

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, October 26, 2021
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/nub-xpnq-vmh

Audio: [+1 904-352-1751](tel:+19043521751) PIN: 855 949 131#

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. PLEDGE OF ALLEGIANCE**
- III. 6:30PM JOINT BOARD & BUDGET COMMITTEE SESSION**
 - a. FY 2022-2023**
 - i. LCS, FRES, MS/HS,
 - ii. Curriculum
 - b. YTD Reports**
- IV. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE and KEB.
- V. ADJUSTMENTS TO THE AGENDA**
- VI. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Business Administrator's Report
 - ii. Director of Student Support Services Report
 - iii. Director of Technology's Report
 - b. Letters/Information**
 - i. Enrollment
- VII. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
 - b. Request for Funds from Building/Equipment & Roadway Capital Reserve**
- VIII. POLICIES -1ST READ**
 - i. DAF-4 Procurement-Additional Provisions Pertinent to Food Service Program
 - ii. CBI-Evaluation of the Superintendent
 - iii. CBI-R-Evaluation of the Superintendent
- IX. COMMITTEE REPORTS**
 - i. Finance Committee
 - ii. Policy Committee
 - iii. Nurse Committee
- X. BOARD BUDGET DISCUSSION**
- XI. PUBLIC COMMENTS**
- XII. SCHOOL BOARD MEMBER COMMENTS**

XIII. ADJOURNMENT

INFORMATION: Next School Board Meeting-November 9, 6:30 PM at WLC

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

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

Emily Stefanich
District Curriculum Coordinator

BUSINESS ADMINISTRATOR REPORT

October 26, 2021

October has been a productive and very exciting month (numbers-wise) and I am pleased to report the following:

- I completed **removal of all COVID costs** from the General Fund and have properly classified those expenses per Grant.
- **FY 21 expenditures** were reviewed and reclassified as necessary to summarily close out FY21. The Auditors are scheduled to begin their annual audit in November.
- By the time the Board meets on October 26th, all appropriate forms will have been submitted to the **Department of Education and Department of Revenue**. The delay in submitting these forms has been the direct result of cleaning up FY 21 finances. I want to thank the Towns of Wilton and Lyndeborough for their cooperation as this has been an inconvenience in setting their 2022 Tax Rates.
- The **FY 23 Budget Process** has begun! I am very thankful to our Building and Program Administrators, the School Board, and the Budget Committee for their patience and understanding as I literally blew the budget apart to pull it back together in a way that makes sense for all our new budget partners.

On October 18th I met with David Miller, Wilton **Trustee of Trust Funds**. We discussed the District's three Capital Reserve Funds, how they're invested, preferred procedure for remitting annual funds for investment, and proper procedure for requesting reimbursement of qualifying expenses. Phase 7 of the Roof Replacement project of WLC was recently completed at a cost of \$67,046 which will come from the "Building/Equipment and Roadway" Capital Reserve Fund. Once the Board approves the project cost and authorizes payment, I will then request reimbursement of those funds from the Capital Reserve Fund.

In finalizing FY 21 expenditures and developing the FY 23 Budget I identified dozens of additional accounting misclassifications that originate out of Payroll. These misclassifications appear to be inherited by our Payroll Specialist when she started last year and were further complicated in FY 21. While I work to adjust FY 22 entries to their appropriate accounts and confirm the permanent fix, I am only providing the Board with **1st Quarter FY 22** expenditures for "hard costs". It is important to note that these historical misclassifications will not have an impact on the bottom line of the FY 23 budget but will have an impact on how the FY 23 Budget appears for wages/benefits when comparing line items for prior years.

I am looking forward to turning the final page and closing the book on FY 21 and being able to fully focus on FY 22. I recognize that budget and finance are the largest components of my job and will continue to strive to responsibly manage the budget and deliver quality numbers to the School Board and the public. Having said that, I am excited for when I will soon have the opportunities to fully explore my roles with Facilities, Food Service, and Risk Management responsibilities.

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**Student Support Services Report
October 2021**

The Office of Student Support Services continues to provide quality services for all of our students with disabilities and their families. The month of October was a busy one for our students, staff, and families.

This month's report bullets are:

- A recent request was made from the Board regarding the number of move-ins over the past three years and its effect on special education service program planning and delivery.

Over the past three years, we have had 24 students on IEPs join us from other school districts from Prek - Grade 12. In the same time period, 16 students on IEPs left our district for other school districts. The analysis of the data indicates that we did not have any move-ins that were related to "choosing" one of our programs to attend. The "net" 8 students did not put any undue stress on our programs.

Another analysis that I plan on undertaking is the increase of students entering the RISE program over the past three years. Additionally, I will be looking at the number of students needing behavioral services in our district and the need for expanded programming in this area.

- Daily visits with all building administrators to plan, problem-solve, and discuss any aspects of general education/special education services as well as promoting a team approach to our work.
- I also make daily visits to all schools to make sure that all necessary resources are allocated to our students and staff as well as meet individually with case managers and related service staff. I have also been participating in IEP related meetings, as needed, when called upon by administration, staff and/or parents for my input.
- We continue to work on our budget proposal for FY'23 and prepare for our budget session on November 10th. We are reviewing all line items from previous budgets and prioritizing the needs for the department as we anticipate the FY'23 cycle. We look forward to discussing our proposal with the School Board and Budget Committee.

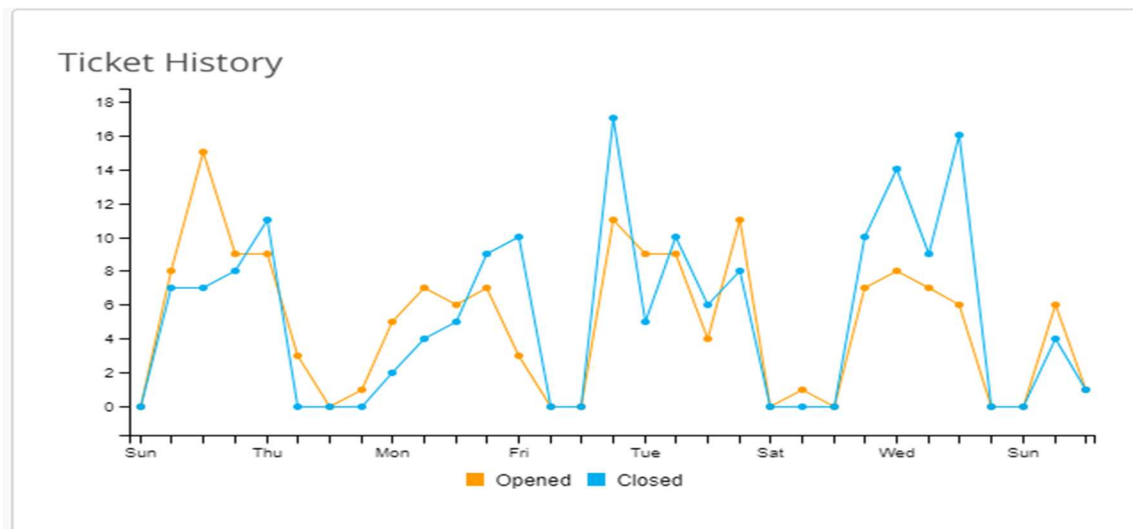
October 2021 SAU63 Technology Report

Jonathan Bouley

Director of Technology

Support:

In the last 30 days, we had 153 new tickets created down 98 from previous 30 days. We are hovering around 50 open tickets down 30 from last month.



Category Breakdown



- Accounts, Passwords, User Setup
- Hardware Repairs
- Hardware Setup, Configuration
- Network Connectivity
- Other
- Phones, VoiceMail, FAX
- Printing
- Software, Subscriptions
- Training (Non-Integration)
- Unspecified

OCTOBER 1

Category Breakdown



- Accounts, Passwords, User Setup
- Hardware Repairs
- Hardware Setup, Configuration
- Network Connectivity
- Other
- Phones, VoiceMail, FAX
- Powerschool
- Printing
- Software, Subscriptions
- Unspecified

September 1

Categories: I provided September and October side by side data, accounts & passwords still remain our number one area of tickets but we have seen a sharp increase of screen being broken. I have 24 chrome books that are pending screen replacements and at least another 12 since the start of September. Those numbers did not sit well with me. In researching we found most are coming from middle school and as of right now are not Malicious in intent, teachers have witnessed many of the accidents, if it was a student knocking it off the desk or a back pack being dropped, carrying incorrectly and dropped in the hall. I found that mark had previously looked into cases/bags and had already built them into our budget for future purchases. After reviewing the cases he was looking at and getting some student input we settled on a plastic and rubber cover that is very much like a phone case doesn't add significant bulk or weight and is not another bag for them to carry so we would get more student buy in. it also is cheaper than the original bags and much cheaper than screens. We bought enough to cover the middle school and are in the process of rolling them out. We will be looking to roll more out after we have deployed and monitored the effective ness of these. We are hoping these will help us maintain our fleet for the 5 year cycle we need them for.

[Rugged cases for home, school and work – Gumdrop Cases](#)

Projects:

New line boards:

We have received 4 newline boards that are to replace old or broken projectors. We already have a few in all three buildings and moving forward we will standardize on these as our display technology. These are interactive smart boards that allow teachers to use them as remote displays from their computers white boards and many other things for learning enhancements. We were able to get the software working this year that allows us to connect over the network which hadn't been in the previous years. This allows teachers to be more flexible in their classrooms and out of their class rooms and not be tied to where a cord is.

2 are slated for the middles school and 2 are slated for the high school at this time.

[RS+ Series Interactive Touch Display - Newline Interactive \(newline-interactive.com\)](https://newline-interactive.com/)

United way: we had our IT intern volunteer at United Way for a day to help them clean up and process some of the 1100 chrome books they received from Nashua High so they can deliver them to people and student in need. Our student gets his community service time for graduation and WLC will receive some of these chrome books in return. They will be good for a year to use and will help back fill in the libraries for spares and loaners where needed.

InformaCast: We are in the process of kicking off and configuring our new emergency notification system that replaces copsync. This was started before me and I am trying to get it wrapped up and running so we can train staff and get it live. With this system we will have many more options and integrations with other add-ons and systems used for mass notification in the future. [Emergency Notification System & Crisis Alert Software | InformaCast \(singlewire.com\)](https://singlewire.com/)

Wilton-Lyndeborough Cooperative School District

First Day 8/30/21,

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, October 12, 2021
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

The videoconferencing link was published several places including on the meeting agenda. Presentations were not necessarily in order of the agenda.

