the Project Lead the Way science program. When the pandemic hit we found that PLTW was not conducive to remote learning. Another science program that is favorable to online teaching called Mystery Science is being used to address that shortfall. By September 2022 teachers will have been trained on all units available for their grade level.

Social Studies

FRES has created its own social studies program to align with State standards and the program progresses through the grade levels. Internal professional learning will be scheduled to inform all teachers including WIN, classroom, and special educators so that everyone is working from the same playbook. All teachers will be trained by June 2022. (PD from the social studies leader).

Remote Learning

Due to COVID 19, students were taught remotely from March 2020 through June 2020. A remote option was offered and approximately 18% of students remain in remote mode. The need to have a developed system of remote teaching practices became evident and all teachers will receive familiarization training on remote systems through professional development by June 2021. (Remote teachers)

Social/Emotional Learning

There has not been any professional development for social and emotional learning in at least three years. Any staff members who have not been trained in Responsive Classroom will receive the full training. Staff members who have been trained will receive refresher training. All staff will receive the basic kit to employ Responsive Classroom in their classes. This will be completed by June 2022.

While Responsive Classroom is sufficient for classroom use by teachers, the counselor should have a more specific tool kit and it is recommended that a program called Second Step be used. The counselor would have scheduled mini lessons in classrooms and also use the Second Step program in emergency and/or crisis interventions.

2. School Based Leadership

I am enrolled in a program to earn a Certificate in Advanced Educational Leadership from the Harvard Graduate School of Education and will use three strategies per year over the next two years in my work at FRES.

In order to build a strong educational team, I will work to educate & empower teachers and staff in a variety of ways that will include head teacher, webmaster, literacy leader, math leader, social studies leader, and science leader. By June 2021, there will be a combination of staff meeting discussions, professional growth opportunities, professional development, and coursework. (The Skillful Leader)

- a. A core group of teachers who have had curriculum duties over a period of time will assume more formalized roles as curriculum leaders. By June 2021, they will take on more responsibility for inventory, submitting orders for consumable and text supplies, investigate professional development opportunities, and present their findings and knowledge to colleagues.
- b. All teachers will be fully involved with the creation of class rosters and scheduling in order to create the best learning environment for students by June 2021.
- c. By June 2021, a more formalized monthly staff meeting will be established to promote professional learning and will follow a structure that invites teachers to share knowledge and experiences that would benefit their peers.

3. Personal Practice

- a. By September 2021, I will have created a schedule to visit grade level teams for their common planning time. A running log will be maintained covering topics of discussion at these meetings. Each grade will be visited one time per month in order to keep up to date with classroom practices and support teachers. (This effort was impacted by covid for the current school year but will resume in the fall)
- b. By June 2022, classroom visits will occur daily as well as lunch and recess monitoring and afternoon dismissal. The visits will enrich the informal and formal observations that will be conducted throughout the year.
- c. By June 2021, increased collaboration will occur with the Director of Pupil Services, Director of Technology, Director of Facilities, and the Business Manager to provide them information about the needs at FRES and to provide

input on decisions being made in those specific areas at FRES. School-based input is necessary to effectively operate these programs.

- d. Remote or Virtual learning may be utilized even after the pandemic has passed. Google Classroom and Google Meet may be used for assignments, homework, and a possible alternative to having a snow day. By June 2021, I will have worked with an interested group of teachers to explore ways that we can take what we learned and modify it for our needs.
- e. By June 2021 I will have met with the WLC Admin to improve the transition of students from grade five to grade six.

4. Student Progress

Student progress is measured by the State of New Hampshire using NHSAS. Reading, Math, and Science (grade five only) are content areas that are assessed. The NHSAS assessment is administered once a year in the springtime. The purpose is to show year-to-year student growth, comparative growth across the State, and may show a school districts strengths and weaknesses. We will establish a baseline as soon as the assessment is administered again and develop an improvement goal for cohorts moving through the grades by June 2022.

At the district level, the STAR 360 assessment is administered four times a year to show current skill levels and the progress of individual students. Content areas assessed are Reading, Math, and Science (grade five only). This data is immediately available and serves to direct teachers in their instruction. Star 360 is being realigned to fit the changes made by the NH Department of Education for assessment. By June 2022 all students will progress a minimum of one grade in reading and math.

Fountas & Pinnel assessments that are used at FRES measure Reading in-depth and will show how well students perform on specific aspects of reading. By 2023 all students who are more than one grade level behind in reading will improve by 1.25 years.