Present: *Alex LoVerme, Brianne Lavallee, Jonathan Vanderhoof, Dennis Golding, Tiffany Cloutier-Cabral (6:51pm), Jim Kofalt, Charlie Post and Paul White*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Sarah Edmunds and Kathleen Chenette, Director of Student Support Services Ned Pratt, Technology Director Jonathan Bouley, Curriculum Coordinator Emily Stefanich, and Clerk Kristina Fowler

I. CALL TO ORDER-Chairman LoVerme

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

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. ADJUSTMENTS TO THE AGENDA

Superintendent requested to move the agenda item WLCTA, to after the 2nd public comment.

*A MOTION was made by Mr. White and SECONDED by Mr. Kofalt to accept the adjustments to the agenda.
Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*

IV. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Brian Fey, Lyndeborough, asked for an explanation of policies KE and KEB. He was directed to the school district website where all the district's policies are located.

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

V. BOARD CORRESPONDENCE

a. Reports

i. Superintendent's Report

Superintendent introduced Deb Mortvedt and Sandy Reid to speak regarding the Heritage Commission. In 2017, the idea of having a 4th grade local history tour was brought to the Board and approved. The first tour was given in 2018. She spoke of a film created by the Wilton and Lyndeborough Heritage Commissions, which uses the same "bus stops" at historical signs. They were able to contract with a graduate of High Mowing studying documentary film making to complete the project. The Wilton Town Hall Theater will host the premier of the film, "Wilton-Lyndeborough Shared History". There will be 2 showings on October 23 at 12:30pm and 2:00pm. Donations will be used for a scholarship named for the former Wilton Heritage Commissioner, Chairman, Stan Young. All are invited to attend. Ms. Reid spoke of how it will be integrated into the classroom with the students; the 4th and 5th grades will view it on November 5. Ms. Mortvedt notes if it does not bring you to tears, she will buy your ticket!

Superintendent reported this month is "Safety Month". At LCS, they will host the fire department and police department for some fun events with students including a fire truck and police cruiser. This Sunday is LCS Community Clean-up Day. He will start painting tomorrow to get the higher areas and continue on Sunday along with spreading bark mulch, and other things to get the playground in order. On October 29, it is "Trick-or-Treat Day" and the students at LCS will take a bus to WLC to trick-or-treat throughout the building. They will return to LCS for an afternoon Halloween party. He informed the Board he will be attending the law conference on Monday. He confirms the community clean-up day is on Sunday and he doesn't believe anyone needs to bring tools such as rakes etc. He will send out an email to both communities for a reminder and will be purchasing pizza for the volunteers. He is hoping people will turn out to volunteer. It was noted after the schools combined, LCS didn't have their parade anymore and it's great for the schools to have a new tradition. Ms. Lavallee thanked all the people that were mentioned in the Superintendent's report; it is great to see so much community outreach. She notices the difference. Mr. Post noted it was a great turn out at the WHOP on Saturday and great to see the Superintendent behind the counter. Superintendent informed the group they had over \$1,000 in donations for the scholarship; he will do this a couple of times a year. He thanked everyone for coming and donating to support the schools and the PTO fundraiser.

ii. Principals' Reports

Principal Edmunds spoke of having a wonderful September at WLC, spending a lot of time having fun together and doing great things. She spoke of the PD (professional development) day for faculty, which consisted of a guest speaker sharing a powerful story to help understand LGBTQ+ students. They also did team building and curriculum work. Separate pep rallies were held for MS and HS. There was a dance which was a great success. The student leadership team was present, which had not met since 2019. Mr. Provost is the team mentor and meets with them to help them develop projects that speak to the school climate and culture. Mr. Provost introduced each student; they described what they do and what student leadership means to them. One student said student leadership is like shining a light in a dark corner showing you what goes on behind the curtains, another spoke of counting some MS classes as early credit to better the learning of MS in general and wanting to better the experience, another spoke of wanting more color in the classroom to make it better and more excited to learn, another spoke of a tolerance gap, and another spoke of the need to step-up. Principal Edmunds reports the student leadership team wants to give a report to the Board each month when she gives her report. They would report on things they are doing and things they may want the Board's assistance with. Mr. Vanderhoof questioned regarding the PD day, what were some of the recommendations. Principal Edmunds responded, to be kind, if you have an open mind and listen, and are there for them it will make a huge difference. Be a person they can talk to or be someone they can reach out to is really important, taking them seriously and not just pushing it aside. Mr. Vanderhoof questioned who did the suicide prevention training. Principal Edmunds responded it was online with the Jason Foundation. Mr. Vanderhoof questioned what would she do or whom would she bring in to support students with different views and/or faith-based views. Principal Edmunds spoke of being accepting and that there are many resources available to students. This was a faculty request to help them with struggling students. He expressed that some of the issues brought up may not align with the with their faith. Principal Edmunds clarified this was for teachers not for students and we are not teaching this. We work with individual students to help find what they need. He questions if she would bring someone in from a different perspective to council those students on those issues that differ from the LGBTQ+ perspective. The discussion continued. Mr. Vanderhoof expressed wanting to reach out to Principal Edmunds to give her a clear understanding of what he is asking. A request was made that the Board get a copy of the presentation that was made. Ms. Lavallee spoke of reading the study and found it inspiring that the teachers would ask for for guidance in an area they would like more help with. Mr. Post spoke that what Mr. Vanderhoof is asking for is balance based on the make-up of our community. The term "know your audience" and that you need to be sensitive to both sides of the equation. Principal Edmunds notes that is always on her mind and they do that a lot for the other side (of the equation). It was noted people have a variety of views. Principal Edmunds questioned what is the other side that she should have someone come speak on. Mr. Post spoke that Mr. Vanderhoof was talking about a faith-based counselor. It was noted the study identified a group that had a specific need, if there was another group, maybe faith-based, it does not mean they are not validating the other side. The study was validated by the US Government. Principal Edmunds spoke that it was not her intention for it to be one-sided and suggest further conversation.

Principal Chenette shared regarding the Heritage Commission film; this is an exciting gift to the community. The annual Halloween Parade at FRES is back on the 29th and the parade will leave the school around 1pm. She is hoping the Fire Chief and Police Chief will lead them. She asked that any community members who are available to line the streets and sing and cheer them on. On November 19, they are starting an afterschool Chess Club with two volunteers, Ms. Lavallee and Ms. Ruthier helping. They will start with 5-weeks hoping it will take off and be extended. She is looking for afterschool programs to help with enrichment. Parent/Teacher conferences are November 4; she encourages parents to reach out the teachers if they have not done so already. She welcomes anyone to stop into the school to speak with her about their children's experiences. She has had the opportunity to spend time in the classrooms as she is doing some subbing. She spoke highly of the FRES staff, they are not asked to but just step up. She wants the community to understand that they are teaching during their off time too and are remarkable. A question was raised if they have the equipment for the chess club. She responded that if anyone has extra and would like to donate; it can be gifted to the children.

iii. Curriculum Coordinator's Report

Ms. Stefanich spoke that although she is presenting the data, it is very much a collective effort. She broke the presentation out into 3 sections, past performance and trends, current performance with fall assessment data and action plans. A **copy of the presentation can be found with the** minutes. She gave an overview of what the state and country are seeing. We are seeing lower proficiency across all grades particularly in math and literacy than they were pre-pandemic and less students are meeting grade level proficiency. Other state trends show students did grow but not as much in a pre-pandemic year. Our science scores are at a high percentage of proficient or above. She notes we saw a lot of "opting-out" more so than a normal year. She thinks it may be because they didn't want to come into the building. This is also similar with other districts. This years 7th graders are outliers; their scores were hard hit and they discussed an action plan. She spoke of the PSAT/SAT data, again strong ELA scores exceeding national average on the SAT. Overall, seeing less students taking the test and a lot of "opt-outs" and math again is an area we can grow. She reviewed the longitudinal data, noting a high level of science proficiency and growth especially in the junior class. Areas of concern are 6th grade showing a substantial drop to 36% proficient; we think the pandemic was a factor but will dig deeper and address in an action plan. Each cohort is individual and we want to meet the students where they are at. It doesn't show how they grow over time and thinks that would paint a different picture. The take-away is that they believe in-person learning helped us challenge the national trends. We have success in ELA and science and saw growth in the junior class. Math in all areas are showing a moderate decline and the 6th grade higher. Current performance uses STAR data; students logon and do the assessment. It shows readiness for the particular content. She reviewed that most kindergarten students are ready for the content but 4 need urgent intervention and W.I.N. (What I Need) support as well as supports in the classroom. At the

elementary level, most entering are ready for math and are reading at grade level. This differs from state testing. There are higher needs of urgent intervention in grades 1-3. These grades had interrupted early learning experiences and are formative years where you gain those skills. We dug deeper into to what this is and she reviewed the gaps they see there. At the MS, the data showed similar patterns to spring assessment data. It showed a low number in urgent intervention. We want to target grade 6 in our action plan. Assessments are taken in the winter and at the end of the year to show growth over time. The key take-away for this fall is between 30-60% are entering ready for the content and early learning literacy is a concern because those basic skills are critical they get those down before they move on to higher-grade levels. Math is an area of need and we are focusing on that. The team sat down to create an action plan. As a district, we are doing curriculum reviews and want to be sure it is articulated, aligned with our goals and informed by data. Math vertical articulation is critical and we will use PD days for this to make sure it is consistent. We have piloted some ideas to make a smoother transition from elementary to MS to HS. At the elementary level, we will focus on early literacy, we purchased Heggerty curriculum and will provide PD for this and leverage it with the W.I.N. program for those who are in most need. We are piloting a couple of decodable text that will align with Heggerty and Foundations to give more tools to the teachers. Math will be the focus of the Impact Meetings and she and Principal Chenette will go to Impact team training. At the MS, they will leverage with SEER block to provide mediation and use interdisciplinary project based learning. In math, they will focus on curriculum development and taking interim state assessments and PSAT and SAT to help improve instruction. At the HS, they will leverage with Warrior block, it is project based, hands on and evolving as we go about the year. We use data to see what is working and what is not. We are looking to test math readiness and preparation in class for all students, seeking a PSAT/SAT test prep PD to deepen staff's understanding of the expectations and format and taking practice tests in department meetings to inform instruction. Mr. Kofalt expressed he really appreciates the thoroughness of this presentation and data driven approach and action plan; it was well presented. Principal Edmunds confirmed there will be an elective class next year on PSAT/SAT prep; they are working on training for teachers. Mr. Post noted NH is different from a lot of states where the SAT has more impact on what school students will get into, it has an impact on how the school is doing. How can we compel students to take the class? Principal Edmunds responded, we will do our best. Superintendent spoke about this noting it has to start at LCS and understand we are competing with other kids. We have to prepare them the best we can. The SAT is critical; it is competitive and test training can have an impact. It was noted we are judged on these scores as a district and how can we develop these skills and offer support. Ms. Stefanich does not want to teach to the test all day, there needs to be healthy balance. There are pieces that we need to integrate but not to the point that we are burning them out with testing. A question was raised if anything else was identified other than COVID being the reason for the scores. Ms. Stefanich responded there is a large number of "opt-outs". We also do not have the state data to say if it is on par with state data. We hope for more information in November when the data is released. We hope to implement these strategies and see how the numbers grow. It was noted last year we set up tutoring for students, paid for with ESSER funds. Do we need to do that in addition to what is happening in school, is there something else we can do for struggling students. The action plan is great but we need the people to carry it out. A question was raised regarding the status of filling the title 1 tutor positions. Principal Chenette has not been able to fill these even with reaching out to teachers who applied to other positions and monitoring applicants through Schoolspring. This was briefly discussed along with student interns. Ms. Stefanich noted other districts are struggling with the same issue. A question was raised how the 11th grade SAT data was pulled. Ms. Stefanich responded we get those from the College Board when they give us student data. A question was raised if we can use ESSER funds for afterschool tutoring for teachers who want to work with students K-5, we can't lose sight of those as well. Ms. Stefanich noted we are including them in with the PD K-5. Several board members commented that it was a great presentation. A question was raised when Ms. Stefanich thinks she may have an indication of it is going. Ms. Stefanich responded in spring when they take the full assessment and we will be also doing walk-throughs. It was noted the Board would be interested in hearing how it is going.