Three Year Plan

Recommendations for change

1. Replace the administrative assistant at LCS with an Early Childhood Coordinator. That person would manage the Kindergarten and Preschool and act as a liaison with the FRES Principal for the grade K to one transition. Other duties would include scheduling of staff, minor administrative tasks, maintain curriculum connections, and fill in where needed while overseeing the program as the onsite person. Any administrative duties can be absorbed between FRES and the SAU. This will improve supervision of the program and have a leader present when issues arise.
2. Add a Science and Technology Teacher at FRES. PLTW is an intensive program that is hands-on, and requires longer lab times than can be realized in the classroom. Setting up and breaking down equipment is not efficient in the general education classroom. The requirements would be that this teacher be dual certified in elementary education and science. The general education teachers would still teach science theory through reading in the content area but labs would be carried out in a designated space with proper materials. This would improve students' performance for Science, Technology, Engineering, and Math (STEM).
3. The Librarian will be full time and split between FRES and LCS. This teacher would also present technology to the kindergarten students as well as library studies and would free up the Music, PE, and Art teachers who would visit less often as the number of classes at FRES grows and the need for more specialist availability. This would improve exposure to reading at the K level and increase the support to early literacy. Currently students entering first grade are not at the adequate reading level and this change would help.
4. STAR 360 could be improved upon to provide the information that teachers need to inform instruction. A program of assessment called iReady is quick to administer, creates learning groups, and provides lessons for each of those groups. This would increase the differentiation within classrooms and therefore student growth as well. I propose that a group of teachers and administrators investigate iReady as a possible replacement. iReady is used in several nearby districts and sending a team to one of these districts to learn is reasonable
5. Change the marking periods from quarters to trimesters. There is too little time at the beginning of the school year to gather enough data for a Learning Profile. In the second and third quarters there is disruption from holiday breaks that inhibits longer stretches of teaching and data gathering that would be remedied by trimesters. Changing to trimesters will give more time to assess, group, instruct, and modify to get a better understanding of a child's learning profile. A better composite would be created through this model.

6. Expand the use of Power School. Power School is only being used for attendance purposes by FRES teachers at this time. By opening up access to Power Teacher we will increase communication while decreasing printed materials. Teachers could post student progress midway through a trimester and a progress report would not have to be printed and mailed out. Parents would access this information through a parent portal. Parent portal is something that WLC promotes to parents and if we begin early in a child's time in WLCSD it is more likely to be immediately useful when they reach WLC.
7. Invest in newer devices to improve access to quality technology. All elementary students should be using Chromebook or tablets to augment learning. 1:1 use of devices would be best but having dedicated technology per classroom would suffice if the devices are more current. Replace any of the dim projectors in the classrooms. Teachers use technology via the boards to demonstrate for students, read books to students, and many other tasks. Students have to crowd around a rug at the front of the room because the projectors are failing. Improved technology will increase the speed in which students can access material and therefore faster learning.
8. The FRES counselor is responsible for LCS as well. That is a total of approximately 290 students. WLC has approximately 275 students with 1.5 counselors. I propose increasing the WLC counselors to 2.0 and the middle school person cover grade five at FRES. That would free up the FRES counselor to pick up kindergarten and have a more manageable caseload of K-4 and middle school 5-8. This would also help with transition planning between the schools.
9. The sixth grade may want to consider using the same ELA and Math that FRES uses. This way the transition from elementary to middle school will have some continuity and consistency while the students adjust to the change in academic structure. Having some familiar aspects of learning will improve the experience of the students with likely better success.

That concludes my introduction and vision statement.

Thank you,

Robert LaRoche

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

Robert Mullin
Business Administrator

PRINCIPAL'S REPORT
LYNDEBOROUGH CENTRAL SCHOOL
March 2, 2021

Registration for the 2021-22 kindergarten class will be held on Wednesday March 10 from 4 to 7 PM. This will be a drive up registration with parents staying in their cars, we ask parents wear masks while they are interacting with staff. Copies of original forms can be made if need be.

All the forms that are needed can be accessed by:

- Going to the School District website at www.sau63.org and going to the select a school link at the top of the page.
- Select the Lyndeborough Central School
- The click on Kindergarten Registration

A parent orientation will be held on-line on March 3 at 4:30. This 30-minute meeting can be accessed at the following link:

meet.google.com/vjh-fvut-qgd

The meeting will be recorded and posted on the website for parents who are not available at that time. The parent orientation will include presentations from each of the kindergarten teachers, our school nurse and our office manager who will provide needed information as well as be ready to answer questions. If parents have questions, please call the Lyndeborough Central School at 603-732-9228 or email Principal Bryan Lane at b.lane@sau63.org.

Friday March 19 the staff and students at LCS celebrated that passing of 100 days of school with the annual Pajamas and Pancakes Day. Members of the school community came in their favorite PJ's and were served delicious pancakes cooked up by Miss Michelle, Miss Debbie along with our leader Miss Kelly. Even though it was a delayed opening, the pancakes came in the afternoon on the last day before the February break. It was a great day.

***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

Robert Mullin
Business Administrator

TO: THE WLC School Board
FROM: Bryan Lane
DATE: 2/19/21
RE: Request for Information

At the last board meeting a question was raised as to whether students leaving the district were moving or remaining in town but going to a private school.

Since October, the following are the movement of students who withdrew from the District:

From FRES

One student moved to Weare
One student moved to Hudson
One student moved to Antrim
Two students moved to Temple
One student enrolled in Pine Hill

At WLC

One child moved to another district as assigned by the court
One student moved to Antrim
Two students moved out of state
One student moved to Hudson
One student moved to Amherst
One student moved to Germany
One student received their GED
Three students who were of age dropped out of school

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

Robert Mullin
Business Administrator

WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL DISTRICT
TOWN MEETING PROTOCOL
Saturday March 6, 2021 9:00 AM
Wilton-Lyndeborough Cooperative Middle/High School

The School Board and Budget Committee want all citizens to feel safe within the facility during the meeting. While it cannot be required, the Board is requesting that all citizens wear masks throughout the length of the meeting. Accommodations will be made for those who choose not to or for a medical reason cannot wear a face mask. The meeting will be audible on line and those citizens on-line wishing to make public comment may do so. All votes will be held in the school building itself and citizens must be present to vote.