VI. WLCTA

Ms. Becky Hawkes, 2nd grade teacher and Co-WLCTA President was present and reported that they asked the Superintendent if they could be on the agenda once a month to talk about what they think is exciting from the teacher's perspective. In Sept. in the town wide yard sale, they held a bakesale, raising \$200 for a scholarship to a graduating senior. When we asked teachers, what they wanted us to share with you, they talked about the homecoming dance; 120 students participated, the cooking class brought food, they brought a runway and the news show created by Andrew Tyler running this week plus he is the top 3 contender for teacher of the year. The MS is doing an interdisciplinary project on travel brochures by state. At FRES, she spoke about the Halloween Parade being back; teachers have themed costumes. She also spoke on how the staff worked flawlessly and fluidly to cover a short staff day. LCS is excited for the sand for the sandbox, trick-or-treat at WLC, the safety day with the police and fireman and fall fest. From the teacher's perspective, these are things we are excited about and want you to be excited too. It was noted, this was great and this is the kind of things the board wants to see and hear about and all the people who are dedicated to our kids. It was noted the homecoming dance was the best dance they had in years. Chairman LoVerme asked if the Board can see the news show, Ms. Edmunds will have it sent via YouTube. The class is doing the editing, filming and its great and fun to watch. They have a green screen they are just starting to use.

There was a 4 minute bathroom break.

VII. 7:00PM JOINT BOARD & BUDGET COMMITTEE SESSION

Present: *Jeff Jones, Leslie Browne, Christine Tiedemann, Darlene Anzalone, Lisa Post, Caitlin Maki, Bill Ryan (online), and Adam Lavallee*

The joint session started at 7:06pm, the Budget Committee was already in session as they met prior.

a. FY 2022-2023

i. Full Budget

ii. SAU Budget

iii. Salaries & Benefits

Superintendent gave a general overview and right now, this is the first run for us. He and Ms. LaPlante worked with administration and teachers to get a rough number; the 6.6% increase is not OK with them and they need to take a deeper dive so it is acceptable to the community and staff as well. Cost of materials and gas has gone up. We are looking at cost and trying to predict for next year. There are sizable increases in SPED, transportation, out of district placements and there is need for therapists to support our kids who are at most risk. We have increases in the 2nd year of the WLCTA and WLCSSA CBA's. In technology we are looking at a \$99,000 increase; we will dig deeper to understand what those costs are. We looked at consolidating all the technology lines to see if we can eliminate any redundancy and make it more efficient. We are looking at E-Rate reimbursement of about \$82,000-\$83,000 which would offset some of that increase. There is an emergency connectivity grant. Ideally we would come under if those things came through but we still have to budget with the anticipation of E-Rate reimbursements. It is just like out of district placements, we get money back through CAT Aid. He reported the SAU (non-wages) budget is down 11% and thanked Ms. Fowler for working on this even though it is a small budget, it was good work. The buildings are looking at a reduction of \$40,000 in non-wages. A clarification was made that the curriculum coordinator salary under contracted services shows a savings but there is an offset as it was moved to the employee side with employment taxes being paid. Ms. LaPlante clarified that she gave a generous 5% increase to medical insurance. She had looked at the demographics of the employees, some get the buy-back if they do not take district health insurances but that can change from year to year. Some staff are on their parents insurance and that will end; they may need insurance through the district. Because of the potential changing situations, she built in a buffer feeling that it was better plan for some wiggle room. She confirmed medical is higher at FRES due to staff and plan changes. A request was made to add a FY 21 actual column. Ms. LaPlante recommends to use caution when referring to that column as we underspent by approximately \$900,000; it is an anomaly. A question was raised if there is any cost that will affect the FY 23 proposed. Ms. LaPlante does not believe so; we have budgeted to plan for a normal year. Superintendent added technology is always an area we are looking at due to the wear and tear and looking at adding a boiler, as there is wear and tear on that especially due to mitigating factors with COVID and the possibility of using ESSER funds for that. This is something we can discuss; cost of a new boiler is between \$60,000-\$80,000. Ms. LaPlante pointed out an error that has since been fixed on line 885, FRES transportation should be \$100,000 not \$10,000. She added the transportation bid would be due to go back out next year. Chairman LoVerne noted we can look at a 7% increase on that. Clarification was asked for if the out of district placement is an actual identified need or a contingency. Mr. Pratt clarified it is actual but it is unknown at this time if it will happen this year or next. Mr. Kofalt suggested to have the capital reserve balances as we go through the process. A question was raised regarding technology service wages and what is driving the increase or it the change in allocation for each building. Ms. LaPlante confirmed the technology director is funded across 5 lines and the tech support person is funded across FRES and LCS. Superintendent Weaver will look at this to clarify the increases. A request was made for a net on staffing, what are we proposing to add next year and how do our numbers look as we spread across the grades. Are there any close to the class size maximum requiring another teacher. Superintendent responded we do have a bubble in the 4th grade and need to look at hiring another teacher next year but we need to seriously look at the it because that bubble stays with us and how does that impact our budget overall and how do we balance that need out. We will need to look at WLC and how we can balance that need in the elementary school. He may have this for November 26 meeting. A request was made to provide enrollment numbers. Principal Chenette provided class sizes for some of the FRES grades and notes the upcoming 4th grade is giving her some angst. Superintendent reiterated he is not proposing this number (bottom line) it is just the first draft. Mr. Erb confirmed we locked in the contract for fuel, he believes it is \$2.46. He spoke to a couple of resources that said this was the cheapest time to buy in mid-October so he locked in. He says it is possible it may drop next summer, but it's difficult to forecast. Last year was a one-time deal; we will not see those prices again. He confirmed we also locked in propane through the same company. A request was made to make the first column static numbers so it does not change. A request was made to add a tab to the excel sheets for a key of the object codes. Feedback was that the format is much better from last year and appears consistent. It was noted the approach is to build a budget that looks like a normal year but at the same time, we have ESSER funds we can spend into this year. It was suggested at some point it will be useful to match those up with eligible expenses so we are clear how much could offset the cost in the budget. It was noted in order to use ESSER funds, the expense will need to come out of the budget. It was suggested to highlight the line or object that is ESSER eligible and have a discussion on those things in November. We have a 6.6% increase and we have options; how do we play that out, how should we spend it and when should we spend it. Ms. LaPlante asked for consensus from both groups to have this as a topic of discussion in November. No objection heard. She will have that as a target to identify these and that will be brought to the November 23 meeting. Caution was noted as we have a limited amount of funds and \$450,000 can go quickly; if we have COVID situations again and need to hire long-term subs etc. We need to look at that. It was also noted to keep in mind that the intent of ESSER funds is to help students. The curriculum coordinator's data shows some loss of learning, where can these ESSER funds best impact our schools and students and help to build back the skills they lost. ESSER funds are to address the impact of COVID in our schools. It was noted to be careful to not save the funds too long, not needlessly spend them but don't save it and not spend it as there will be less and less opportunity to spend it. If it is really needed in 2024, likely there will be additional funding. Superintendent spoke that the math test scores have dropped off and we should look at ESSER funds to help with that whether training, materials or a different approach. A brief discussion was had regarding

moving the joint sessions to 6:30pm. No objection heard to this and Superintendent will tighten things up when we want a student to be recognized etc.; he will work on finding a balance with this.

VIII. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Brian Fey wanted to comment and was asked to come up to the microphone. He asked if anyone in the room had trouble hearing him, as he wanted to speak from his seat. Chairman LoVerme explained the reason for coming up to the mic is that we have an audience online and it is so they can hear the comment as well. He can come to the mic or we can move on. Mr. Fey commented that no one else stood up at the mic. He did come to the mic and noted there was a lot of discussion about ESSER funds. He spoke wanting to circle back to his first question and that Mr. Vanderhoof brought up a question about things regarding governmental studies. He questions what is the community dealing with regarding COVID issues. The Board talked about \$450,000 and substitute teachers and all these things, and addressing these issues; he is afraid this Board is taking the full United States into account and adjusting their decision on that. His first question goes back to measuring the impact on students, measuring the data, addressing the impact of COVID. He feels we need to readdress that. He spoke of the discussion regarding class sizes and about 6.6% and that you throw out a lot of information but not a lot of explanation. He feels there is a lot of information being presented without explanation. He spoke of evaluating decisions on our community not government studies. He notes he is not trying to single out the Principal, he feels she is doing a great job. He adds Ms. Mortvedt said it best, "can I get an Amen". This is our community not the whole world and if we are making decisions, it should be for the whole community. We talk about incidence of suicide etc. He apologized if you think he is standoffish he doesn't mean to be, he is new here and wants to be welcomed. He stands for this town, this community, and we need to make decisions for this town and not for the government, the whole world, this country. He apologized for requesting to sit; he doesn't want to be a problem. He wants us all to be a team we all have kids here.