Due to COVID-19 protocols there will be no child care offered during this meeting. No community organizations will be present at the meeting. Chairs will be spaced out by six feet and citizens are asked to be seated immediately and not congregate or greet one another. While waiting to check into the meeting, all citizens are asked to stand six feet apart at all times unless you are members of the same household.

Doors to the meeting will open at 8:30, citizens are asked to arrive by 8:45 in order to accommodate the check in.

- Entry will be at the main entrance for all citizens.
- Those with masks will enter into the gym and register their presence with the Supervisors of the Check List.
- Those without masks will go to the Cafeteria and register their presence with the Supervisors of the Check List.
- Citizens will be asked to be seated immediately. Attendees are asked not to move the chairs from their placement.
- Restroom facilities will be separate for those citizens who are wearing masks and not wearing masks.
- If it is necessary to take a vote by secret ballot, instructions will be given for citizens to move into the hallway by row of seating and then will be asked to return to their seats. Citizens will not congregate in the hallway, gymnasium or cafeteria at any time.
- When the meeting is over, citizens in the gym and the cafeteria will exit through separate doorways.

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD EMERGENCY MEETING
Tuesday, February 16, 2021
Wilton-Lyndeborough Cooperative M/H School-Media Room
6:30 p.m.**

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

Present: *Jonathan Vanderhoof, Mark Legere, and Paul White Participating Remotely: Brianne Lavallee, Tiffany Cloutier-Cabral, Jim Kofalt, Charlie Post, Carol LeBlanc, and Alex LoVerme*

Superintendent Bryan Lane, Business Administrator Rob Mullin, Principals Peter Weaver and Bob LaRoche, Director of Student Support Services Ned Pratt, Technology Director Mark Kline, and Clerk Kristina Fowler

At 6:35PM the Superintendent advised those participating remotely and those present that we will switch to the emergency meeting link which was provided and posted in several places including the agenda.

I. CALL TO ORDER

Vice Chairman Vanderhoof called the meeting to order at 6:45pm.

II. 6:45PM EMERGENCY MEETING

Due to no quorum the Board the meeting was moved into emergency meeting session.

III. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

IV. ADJUSTMENTS TO THE AGENDA

Superintendent reported the Short-term Strategic Planning Committee has a proposal regarding afterschool tutoring.

A MOTION was made by Mr. White and SECONDED by Ms. LeBlanc to accept the adjustment to the agenda. Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

V. PUBLIC COMMENTS

Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. There was no public comment to report.

VI. BOARD CORRESPONDENCE

a. Reports

i. Superintendent's Report

Superintendent gave an overview of his report. There have been two additional cases of COVID; one staff, one student. Contact tracing was completed and the Department Health has been informed. He thanked Principal Weaver, Ms. Edmunds, and Ms. Bertoncini for working on Sunday to make sure we keep everyone safe. He spoke regarding recertification for teachers; there are 2 that have not completed their hours, all others have been recommended to be recertified. He has provided the information to the DOE and staff will complete the process on their end. He will work with the Principal getting the last 2 to complete their hours. He noted Mr. Mullin will report on additional ESSER funds in the excess of \$300,000. They are looking at larger things to fund with the new round of funding such as changes to the facility ventilation. Mr. Mullin has reached out to administration to ask them to come up with projects or ideas (within the parameters) for what the funds can be used for. He has received all the curriculum materials and continues to go through it. He will get it out to the Board. It will be posted on the website so the public can see where we are and what we are doing. A plan can be created so the curriculum coordinator will have something to move forward with as the Board requested. He noted the Wilton Town Clerk has asked for a little bit help to reach out to see if there is interest from those over 17 years old (Wilton resident) to volunteer and help count ballots. He reached out to Mr. Boland at the Lyndeborough Town Hall; they do not need any volunteers. If anyone is interested in helping out Wilton, they should contact the Town Clerk. He reported that we did find out this week that Wilton has decided to move their annual meeting from March to June therefor we will not need to set up the gym for