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

The next joint meeting will October 26 at 6:30pm.

A MOTION was made by Ms. Browne and SECONDED by Ms. Tiedemann to adjourn the Budget Committee meeting at 7:50pm. Voting: all aye, motion carried unanimously.

IX. SCHOOL NURSES

Superintendent invited Ms. Cathleen Bertoncini, school nurse to join the discussion. Superintendent spoke regarding school nurses working hours beyond their contracted hours including weekends related to COVID. He questioned how we compensate them for that. They are on the teacher's contract and he did not specifically see anything that addressed the issue. He spoke that Ms. Bertoncini has had to take a number of calls over the weekend even when there were no positive cases. He provided a job description. He asks to discuss this to remedy the situation for the nurses. A question was asked how someone would even call a school nurse after hours. Ms. Bertoncini explained an email is created when a message is left on her phone. Confusion was noted why parents would be doing this and not calling their doctor's office or the on call provider. Ms. Bertoncini explained it is mostly calls relating to the guidelines, symptoms and clarification and is more related to positive cases. This is the bulk of it and what makes it so unusual. She spoke as a nurse, you can't wait until Monday to address it, you have to deal with it. How would you feel as a parent if we did that? This was a lengthy discussion which included why is it the school nurse making the calls if it is about protocol and procedure, why can't the administrator do this or send an email. It was clarified an email is sent in an effort to simplify the process but it does usually elicit phone calls as this year there are a lot of gray zones. Ms. Bertoncini was asked for examples of calls she receives, examples were given. Mr. Vanderhoof noted, if we can't identify the issue we cannot help you. A question was raised how many calls are placed. Superintendent responded it is unpredictable; it can even be about hand, foot and mouth disease too. He added the expectation is different with nurses and notes he can't tell you how many times he has called Ms. Bertoncini after school and on weekends. In a normal time, it is different but with COVID, there are more calls to make. We don't expect teachers to call or email parents on weekends. He adds one weekend we talked everyday due to positive cases and how to problem solve, he is not comfortable making those decisions without the nurses and he leans on Ms. Bertoncini a lot. Ms. Lavallee spoke that she attended the conference call last week and this is not just a problem in our district. There are 2 things impacting this, 1 is that DHHS is no longer assisting with contact tracing and outreach to families has fallen to the schools; this was acknowledged last week and there are more positive cases now and we are seeing an increase in the workload because of this. Ms. Bertoncini agrees she is seeing this. Mr. Post spoke that they want to help, do not want to overwhelm them and Mr. Vanderhoof was just trying to get to the point of what the individual problems are. Should we have a FAQ (frequently asked questions) document? Ms. Bertoncini notes every situation is unique and she gave examples. She does not think that would help nor would having the administrators making the calls would help. A question was raised if it could be a contracted services nurse. Superintendent responded the cost is \$55 per hour. Ms. Bertoncini confirms it is afterschool and on weekends and would be difficult to use an agency nurse. Superintendent spoke that it is the nature of being on call all week long, knowing you could get a call and need to respond to it. He understands contractually we have a problem here. Discussion continued on the matter including

could the nurses rotate and share a database and at what point do you allow the parent to continue to call before you refer them to their doctor. Ms. Bertoncini explained when you have a positive COVID case, you work with administration to come up with a list of close contacts, send an initial email (most schools do this), and it says if they have additional questions to call her or an administrator. She adds she will refer them when it goes beyond her scope and normally she doesn't get more than one call from the same parent over the weekend. The number of calls comes in waves; she can have a weekend that is clear and another where she is addressing things all weekend. Mr. Kofalt asked to have more information, where is the dividing line between the school nurses and at what point do we say call your family physician, it would be helpful to understand the number of additional hours. It was suggested to have a document that showing specific needs, here is the problem, here is what we do, and what we don't do; if we are asking you to put in considerable effort and time outside your job we need to address it and pay for it. Mr. Kofalt adds he does not want to come across saying no; he wants to see this district acknowledge excellent effort and awarding it. In the past when it is brought to our attention, we have given a stipend and likely that is the answer here but doesn't know if he is alone in wanting a document that spells it out. A question was raised if they have met and are there suggestions on what they want to see. Superintendent spoke that we talked about the rotation but not all nurses are available to participate, it would be like asking a teacher to be on call as it is the same contract. He cannot give them comp time as they are needed here. Superintendent was asked to provide in writing exactly what they are doing outside of the school hours. Ms. Cloutier-Cabral asked if they are looking for relief or another solution, concern was raised for burn out. Mr. Vanderhoof expressed he feels we are overcomplicating the issue by saying you can contact this person; it should include during school hours. Beyond that, it shouldn't be an emergency call that takes place after hours or on a weekend. We are creating this expectation that we will be everything to everyone when the email goes out; we have limited resources and can't spend it on everything. He understands there is a period of contact tracing and contacting parents. Superintendent added the nurse is calling parents and has to contact DPH. Discussion continued regarding the matter. Ms. Bertoncini spoke that she feels she has an obligation to respond to parents and help them figure things out such as should they send their child to school. Ms. LaPlante spoke of a situation and supports having the community resource. It was noted there is a lot of misinformation coming from the pediatricians and doctor's offices. Kids show up with a runny nose and the doctors do not always want to test them, there is a disconnect between community health and the schools. It was suggested to see a plan of what the Superintendent and nurses feel is best, what we can control and what we can do about it. Chairman LoVerme asked the Superintendent to come up with a job description for after hours and the dollar figure they are looking for. He does not want to see us use a nursing association for this but to use our employees. It was suggested to form a subcommittee and provide a recommendation to the Board. Discussion was had regarding this.

A MOTION was made by Mr. Post and SECONDED by Mr. Golding to form a subcommittee (for the nursing matter).

Mr. Vanderhoof noted, all businesses have business hours and it is not unreasonable to ask parents to use other resources. A question was raised regarding the motion, what is the timeline.

Mr. Post AMMENDS his motion to include "with a concrete proposal in 2 weeks" Mr. Golding SECONDED.
Voting: six ayes; one nay from Mr. Vanderhoof, one abstention from Chairman LoVerme, motion carried.

The committee will consist of Mr. Post, (who will be Chair), Mr. Golding and Mr. Kofalt.

X. DELEGATE ASSEMBLY

Chairman LoVerme informed the group as of right now we are no longer members of the NHSBA due to lack of payment. There was a misunderstanding of when the deadline was. We will look into getting it paid if we do not we can't vote at the Delegate Assembly. Mr. Kofalt spoke of a memo that went out regarding the federal law enforcement's involvement in school board meetings which was prompted by the NHSBA which is funded through our membership dues. It is a pretty compelling reason not to be part of the NHSBA. It was confirmed according to Board decision we will be paying the bill. Chairman reviewed the Delegate Assembly is this Saturday, registration is at 10:00am and it runs from 11:00am-2:00pm at the Grappone Center in Concord. He is available to go as well as Mr. Vanderhoof. He asks for nominations to represent the schools and attend.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Kofalt to nominate Mr. Vanderhoof to attend the Delegate Assembly.

Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

Chairman LoVerme will also attend.

Discussion was had regarding voting on each resolution, continuing and proposed. Mr. Kofalt spoke that he will vote against all but ours because this is what they will lobby for and he does not want them to lobby. Mr. Post agrees they are all lobbying efforts and we don't want them lobby. He feels they strong-armed us, ignored us when we spoke to them and asked them. He adds they do have some good deliberatives but will vote against everything. Mr. Kofalt disagrees; their deliberatives are not as good as they say; some policies are not up with the state laws. A brief discussion was had.

A MOTION was made by Mr. Kofalt and SECONDED by Mr. Post to instruct our delegate to vote against all resolutions with the exception of resolution #9, submitted by the Wilton-Lyndeborough Cooperative School Board.

369 *Voting: six ayes; one nay from Ms. Lavallee, one abstention from Chairman LoVerme, motion carried.*
370

371 Mr. Vanderhoof spoke that the reason we have not paid is still outstanding. Merrimack, when they made the decision to pay them
372 differently had Attorney Peahl as their attorney. He is not in favor of being a member but this is something that should have been
373 resolved by calling Merrimack to resolve it. Superintendent spoke that he did call and NHSBA told him the deadline was October
374 30 and they do not cancel memberships due to nonpayment. It may have been a miscommunication. Ms. LaPlante will work on
375 this tomorrow. He had received a call from NHSBA and he will call again tomorrow and see about registering for the Delegate
376 Assembly and see if we can have until the end of the week to pay the bill. He adds it has been a really frustrating issue and it still
377 doesn't go away with a different kind of payment whether we like or not. Mr. Kofalt clarified they all got the same email from
378 NHSBA (regarding nonpayment of dues).
379

380 **XI. ACTION ITEMS**

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

382 *A MOTION was made by Mr. Post and SECONDED by Mr. Kofalt to approve the minutes of September 28, 2021 as amended.*

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

385 *A MOTION was made by Mr. Kofalt and SECONDED by Mr. Post to approve the non-public minutes of September 28, 2021 as*
386 *amended.*

387 *Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*
388

389 **XII. POLICIES-2ND READ**

390 **i. ACE-Procedural Safeguards Nondiscrimination on the Basis of Handicap/Disability**

391
392 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding to approve policy ACE-Procedural Safeguards*
393 *Nondiscrimination on the Basis of Handicap/Disability as written.*

394 *Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*
395

396 **ii. AD-Philosophy of the School District**

397 Discussion was had and agreed to strike the words "and revise" from the last sentence.
398

399 *A MOTION was made by Mr. White and SECONDED by Mr. Kofalt to approve policy AD-Philosophy of the School District as*
400 *amended.*

401 *Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*
402

403 **iii. BDE-Committees and Delegates**

404 Discussion was had regarding which committees to include as standing committees. It was noted we need to update the list of
405 committees. It was agreed to not add any additional committees to the policy.
406

407 *A MOTION was made by Ms. Tiffany Cloutier-Cabral and SECONDED by Mr. White to approve policy BDE-Committees and*
408 *Delegates as written.*

409 *Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*
410

411 **iv. KEC-Policy on the Reconsideration of Instructional Materials**

412 A discussion was had regarding the policy provides a process for parents to object to curriculum and presume pull it from use for
413 all students district wide. Ms. Lavallee agreed that is one of the options and referred to KEC-R on the 2nd and 3rd page there is a
414 question asking what the parent would prefer the school to do with this. Mr. Kofalt spoke of a state law RSA 186:11IX-C, which
415 essentially gives the parents right to not have objectionable material used in their child's instruction. It is not a request, it will not
416 be used and they will work with the school to identify an alternative book for example. It requires school districts to adopt a
417 policy based on parent determination that the material is objectionable. There is a provision for a parent or guardian to notify the
418 school in writing. This "kind of" addresses it but it is a request not a statement asserting the parent's right. He also spoke of an
419 addition to this in 2017, a statement which he read, that the policy shall require school districts or classroom teachers to provide
420 parents or guardians not less than 2 weeks advance notice of curriculum/course materials used for instruction of human sexuality
421 or human sexual education. The policy shall address the method of delivery or method of education. He didn't see that in here or
422 in any other policy posted on our site. That is his concern and he has a memo he can share from the DOE that references that RSA
423 specifically summarizing what he said that there needs to be a policy that specifically allows a parent to object to material. It was
424 suggested to send this policy back to the Policy Committee. This will be a 2nd reading; it was agreed to send this back to the
425 Policy Committee.