March 11. Pending weather, they will use the flats at FRES; other than use of the restrooms we shouldn't have an issue. The town elections on March 9 are still scheduled at WLC; students at WLC will be remote. In working with the Superintendent Search Committee he sent out some surveys for review to potentially reach out to the public and staff to get some feedback on what they are looking for in a Superintendent. He spoke of cancelling school today; reports were showing 5-7 inches and the road agendas said they would not be ready for school. Friday, reports are that it will snow for a long period of time but he is unclear what it will look like yet; he will speak to the road agents at 5AM to see what we will do. A question was raised that some other districts have switched to remote vs. cancelling school; is this something he has thought about doing if we get too far along. Superintendent reports right now our last day is June 10 and if we add another day it is not a big thing. We have some flexibility but if we need more days we may need to plan differently and do some remote things. He notes WMUR now has an option to list if you move to remote learning. If we go beyond that 5th day, (one more snow day) we will need to look at other options. It was noted the additional ESSER funds is a lot, \$300,000 and some other districts are looking at UV sanitizing, staff laptops or additional Chromebooks. We could also upgrade some of older units to support video a little better. Superintendent voiced we would need to show the hardware is not sufficient; we need to be extremely careful. We are also looking at cleaning the ducts in the buildings; cost is unknown. The other thing we may look at is there is no air movement in the upper foyer in the MS wing to the science area and it can get pretty warm up there. Mr. Erb is looking at creating an exhaust system to pull the air and increase our circulation throughout. A question was raised, what about other technology in the classrooms; things to support the technology such as SMART boards, wider angle webcams etc. Superintendent responded we could work with Mr. Kline on that. The Principals are asking staff what the needs are; we need to find productive ways to use the funds. Mr. Mullin did reach out to administration and we will report back. Superintendent confirms we do not need to share this round of funding with the private schools. Mr. Post asked for a copy of the grant and the parameters of use be sent to the Board. Mr. Mullin will send this out. He confirms we have to first apply and then spend the funds; it continues through 2023. Mr. Mullin will have additional information on it.

Mr. Mullin voiced we are putting together a priority list from each department; we want to be sure everyone gets a piece of this. Funds will be available until September 2023. Part of the plan is to hold back a certain portion to take care of anything that may be unexpected. We cannot include anything that has been budgeted in the current FY. We need to make sure we are not breaking the spirit of intent of the funds nor the written regulations of it. We will be open to an audit from the use of the funds and he doesn't want there to be any question in the integrity of the funds. He was asked to clarify whatever we spend must be over and above what is budgeted, Mr. Mullin agrees. An example was used, if we budgeted to spend \$10,000 on "widgets" and we spend \$15,000; that overage can be part of the ESSER funds. Mr. Mullin agrees.

ii. Director of Student Support Services Report

Mr. Pratt provided an overview of his report which includes an update on current staffing patterns. He notes he did not list the prior year's numbers in the report for comparison; he will send an updated one. He reports having 42 district positions, same as last year. There is some movement in some areas but basically the positions are the same. Contracted service providers increased a little which is in line with some additional services the students required. We are looking at next year's numbers in terms of IEP's. We have 111 students, 18 RISE students and 14 ABA therapists. He pointed out we do have more students than ABA therapists as are a number of students that do not require full time ABA services. He included a table showing the student to teacher ratio with last year's numbers included. There is fluctuation in student needs, LCS went down and FRES increased; it is a fluid number every year. He also included a table showing student, teacher and paraprofessional ratios. It does reflect the needs of the students. He voiced appreciation for the Boards support, the towns people, the Budget Committee, and Superintendent who work collaboratively with the staff members. He notes we will continue with that great teamwork across the board and across all schools. They are all looking forward to when we can be all together all the time with no worries of COVID.

iii. Director of Technology's Report

Mr. Kline reported we filed the initial eRate; he has been in a number of discussions with vendors to give them more details on what we need and asked for recommendations in some cases. Bids should be forthcoming. At WLC there was an issue with a switch; it needed to be restarted on several Monday mornings. The third time it happened it was replaced with a new one. There was an issue with the PA system; the speakers in the hallway were not working but they were in the classrooms. He confirms it had nothing to do with the phone system. A technician came in and did some repairs and fixed the issue but there is still a little "raspy tone"; they think a line conditioner will be helpful in that area. Over the past month we encountered quite a few failures in the Chromebooks. This was likely caused from components on the motherboards failing. Due to this we were unable to meet the needs of students and 50 additional

units were ordered. This will give us a couple dozen spares. The new ones will be given to the 6th grade and that should be completed this week.

b. Letters/Information

i. Enrollment

Superintendent reported the district total is 590; a drop of 4 students. We have fluctuated between 590-595 since the beginning of the year. It is not one grade in particular and no real understanding of why this is; it is not due to remote learning or home school. It is from people moving in and out of the district. A question was raised if we ever reach out to people who leave and ask for the reason. Superintendent responds we have never solicited that information but if the Board directs us to we can. We do get a release to transfer their files. Mr. Vanderhoof voiced he would be interested to know why they are leaving especially if they are living in town. Superintendent responds he can find that out for him.

ii. Audit-Year End June 30, 2020

Superintendent reviewed the audit is provided annually and is for information purposes. A couple small things were found around the student activities accounts; he has sent out inquires to the buildings to determine how we can change our practice moving forward. A question was raised regarding the payroll procedure section. It says there was no review or approval occurring; isn't that what is happening when the manifests are reviewed by the Board and signed. Mr. Mullin responded that he had a discussion with the auditors about this. They do recognize the members who are coming in and signing the manifests. The other comment was the Treasurer was not coming in to sign it. He reports, the challenges we have especially during COVID, are that we have to pay our employees on time. The treasurer works full time and is not necessarily available to review payroll or accounts payable. He wants her to come in to review it after the fact. Last year that was not happening but this year he is having her review them after the fact. A question was raised regarding the technology policies and it was believed that Mr. Kline's predecessor spoke about HB1612 and we were making the changes; did this not happen. Superintendent responded, it is his understanding that we took care of that; he will look into it with the auditors and will follow up. The technology audit that we went through specifically noted those pieces; he will get back to the Board with more information. It was suggested that the Board needs to review the financial audit and come up with a list of follow up items to make sure they are addressing all the points that were raised by the auditors. Clearly the overall findings were good but there are things the Board is responsible for such as reviewing and updating policies. A question was raised regarding the section on adjusting and segregating duties of journal entries. Mr. Mullin was asked to clarify what this is. Mr. Mullin spoke that adjusting journal entries can be when he or a staff person find errors. They do an adjustment to correct it and as you see in the audit, they asked for some to be done and those were completed. They were looking at it and were only seeing one signature. Since he has been here, he has had dual signatures on all corrections before he even saw it in an audit. He wants to have a second set of eyes seeing it in his department. A question was raised regarding the section on management representation; it is assumed to be a checklist or something someone in administration signs off on. It was asked that this be shared with the Board. Mr. Mullin spoke that the business administrator is asked if they want to fill out a survey and he chose not to do that because the audit was during a time he was not here. The auditors recommended he do that and assuming he is here for the next audit he would respond to it next year. A question was raised regarding the section relating to encumbrances; are they referring to legally binding encumbrances or issuing purchase orders, what specifically are they asking. Mr. Mullin spoke that anytime a blanket purchase order is made during the course of the year we encumber the funds to reserve them. We also do a journal entry encumbering salaries. The auditors are asking when you do this to create a report and present that to the School Board so you have the ability to review and approve those. It was noted, as a School Board, they need to come up with a list of things that needs to be done and put into place; this should be one of them. The Board should have visibility as these happen. A question was raised regarding adjustments reserved for encumbrances. It appears it is a liability based on some of the encumbrances. Mr. Mullin responded he would have to get back to the Board regarding this. Mr. Kofalt noted it would be helpful to know if at the end of the year we are on the hook for certain expenditures; it is assumed this would come out of the unexpended fund balance. Mr. Kofalt would like to follow up on this and will speak to the Chairman and suggest we have a checklist of what we as a Board need to do to make sure we are ticking the boxes. Mr. Mullin voiced that a couple of months ago he requested once the budget has been completed that the policy subcommittee reconvene and review the financial policies and any others the Board can review. He notes, we can always write a new policy after discussing how we would like to handle it. It was an item the auditors brought up that we should review the policies on a regular basis and he has always done this as a school committee member in his town. He looks forward to working with the school committee on this in the near future.

VII. FY 2020-2021 YTD Reports

Superintendent reported the monthly YTD reports are provided, he is reviewing these with Mr. Mullin as a whole and will communicate with the building Principals and make sure we have a firm grip on the fund balance for the end of the school year. A question was raised looking at the YTD revenue summary and the revenue spreadsheet under transfer to capital reserve it is showing a remaining balance of \$25,000; have we not transferred the encumbered amount. Mr. Mullin responded the \$82,450 is the funds we requested to cover the WLC roof repairs at the last meeting. They are encumbered because when the Board approved the use of the funds we cut the check and paid them so they are encumbered. It is money to be received. Once we receive it from the capital reserve account that will go in and satisfy the encumbrance and balance out to the \$250,000. A question was raised regarding business office services being about \$15,000 over budget; what is driving the expenses. Mr. Mullin responded since the beginning of this year we contracted with a company (MRI) who contracts consultants to work with new business administrators to help them get up and running, to ensure everything is in order for them as they are learning their job properly specifically helping with reports to the DRA. He has a gentleman coming in on a part-time basis; it was never budgeted as it was not foreseen.

VIII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Legere to approve the minutes of January 28, 2021 as written.

Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Legere to approve the minutes of February 2, 2021 as written.

Voting: via roll call vote, seven ayes; one abstention from Mr. White, no vote heard from Chairman LoVerme, motion carried.

b. Warrant Articles

Superintendent reviewed he will work on the draft of the script. Members need to determine who will speak to which article.

Warrant Article 5-Teacher CBA-Chairman LoVerme volunteered to speak to this.

Warrant Article 6-Support Staff CBA-Mr. Post volunteered to speak to this.

Warrant Article 7-Building/Equipment & Roadway Capital Reserve-Mr. Vanderhoof volunteered to speak to this.

Warrant Article 8-SPED Capital Reserve-Mr. Vanderhoof volunteered to speak to this.