426 **v. KEC-R-Reconsideration of Instructional Materials**

427 Based on the previous discussion this policy will be sent back to the Policy Committee.

428
429 **XIII. BOARD BUDGET DISCUSSION**

430 Mr. Vanderhoof thanked administration for getting all the information although he has not had time to digest it all. Mr. Kofalt
431 asked when we will have a clearer picture regarding the health insurance. Ms. LaPlante responded, worst case scenario November
432 15. SchoolCare has a meeting the beginning of November to set the rates and she will keep the Board informed.
433

434 **XIV. PUBLIC COMMENTS**

435 The public comment section of the agenda was read.
436

437 Ms. Lisa Post commented on the nurse situation and calls being made to the nurses. She doesn't see that there is any reason this is
438 happening. We can inform the parents on our website and through the mail. We need to have something in writing to people so
439 they can look at it if they have it and read it first you will relieve a lot of their anxiety. They shouldn't be calling the nurses and
440 putting pressure on them, you can see how visibly upset she is. She does not think it is the schools responsibility. After hours, you
441 have doctors, nurses, and urgent care. She also sees it as a liability and recommends you put together information that can go into
442 children's backpacks, post cards to go home and at teacher conferences, put something up in classrooms, events and sporting
443 events and hand these things out. She believes that is a better way to handle it. In many ways when people are upset, they just
444 want to talk and talk and it does not really solve anything it just makes them feel better.
445

446 Chairman noted there is not anyone online for comments.
447

448 **XV. SCHOOL BOARD MEMBER COMMENTS**

449 Mr. Kofalt commented it is good for us to have teachers on the agenda to give a report but he shared the same concern he shared
450 with the Superintendent which is the WLCTA does not represent all of the teachers; they represent a subset of teachers. If the
451 reports go the way they went tonight and are just to inform us what goes on in the school he has no concern. Close to 50% of the
452 teachers are not represented by the WLCTA.
453

454 Mr. Golding apologized to the Superintendent for not going to the WHOP on Saturday as he said he would. He commends Ms.
455 LaPlante on her hard work although it is a large number right now. He commented the nurse situation is difficult.
456

457 Ms. Cloutier-Cabral appreciates those who volunteered for the nurse committee. It is a tough problem; we have some people who
458 feel dedicated to what they do although we need to have some parameters around that otherwise she will burn out. We have stellar
459 people working for our district and we say it all the time but should always notice that they do this because they care and we are
460 lucky to have them.
461

462 Ms. Lavallee thanked Ms. Stefanich and her team for the amazing report that was given today. She appreciates it. She commented
463 that although not everyone was with the Board during the brain storming session, she thought it was very cohesive tonight and we
464 did a good job with nice healthy debate; it was very professional and she really appreciates that.
465

466 Mr. Post thanked everyone again for the great job they are doing. He thanked the Technology Director for having the screen up, it
467 is great and it shows the text while people are talking. He feels like we took a big step forward and wants to see how much further
468 we can go. Great job coming up with solutions at the other meeting too.
469

470 Mr. LoVerme thanked everyone tonight. He asked for an update about the technology equipment discussed at a prior meeting to
471 improve the meetings, cost was about \$6,500.
472

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

474 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Post to enter Non-Public Session to discuss personnel matters*
475 *RSA 91-A: 3 II (A)(B) (C) at 10:00pm.*

476 *Voting: via roll call vote, seven ayes; one abstention motion carried.*
477

478 **RETURN TO PUBLIC SESSION**

479 The Board entered public session at 10:24pm.
480

481 **XVII. ADJOURNMENT**

482 *A MOTION was made by Mr. Post SECONDED by Mr. Golding to adjourn the Board meeting at 10:24pm.*

483 *Voting: via roll call vote, seven ayes; one abstention from Chairman LoVerme, motion carried.*
484

485 *Respectfully submitted,*
486 *Kristina Fowler*
487



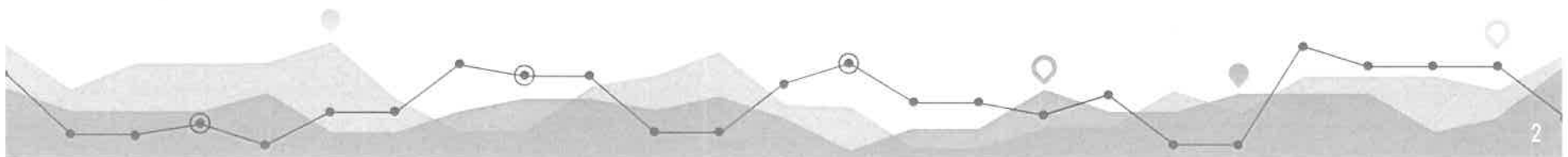
Fall Data Presentation

AGENDA

Past Performance and Trends

Current Performance

Action Plan



The background of the slide features a stylized line graph with several data points, some of which are highlighted with circles. The graph is set against a backdrop of layered, grey mountain silhouettes. The overall aesthetic is clean and modern, using a monochromatic grey and white color scheme.

Past Performance and Trends

Spring 2021 Data

NATIONAL AND STATE TRENDS

Lower Proficiency

Most students are performing lower on literacy and math assessments than they were pre-pandemic. Also, less students are meeting grade level proficiency benchmarks.

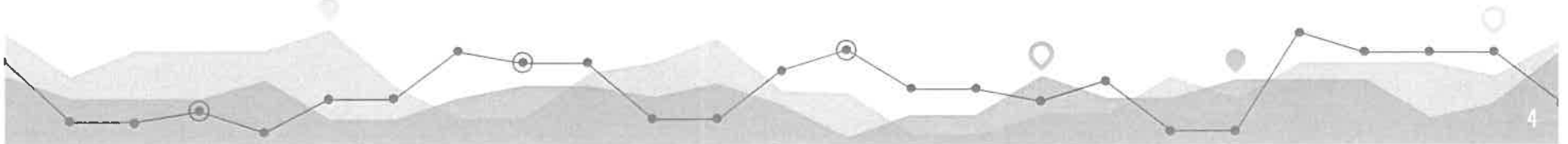
Correlates to Affluence and Diversity

Lower proficiency correlates to the affluence and diversity of a population with more significant declines seen with lower affluent and highly diverse communities.

Students did grow in 20-21

Students did make progress from beginning of year to end of year assessments, but did not make as much progress as they have historically during a pre-pandemic school year.

Information from: Curriculum Associates, 2020; Kuhfeld, Tarasawa, Johnson, Ruzek & Lewis, 2020; Dorn, Hancock, Sarakatsannis, & Viruleg, 2020



SPRING 2021 STATE ASSESSMENT DATA

Science scores
show strong
levels of
proficiency

State Assessment Data												
Test	ELA				Math				Science			
Grade	Level 1 - Below Proficient	Level 2 - At or Approaching Proficient	Level 3 - Proficient	Level 4 - Above Proficient	Level 1 - Below Proficient	Level 2 - At or Approaching Proficient	Level 3 - Proficient	Level 4 - Above Proficient	Level 1 - Below Proficient	Level 2 - At or Approaching Proficient	Level 3 - Proficient	Level 4 - Above Proficient
3	9%	48%	24%	18%	15%	33%	39%	12%				
4	18%	24%	34%	24%	24%	32%	37%	8%				
5	10%	23%	51%	15%	13%	33%	28%	26%	32%	24%	34%	11%
6	21%	44%	23%	13%	36%	46%	15%	3%				
7	6%	30%	52%	12%	18%	56%	15%	12%				
8	18%	28%	31%	23%	38%	25%	28%	10%	36%	13%	41%	10%
11									24%	24%	52%	0%

ELA majority
Level 2 or above,
small percentage
below

SPRING 2021 PSAT/SAT DATA

Grade 9 - PSAT

	WLC	NH	US
Number of Students	22	231	144,925
% Met Reading/Writing Benchmark	68%	68%	68%
% Met Math Benchmark	9%	31%	44%
% Met Both Benchmarks	9%	30%	42%
Average Overall Score	817	869	897
Average Reading/Writing Score	424	448	458
Average Math Score	393	421	439

Grade 10 - PSAT

	WLC	NH	US
Number of Students	29	1514	177,986
% Met Reading/Writing Benchmark	59%	75%	71%
% Met Math Benchmark	17%	45%	42%
% Met Both Benchmarks	17%	43%	41%
Average Overall Score	891	967	958
Average Reading/Writing Score	456	495	489
Average Math Score	435	472	469

Grade 11 - SAT

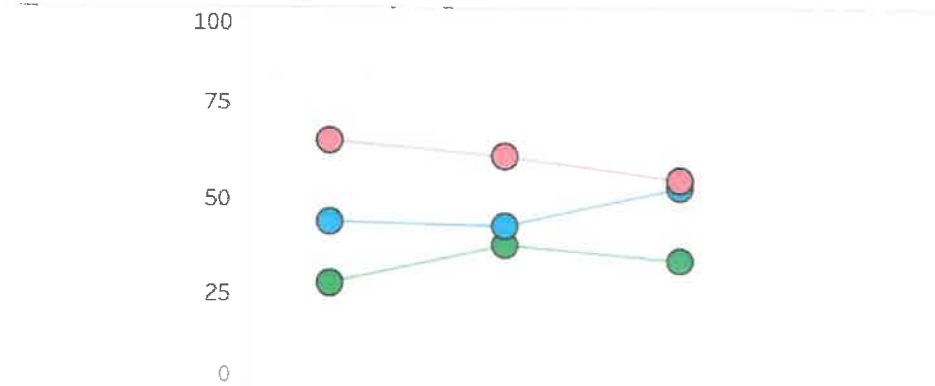
	WLC	NH	US
Number of Students	34	10599	888,385
% Met Reading/Writing Benchmark	62%	64%	58%
% Met Math Benchmark	32%	43%	36%
% Met Both Benchmarks	29%	40%	34%
Average Overall Score	997	1027	1004
Average Reading/Writing Score	501	518	508
Average Math Score	496	510	496