• SHORT-TERM STRATEGIC PLANNING COMMITTEE PROPOSAL

Mr. White reported the committee got together and discussed where the grades are and going forward, what are the needs. They identified that remote and in-school learners are struggling to keep up. They would like to set up a small group for 1:1 tutoring. Tutoring at WLC would include afterschool 2 hours per day for 4 days a week with 2 staff (2 days of English/social studies, 2 days of math/science) at a cost of \$4,608 for a total of 9 weeks. At FRES 2 hours of tutoring for 4 days a week, 2 staff (reading, writing and math) at a cost of \$4,608 for a total of 9 weeks. LCS will have 1 hour of tutoring, 4 days a week with 1 teacher (literacy and numeracy) at a cost of \$1,161 for a total of 9 weeks. Total cost for all tutoring at all schools is \$10,377. Positions will be stipend positions and this would fall under COVID related expenses therefore having no impact on finances. As a committee, they agreed this is needed and felt it would be the most effective way to impact students. Some students who are not attending in person may be comfortable coming in with a smaller group. It was confirmed transportation would not be provided by the district, parents would need to provide this. If it is determined there is not a need for all of this, it will be cut back but is a good starting point. If it is determined more is needed, they will return with their findings. Administration would make a list of the students and would reach out to parents; they will work through any issues they may have. A question was raised regarding the W.I.N. (What I Need) program. Mr. White explained it is an individual program, teachers "hone in" on what the students need; it may not be additional services but those who need "a little bump". These services are not readily available in the remote setting. Superintendent added, students who are remote would have trouble accessing the program due to scheduling issues and this would be an added opportunity if there was interest for them to come in. A question was raised if there is a sense if parents are willing to bring students in after hours. Principal Weaver voiced that in general they are but they have not spoken to the parents of the students they want to target; they would like them to come into this small setting and online if necessary to recover some of the competencies and credits. Superintendent notes the 9 weeks would bring us to the end of the quarter and if we need

to extend it we will have a better knowledge of the ESSER funds and come back to the Board if needed. After a few weeks we should know how many will take advantage of this. It was noted that the decision was made to not hire a RTI coordinator at FRES; that position was used for a remote teacher. This program would really help to assist the kids at FRES as it has not been as solid as it has been in the past 2 years. A question was raised if it is known about how many students need help. Principal Weaver responded they have 36 remote students that have 1 or more F's. These are the students they will target starting with the remote learners and then with in-school learners. There are 48 in-school learners who have 1 or more F's. Principal LaRoche spoke that at FRES, more research will need to be done. Teachers are kind enough to gauge the students and they have a total of 16 that in their mind would benefit from additional services. He added, we want to separate who would want to come and that would be their next step, to reach out if it is approved. A question was raised regarding the hybrid model and when the program was pulled back, are there some of those students in the program. Superintendent responded that the majority have come back into school with some going remote. Principal Weaver spoke that there is a lot of catching up to do, they also have to keep up with the current learning. A question was raised if there are any funds left over from the previous ESSER funds. Mr. Mullin confirmed there is about \$25,000 left. A question was raised if there is concern about allowing students to do this remotely, will we run into the same issues they are having now. Mr. White spoke that they are hoping to get the students to come in for face to face instruction and remote is the last resort. A question was raised if all students took the STAR 360 testing and is there data we are using to pinpoint areas they are struggling with; will this be available to teachers. Superintendent responded any data we can have, makes sense to use it. A question was raised how will we track the effectiveness. Mr. White responded by the grades; if they are able to bring up their grade and if the quality and quantity of work improves. A question was raised if the F's they are receiving is due to quality or lack of work; what is the underlying issue. Principal Weaver spoke that the issue they are struggling with at the HS is students not logging on consistently or they log on but do not participate and are not submitting work. It is very inconsistent. It is a challenge when students are away from them. Our families have to work and there is not always an adult to hold them accountable. There may be some students who are not worried about their health; it is that this is easier and there is no accountability. There are some students who struggle with the amount of work. This would be a bridge to try to get students to a place to have some hope and earn the credits; they need to move in the right direction. Mr. Vanderhoof notes that he does like the proposal for students struggling with the work and understanding it and being able to get that bump they need but as far as the other students who are not doing the work, it seems more like a babysitting effort rather than a tutoring effort. Superintendent responded that one of the things that can happen is that they lack the basic skills; if we can target that, it may be the jump start to get them to where they need to be. Ms. Lavalley added that one of the things she has seen with remote learning is that it is not always a lack of effort but that you cannot always see the work written out; there may be a lot of steps and it is hard to see where the student is making a misstep especially if the teacher is teaching the entire class. When you have the ability to sit with the student and help them through the difficulties they may not be as frustrated, not shut down or not try. Students may have the ability but are struggling to meet the demand at their grade level. She has seen some remote students who are getting D's last quarter and had more 1:1 attention at home and have brought up their grades. Principal Weaver expressed there is a group of students who want to learn and are struggling and want to get back and be with friends. There is a group that Ms. Edmunds has worked with and struggled with because of the lack of accountability. He believes these numbers are big for a such a small HS and there is a need to try some different things to get them back into the system.

*A MOTION was made by Mr. White and SECONDED by Mr. Post to approve starting an afterschool tutoring program at a total cost of \$10,377 for 9 weeks, funded through the ESSER funds. **

It was noted the committee will track this and report back in 4 weeks. A question was raised regarding the wording of the motion and how do we know we will have the funds. Superintendent responded we have \$25,000 left and can fund it through ESSER.

**Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.*

IX. DISTRICT MEETING DISCUSSION

Superintendent expressed he wants to be clear on the mechanics of the district meeting. Chairs can be set up to social distance in the cafeteria and the gym. The gym would hold 140-150 seats and the cafeteria about 80. Sound will be projected in both rooms. Both rooms would be able to make comment through mics specific to that room with the moderator managing that. We will have assistant moderators in both rooms and we are working on that. He spoke regarding ballot votes and that we will have people in each room move out of the rooms into the hallway to vote and come back to the same room and same seat. There will be separate bathrooms for those who are masked and those

who are not. He will be working next week to ensure the sound system will work. We will also be able to have a remote option to listen but residents would have to come into the building to vote; he is not sure if the Board wants to do this or not. A question was raised if we did have a remote option how would the voting work for that; how do we spread out the time for them to drive here and vote. It will delay the process quite a bit. Superintendent responded it is up to the Board. He assumes there will be a secret ballot vote. He adds, once you leave the building you can't take your voter card with you. He reiterates it is up to the Board; if it is not something they want to do it will make set up a little easier. Mr. White noted it would be hard for both he and his wife to attend and what sort of situation would it create if she watched at home and wanted to vote. A question was raised if we do that, how long would we hold for voting. Superintendent responded there could be a time determined from a certain time to a certain time for people could come in to vote. It was expressed that the meeting is often long and people complain having to come in on a Saturday. In terms of voting, if we had to wait for someone to come in, it is unfair for the people who came out; it is similar to if you came late. Superintendent questioned if the Board wants the ability for residents to listen or not. Ms. Lavallee thinks we should have it; maybe they would sit in their car and if they feel it is going in a direction they don't want, they can come in. A question was raised if there is a time limit for the ballot. Superintendent responded if the Supervisor of the Checklist says you are a resident and registered you can come in. It is the Superintendent's understanding that you cannot leave and come back because you have to turn in your voter card. It was expressed that if someone came in to vote, they would be able to vote for one paper ballot unless they stayed at the meeting. It was noted that anyone can attend the meeting but only residents can vote; Superintendent agreed with this. Discussion was had regarding voting which included not being in favor of "holding" the vote as it could end up being a fairly long day and it would have to be done equally for all warrant articles, support was expressed for running the meeting as set up and vote as normally done it is sufficient and adequate. If something doesn't work, we may have to rework that between now and then. It was expressed that some consistent resident feedback has been that they want to know exactly what the logistics are ahead of time. It was suggested to be very clear, put it in writing, and use all available resources to get it out to all community members. Superintendent spoke that his goal is to create a document for the Board to review; members can comment back to the Chair. It would be put on the website, sent to all parents and a notice to the newspaper. He would request any town organization that may have Facebook accounts etc. would post it as well. A question was raised if it is really the Board's decision or is it the Moderators. Superintendent responded that the Moderator is an employee of the school district; he has to follow the rules of the law and how it is run and perceived. He does the work for the Board and if the Board requests to have a voting period he announces the voting period and if the Board does not request this, he does not announce one. Mr. Kofalt expressed he wished Mr. Holland, Moderator was present to hear his thoughts on it.

X. COMMITTEE REPORTS

i. Budget Liaison

There was nothing to report as the committee has not met.

ii. Superintendent Search Committee

Mr. Post reported he has had some trouble scheduling a meeting and is looking forward to meet next Monday at 6pm although he has not reached out to the group yet. The Superintendent had put forth a survey which needs to be approved once the group is together. There are 7 applicants; he is hoping to get a couple more from some other possible candidates and go from there. The deadline to apply is February 21. Things will move quickly once they look at the candidates and get community input. They are reaching out to Lyndeborough government officials and Ms. Cloutier-Cabral will reach out to those in Wilton to see what their thoughts are on the collaboration piece of it. A question was raised if none of the candidates fit our needs, has there been discussion about an interim superintendent for a year and what would change there. Mr. Post spoke that would be plan B. They had talked about a one year interim or finding a longer term solution; that can be added to their agenda. Several candidates have applied from out of state. He can also reach out to some other potential applicants who may be interested in applying. It was clarified the question was more relating to advertising; current deadline to apply is February 21. It was clarified this would be for a back-up plan; Mr. Post agrees it is a good idea and think about this. Chairman LoVerme expressed he would not advocate for sending an ad out until the applications have been reviewed. Superintendent added if the pool is sufficient then we will wait on that and if not the committee could look at advertising for an interim.

iii. Short-term Strategic Planning Committee

Mr. White spoke that everyone received a copy of his report. It included the need for the tutoring program and the proposal was discussed earlier and voted on. The program request was due to a number of students falling behind. He noted the kindergarten teacher expressed they were working beyond their time and needed some help. Superintendent had determined the cost and funding source for the tutoring program. This program was big on their list and the committee will move forward to the next thing on the list that is of concern. A question was raised how the Board feels regarding the committee discussing the upcoming summer school program in regard to if there is additional

intervention needed for students returning in the fall. It was expressed it would be a good discussion, but may be looking at the same pool of students. It may be worth discussing if it is worth running a remote one or just having it in person. We will have to see how some of the kids do the rest of the year; it is something we should have in the back of our minds if we need to discuss this down the road. A question was raised if 60% of the students who need help are remote and showed no signs of needing help in the prior years, is it because of the effectiveness of remote; will more remote learning help the students or are we just spending money. Superintendent clarified that the idea of having it be remote was not discussed; it was not the intent. Superintendent confirmed there is no funded program for summer school at WLC. The Board approved specific funding last year; it is not budgeted at this time. If there was a need and we could show to have the need, we could use ESSER funds if available.