Exceeded nat'l %
of students
meeting
Reading/Writing
Benchmark

ASSESSMENT PROFICIENCY OVER TIME

Assessment Proficiency Over Time

■ ELA Proficiency
 ■ Math Proficiency
 ■ Science Proficiency



		2017	2018	2019	2020
ELA Proficiency	District	65%	61%	55%	*COVID
	State	59%	58%	56%	*COVID
Math Proficiency	District	44%	43%	53%	*COVID
	State	48%	48%	48%	*COVID
Science Proficiency	District	28%	38%	34%	*COVID
	State	36%	41%	39%	*COVID



LONGITUDINAL STUDENT DATA

Growth in
ELA
scores

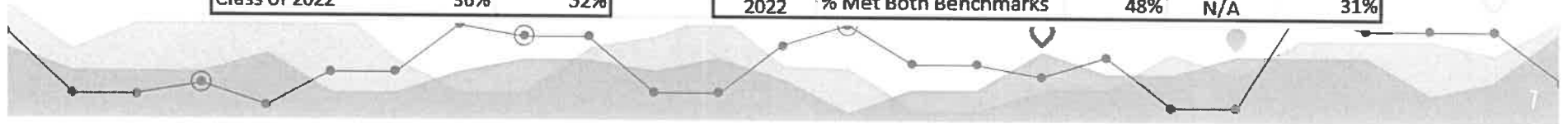
ELA Percent Proficient				
	17-18 5th	18-19 6th	19-20 7th	20-21 8th
Class of 2025	57%	50%	N/A	54%
	17-18 4th	18-19 5th	19-20 6th	20-21 7th
Class of 2026	65%	54%	N/A	64%
	17-18 3rd	18-19 4th	19-20 5th	20-21 6th
Class of 2027	58%	65%	N/A	36%
		18-19 3rd	19-20 4th	20-21 5th
Class of 2028		55%	N/A	66%

Math Percent Proficient				
	17-18 5th	18-19 6th	19-20 7th	20-21 8th
Class of 2025	45%	45%	N/A	38%
	17-18 4th	18-19 5th	19-20 6th	20-21 7th
Class of 2026	76%	41%	N/A	27%
	17-18 3rd	18-19 4th	19-20 5th	20-21 6th
Class of 2027	55%	76%	N/A	18%
		18-19 3rd	19-20 4th	20-21 5th
Class of 2028		90%	N/A	55%

16%
growth in
science
scores

Science Percent Proficient		
	17-18 5th	20-21 8th
Class of 2025	52%	51%
	17-18 8th	20-21 11th
Class of 2022	36%	52%

SAT and PSAT Percent Proficient			
	18-19 9th	19-20 10th	20-21 11th
% Met Reading/Writing Benchmark	78%		55%
% Met Math Benchmark	53%		38%
% Met Both Benchmarks	48%	N/A	31%



KEY TAKEAWAYS



Success of In-Person Learning

Wilton-Lyndeborough's mostly in-person learning helped us challenge national and state trends of lower performance.



Success in ELA and Science

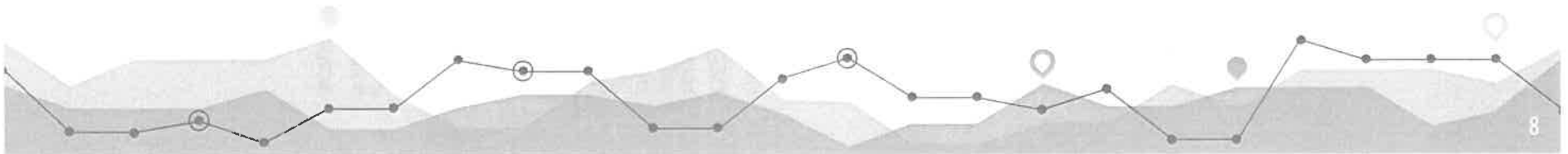
Overall, our students performance in English Language Arts remains consistent.

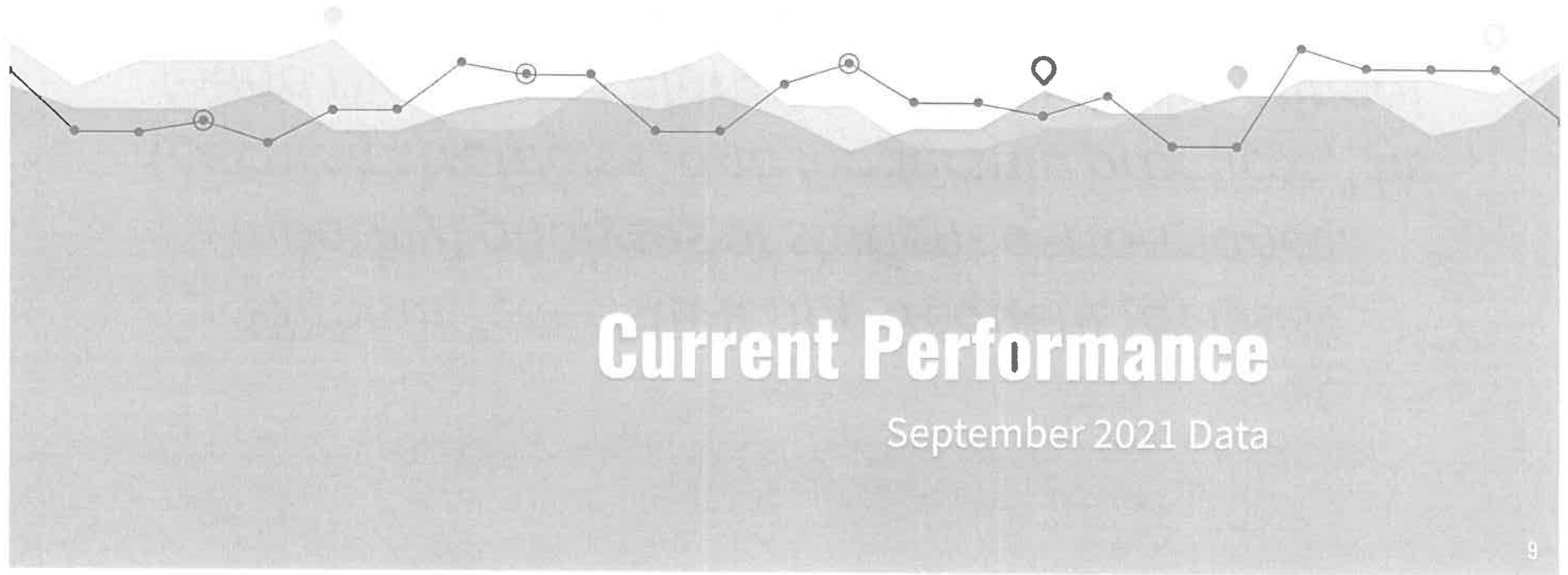
In Science, our eleventh graders showed significant growth from their last Science SAS, and overall our students have strong performance in science.



Areas for Growth

Math was the most impacted subject across grade levels, with all grade levels seeing at least a moderate decline.

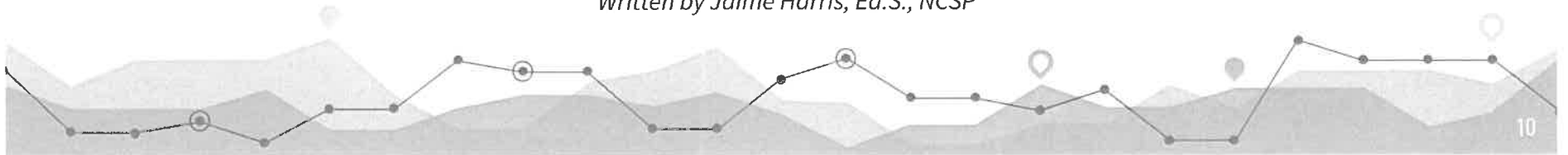




“
Without “consistent and frequent (at least monthly) analyses of student performance, teaching strategies, and leadership practices,” he found that action plans became an “educational autopsy—an analysis of last year’s scores long after it’s too late to do anything about them.”

- from Data Visualization & Action Plans: Filling Gaps in Seeing the “Big Picture”

Written by Jaime Harris, Ed.S., NCSP



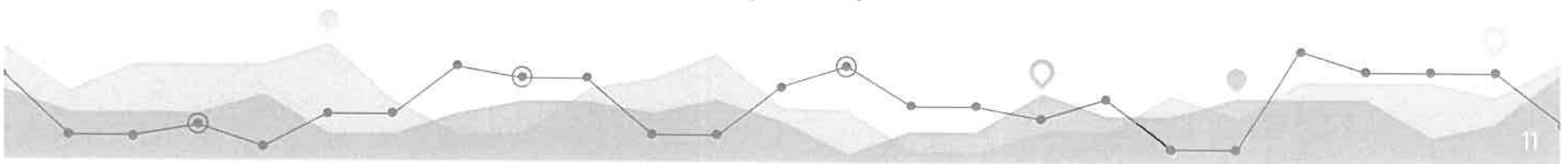
4 students needing
urgent intervention

Kindergarten STAR Beginning of Year Assessment Data 2021-22

Early Literacy

Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students
	#	%	#	%	#	%	#	%		
K	4	9%	11	26%	9	21%	19	44%	1	43

STAR Early Literacy Data



FRES STAR Beginning of Year Assessment Data 2021-22

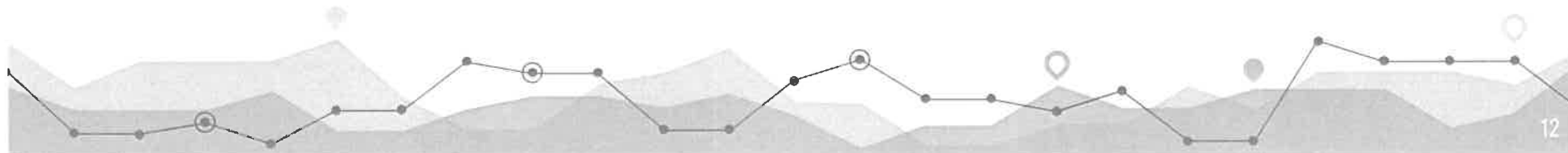
High
need in
early
grades

Reading											
Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students	
	#	%	#	%	#	%	#	%			
1	12	22%	7	13%	13	24%	21	39%	1	54	
2	10	25%	5	13%	11	28%	13	33%	1	40	
3	15	27%	7	13%	11	20%	22	40%	0	55	
4	3	9%	5	14%	12	34%	12	34%	3	35	
5	4	10%	9	22%	10	24%	18	44%	0	41	