iv. Negotiations

Superintendent reviewed there is nothing to report, the warrants are moving forward and the Memorandum of Agreement's have been approved the by the Associations. A question was raised regarding the presentations and if that will be done via email. Superintendent responded there is a Board meeting prior to the district meeting and if the presentation is part of the agenda the Board has the ability to comment. It was noted it would be great to hear the teachers discuss their presentation; they have the opportunity to hear the Board's at a public meeting. Superintendent noted as a public entity, you have to have that level of transparency.

XI. RESIGNATIONS / APPOINTMENTS / LEAVES

a. Resignation-Amy Glover, ABA Therapist

Superintendent reviewed the resignation; the position has been filled with a person of equal salary.

XII. PUBLIC COMMENTS

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

Ms. Melodie Jones asked if there is handicap accessibility outside the gym and will caregiver seats be set up. Superintendent responded yes.

XIII. SCHOOL BOARD MEMBER COMMENTS

Mr. White voiced appreciation for the Board listening to the proposal tonight; there were good questions and answers. He hopes the momentum will continue.

Ms. Cloutier-Cabral voiced appreciation to the district for approving the tutor program. She notes, we don't know what everyone is going through but we know everyone is going through uncharted waters. She thanked everyone.

Ms. Lavallee commented it was great to hear the support for the tutor proposal and that we are on the same page. She voiced appreciation for the members and staff that attended.

Ms. LeBlanc commented it was a great proposal and thanked the Short-term Strategic Planning Committee; she thanked them for the work they did.

Mr. Kofalt echoes the comments made and thanked the committee for putting it together, good job.

XIV. UNSEAL NONPUBLIC MINUTES

A MOTION was made to unseal the non-public session minutes of February 2, 2021 by Mr. Legere and SECONDED by Mr. White.

Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

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

A MOTION was made by Mr. Legere and SECONDED by Mr. White to enter Non-Public Session to review nonpublic minutes RSA 91-A: 3 II (C) at 8:29pm.

Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

RETURN TO PUBLIC SESSION

The Board entered public session at 8:37pm.

395 *A MOTION was made to re-seal the non-public session minutes of February 2, 2021 by Mr. Legere and SECONDED*
396 *by Mr. White.*
397 *Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.*

398
399 **XVI. ADJOURNMENT**

400 *A MOTION was made by Mr. Legere and SECONDED by Mr. White to adjourn the Board meeting at 8:37pm.*
401 *Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.*

402
403 *Respectfully submitted,*
404 *Kristina Fowler*

405

DRAFT

**Nonpublic Session Minutes
Wilton-Lyndeborough Cooperative School District**

Date: 2/16/21 **Time:** 8:29PM

Members Present: Jonathan Vanderhoof, Mark Legere, and Paul White, Participating remotely:
Alex LoVerme, Carol LeBlanc, Tiffany Cloutier-Cabral, Jim Kofalt, Brianne Lavallee, and Charlie Post

A MOTION was made by Mr. Legere and SECONDED by Mr. White to enter Non-Public Session to review nonpublic minutes RSA 91-A: 3 II (C) at 8:29pm.

Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

Specific Statutory Reason cited as foundation for the nonpublic session:

_____ RSA 91-A:3, II (a) *The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, **unless** the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.*

_____ RSA 91-A:3, II(b) *The hiring of any person as a public employee.*

 x RSA 91-A:3, II(c) *Matters which, if discussed in public, would likely affect adversely the reputation of any person, **other than a member of this board**, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*

_____ RSA 91-A:3, II(d) *Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.*

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

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

Roll Call vote to enter nonpublic session:	Alex LoVerme	Unheard
	Jonathan Vanderhoof	Aye
	Tiffany Cloutier-Cabral	Aye
	Charlie Post	Aye
	Mark Legere	Aye
	Brianne Lavallee	Aye
	Carol LeBlanc	Aye
	Paul White	Aye
	Jim Kofalt	Aye

Entered nonpublic session at 8:29p.m.

Other persons present during nonpublic session: Superintendent Bryan Lane and Clerk Kristina Fowler

Description of matters discussed and final decisions made: Nonpublic minutes of February 2, 2021 were reviewed.

A MOTION was made by Mr. Legere and SECONDED by Mr. White to approve the nonpublic minutes from February 2, 2021 as written.

Voting: via roll call vote, all ayes; two abstentions from Mr. White and Chairman LoVerme, motion carried.

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

A MOTION was made by Mr. Legere and SECONDED by Mr. White to exit the Non-Public Session at 8:36pm.

Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

Public session reconvened at 8:37p.m.

A MOTION was made to re-seal the non-public session minutes of February 2, 2021 by Mr. Legere and SECONDED by Mr. White.

Voting: via roll call vote, all ayes; no vote heard from Chairman LoVerme, motion carried.

These minutes recorded by: Kristina Fowler