Math											
Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students	
	#	%	#	%	#	%	#	%			
1	7	13%	8	15%	12	22%	24	44%	3	54	
2	1	3%	4	10%	12	30%	22	55%	1	40	
3	9	16%	9	16%	12	22%	25	45%	0	55	
4	2	6%	1	3%	12	34%	17	49%	3	35	
5	6	15%	7	17%	10	24%	18	44%	0	41	

Most
students
entering
ready or
almost ready
for grade
level math
and reading

FRES STAR Data



OTHER EARLY LITERACY DATA

Heggerty Phonemic Awareness Screener

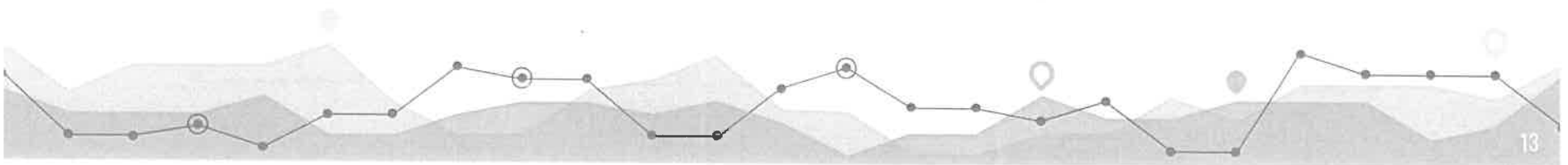
- 38% of 1st grade students are meeting phonemic awareness expectations for entering 1st grade
- Similar data for 2nd grade students, but still conducting assessments

Sight Word Screener

- About 50% of 1st grade students are meeting sight word expectations for entering 1st grade
- Similar data for 2nd grade students, but still conducting assessments

Foundations Phonics Screener

- Foundational phonics skills present, but application an area of need



Middle School STAR Beginning of Year Assessment Data 2021-22

Reading

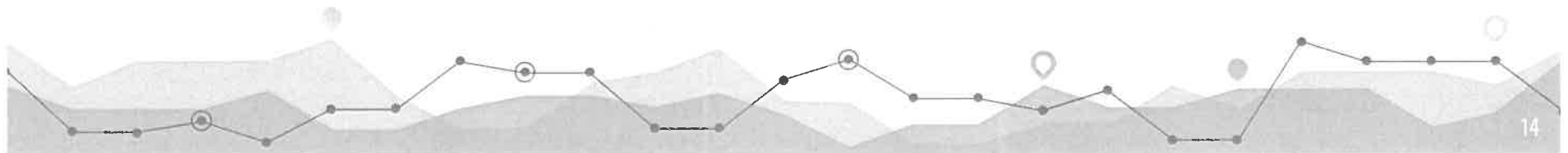
Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students
	#	%	#	%	#	%	#	%		
6	0	0%	8	19%	10	24%	22	52%	2	42
7	2	4%	8	17%	19	41%	14	30%	3	46
8	0	0%	3	8%	15	39%	18	47%	2	38

Math

Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students
	#	%	#	%	#	%	#	%		
6	3	7%	4	9%	12	28%	21	49%	3	43
7	4	9%	8	17%	19	41%	12	26%	3	46
8	0	0%	3	8%	11	29%	21	55%	3	38

Low numbers of students at Level 1

WLC STAR Data



KEY TAKEAWAYS



Averages

Between 30-60% of our students are entering their current grade level ready to learn that grade level's content.



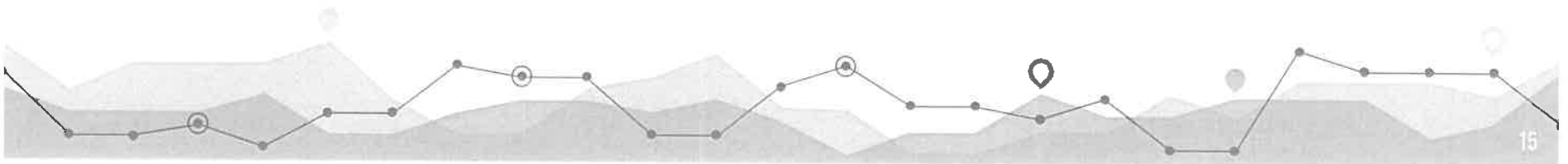
Early Literacy Information

Overall this data is showing a need to support our youngest learners with evidence based literacy instruction, grounded in the science of reading



Math

Our fall data again shows that math is a general area of need for this coming year.





Action Plan

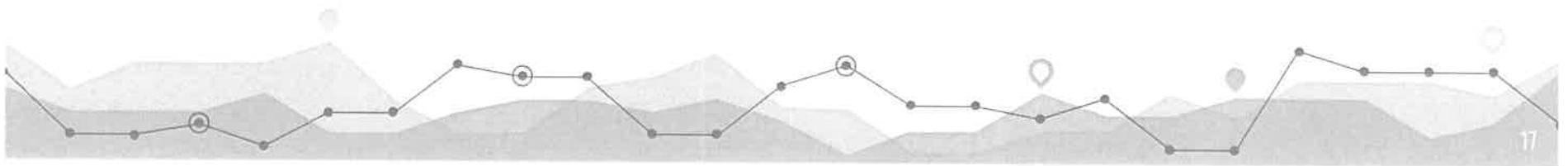
DISTRICT WIDE

Curriculum Review:

- Ensuring district wide curriculum is clearly articulated, aligned with our goals and informed by data

Math:

- Vertical articulation of curriculum, including utilizing professional development days for this work



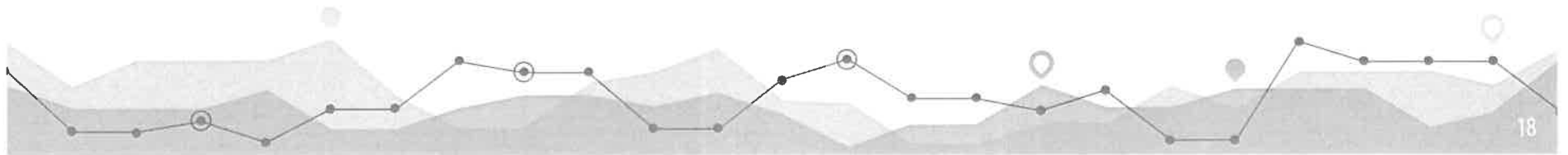
ELEMENTARY ACTION PLAN

Early Literacy:

- Heggerty Professional Development Session
- Leveraging WIN Program to provide targeted support
- Decodable Texts aligned to Foundations and Heggerty

Math:

- Focus of Impact Team Meetings
- Math Curriculum development focus



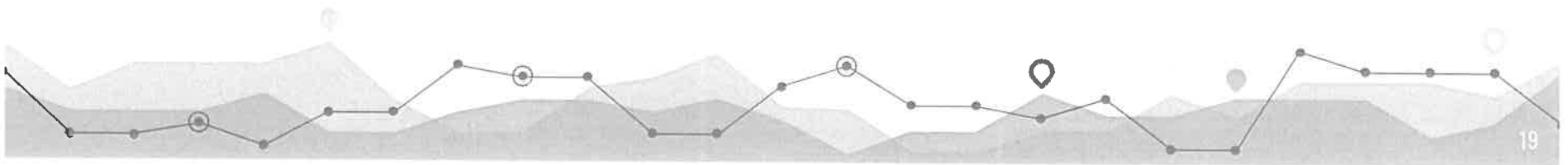
MIDDLE SCHOOL ACTION PLAN

Leveraging SEER:

- Focused math facts practice during SEER
- Providing targeted intervention and support
- Using interdisciplinary, project-based learning units

Math:

- Math curriculum development focus
- Department taking interim State Assessments and PSAT/SAT to help inform instruction



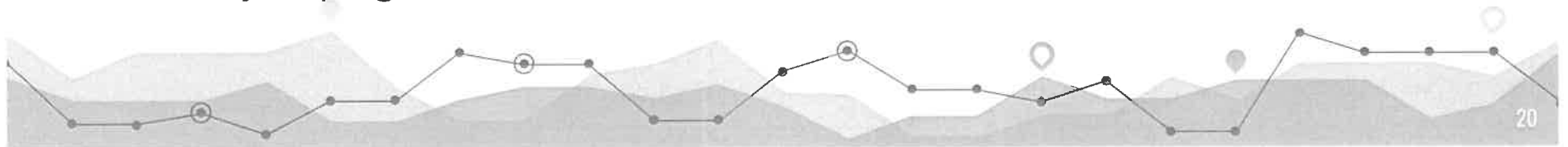
HIGH SCHOOL ACTION PLAN

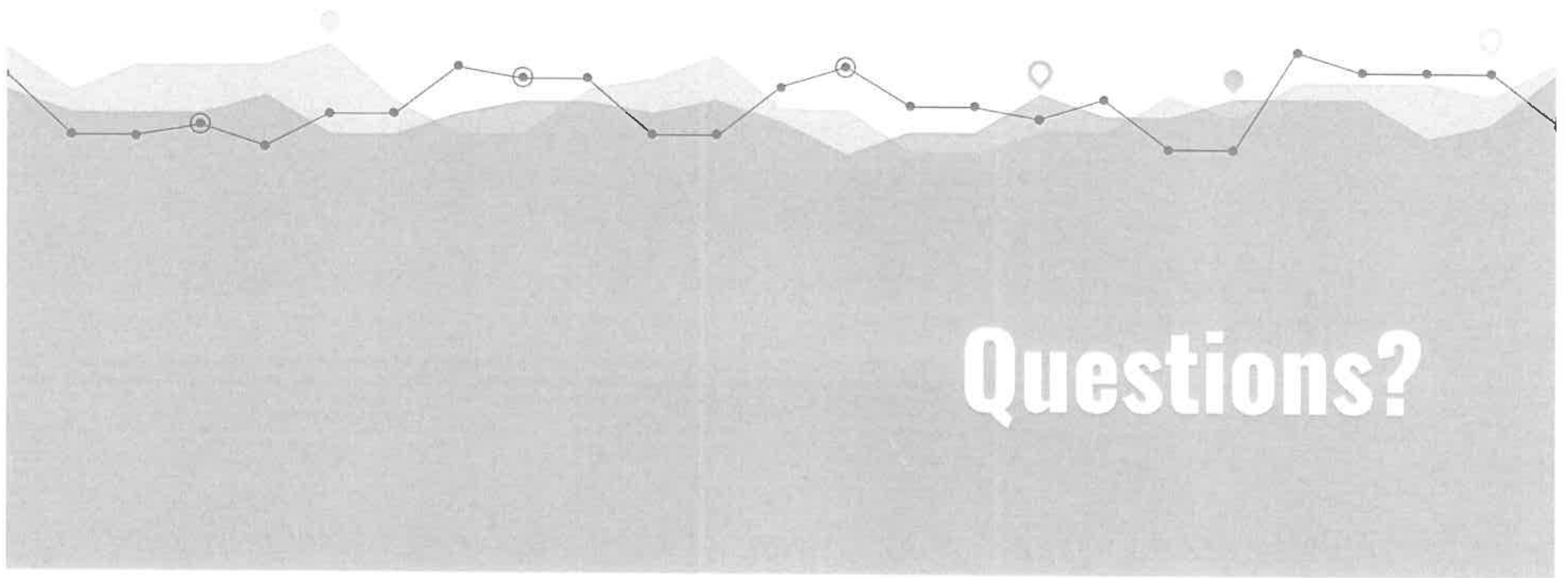
Leveraging Warrior Block:

- New program this year providing intervention and support for targeted students
- Project based, hands on approach at student pace to demonstrate competencies
- Evolving to meet students needs as the year progresses

Math:

- Test readiness and preparation in class for all students
- Seeking PSAT/SAT Test Prep Professional Development to deepen staff's understanding of expectations and format
- Taking practice tests in department meetings to inform instruction





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

Date: 10/12/21 **Time:** 10:00PM

Members Present: Alex LoVerme, Jonathan Vanderhoof, Tiffany Cloutier-Cabral
Dennis Golding, Jim Kofalt, Brianne Lavallee, Charlie Post and Paul White

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Post to enter Non-Public Session to discuss personnel matters RSA 91-A: 3 II (A) (B) (C) at 10:00pm.

Voting: via roll call vote, seven ayes; one abstention 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.*

☐ 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	Abstain
	Jonathan Vanderhoof	Aye
	Tiffany Cloutier-Cabral	Aye
	Charlie Post	Aye
	Dennis Golding	Aye
	Brianne Lavallee	Aye
	Paul White	Aye
	Jim Kofalt	Aye

Entered nonpublic session at 10:00p.m.

Other persons present during nonpublic session: Superintendent Peter Weaver, Business Administrator Kristie LaPlante, and Clerk Kristina Fowler

Description of matters discussed and final decisions made: Personnel matters were discussed, no action taken.

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. Post and SECONDED by Mr. Golding to exit Non-Public Session to at 10:23pm.

Voting: via roll call vote, seven ayes; one abstention motion carried.

Public session reconvened at 10:24p.m.

These minutes recorded by: Kristina Fowler

DAF-4 – PROCUREMENT-ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

- A. **Mandatory Contract Clauses:** The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
 2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
 3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
 4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
 5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
 6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
 7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.
- B. **Contracts with Food Service Management Companies:** Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

C. "Buy American" Requirement:

Under the "Buy American" provision of the National School Lunch Act (the "NSLA"), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, *domestic commodity or product*. As an SFA, the District is required to comply with the "Buy American" procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, "*domestic commodity or product*" is defined as an agricultural commodity or product that is produced or processed in the United States using "*substantial*" agricultural commodities that are produced in the United States. For purposes of the act, "*substantial*" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. Exceptions: The two main exceptions to the Buy American requirements are:
 - a) The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - b) Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. Steps to Comply with Buy American Requirements: In order to help assure that the District remains in compliance with the Buy American requirement, the Food Service Director, shall
 - a) Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
 - b) Monitor contractor performance;
 - c) Require suppliers to certify the origin of the product;
 - d) Examine product packaging for identification of the country of origin; and
 - e) Require suppliers to provide specific information about the percentage of U.S. content in food products from time to time.

First Reading:

Second Reading:

Final Adoption:

CBI - EVALUATION OF THE SUPERINTENDENT

The Wilton-Lyndeborough Cooperative School Board shall annually evaluate the Superintendent based on written criteria as established by the Board. Through evaluation of the Superintendent, the Board shall:

1. Clarify for the Superintendent his/her role in the School system as seen by the Board.
2. Clarify for all Board members the role of the Superintendent in the light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Board and the Superintendent.
3. Assess the Superintendent's performance as it relates to the Superintendent's:
 - (a) Overall administration of district schools;
 - (b) Delivery of district instructional goals; and
 - (c) Relationship with the Board, staff and community.
4. Strive to develop harmonious working relationships between the Board and Superintendent.

The Board will provide the Superintendent with periodic opportunities to discuss Superintendent-Board relationships, and provide written comments to the SAU Board for evaluation for the performance of the Superintendent. New Superintendents will be evaluated at least twice in writing for each of the first three years of their employment.

See Appendix: CBI-R

Legal References:

N.H. Code of Administrative Rules, Section Ed303.01(k), Substantive Duties of School Boards, Superintendent of Evaluation

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

EVALUATION OF THE SUPERINTENDENT

The Wilton-Lyndeborough Cooperative School Board shall conduct a minimum of one (1) annual formal evaluation of the Superintendent. **New Superintendents will be evaluated at least twice in writing for each of the first three years of their employment.**

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

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

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

See Superintendent Evaluation Form

-- Sample --

SUPERINTENDENT EVALUATION FORM

Name of Superintendent _____ Date _____

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

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

ADMINISTRATION

3 2 1

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

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

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

4. Demonstrates skill in developing long-range planning activities based on program needs and enrollment projections.

5. Employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel.

6. Implements procedures to carry out a continuous program of evaluation.

7. Recommends for employment personnel who have proper certification and skills for the position.

8. Organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system.

9. Provides to the Board and the general public an organized and informative annual report of the state of the District.

10. Maintains liaison with state and federal legislators, as well as other outside agencies, in efforts to accomplish legislation needed for school improvement.

Rating for this Category

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

COMMENTS:

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

What specific area could be most improved?

INSTRUCTION

3 2 1

1. Provides overall leadership in the development and implementation of a productive instructional delivery system.

2. Identifies and facilitates instruction and student achievement as the focal point of the School District.

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

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

5. Provides to staff throughout the system the time for organization and the resources required to improve instruction.
6. Provides for continued monitoring and evaluation of instructional activities.
7. Promotes high academic expectations and standards for students.
8. Incorporates useful new ideas into the instruction program.
9. Maintains a working knowledge of current educational research, reports useful new concepts and shares that information with the Board.
10. Keeps the Board informed on the analysis, planning, implementation, and evaluation of instructional activities.
11. Keeps the community informed of the program of instruction and plans for improvement.

Rating for this Category

In the area of instruction what is the strongest asset?

COMMENTS:

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

What specific area could be most improved?

RELATIONSHIP WITH THE BOARD	3	2	1
1. Works with the Board in the areas of analyzing, planning, implementing and evaluating policies.			
2. Informs the Board on issues, operations, the instruction program, and needs of the school system.			
3. Informs the Board on educational activities at the state and national levels.			
4. Has an harmonious working relationship and maintains a professional relationship with members of the Board.			
5. Interprets and supports Board policy and decisions to the public and staff.			
6. Provides the Board members with reports and information which will enable them to sufficiently review the operations of the district.			

7. Gives constructive advice and guidance to the Board regarding possibilities for District improvement.

8. States his/her convictions in matters before the Board.

9. Utilizes the strengths of individual Board members and the Board itself in the decision-making process.

10. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

Rating for this Category

In the area of Board relationship what is the strongest asset?

COMMENTS:

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

What specific area could be most improved?

RELATIONSHIP WITH THE STAFF

3 2 1

1. Includes the participation of faculty and staff in the establishment and the implementation of District-wide goals, objectives, and programs.

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

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

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

5. Promotes programs for staff growth and development.

6. Strives to maintain positive morale by:

- a. minimizing arbitrary decision-making and favorites;
- b. giving fair and impartial treatment to all parties in a dispute; and
- c. giving recognition and appreciation for a job well done.

7. Instills confidence and self-respect among staff.

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

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

Rating for this Category

In the area of staff relationship what is the strongest asset?

COMMENTS:

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

What specific area could be most improved?

RELATIONSHIP WITH THE COMMUNITY	3	2	1
1. Facilitates communication within the community through an effective public information program based on the needs and successes of the district.			
2. Seeks meaningful community involvement in the establishment, implementation, and evaluation of district-wide goals, objectives, priorities, and programs.			
3. Develops and maintains a cooperative relationship with the news media.			
4. Establishes a procedure for studying and acting on complaints, criticisms, and concerns of individuals and/or community.			
5. Is actively involved in community arenas.			
6. Maintains a professional posture with other public officials and community leaders.			
7. Has the ability to face controversy and work effectively with it.			
8. Understands and responds to the unique and changing needs of the community.			
9. Accepts and solicits input from interested groups and individuals in the decision-making process.			

Rating for this Category

In the area of community relationships what is the strongest asset?

COMMENTS:

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

What specific area could be most improved?

PERSONAL QUALITIES

3 2 1

1. Sustains physical and mental health and appropriate energy to cope with the Superintendent's tasks.

2. Defends principle and conviction in the face of pressure and partisan influence, yet is able to compromise.

3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.

4. Uses English effectively in dealing with staff members, the Board and the public.

5. Speaks well before large and small groups, expressing ideas in a logical and forthright manner.

6. Accepts and shares failure as well as success.

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

8. Welcomes questions and open discussion when presenting ideas.

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

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

Rating for this Category

In the area of personal qualities what is the strongest asset?

COMMENTS:

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

What specific area could be most improved?

FINANCIAL

3

2

1

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

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

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

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

5. Determines that funds are spent and invested wisely; ensures that adequate controls and accounting are achieved.

6. Provides leadership in solving major problems and achieving maximum utilization of resources.

Rating for this Category

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

COMMENTS:

3 - Commendable

2 - Meets Expectations

1 - Needs Improvement

What specific area could be most improved?

Signed:

President of the Board

Superintendent

Date:

See Policy CBI

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010