

**Public Notice of Meeting**  
**WILTON-LYNDEBOROUGH COOPERATIVE**  
**SCHOOL BOARD MEETING**  
**Tuesday, May 10, 2022**  
**Wilton-Lyndeborough Cooperative M/H School**  
**6:30 p.m.**

**Videoconferencing:** [meet.google.com/ofd-nbdw-srt](https://meet.google.com/ofd-nbdw-srt)

**Audio:** [+1 414-909-0331](tel:+14149090331) PIN: 218 696 754#

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

- I. CALL TO ORDER-Jim Kofalt-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. PRESENTATION-Bill Preble Culture and Climate/Student Leadership**
- 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. Principals' Reports
      - WLC Presentation on Warrior Block
    - iii. Curriculum Coordinator's Report
- VII. WLCTA**
- VIII. POLICIES-2<sup>ND</sup> READ**
  - i. IJL- Library Materials
  - ii. JLCE Emergency Care & First Aid
  - iii. WITHDRAWAL OF EBBC-Emergency Care and First Aid
  - iv. IHCD-Advanced Course Work-Advanced Placement Courses
  - v. WITHDRAWAL OF LEB-Advanced Course Work-Advanced Placement Courses
  - vi. IKF-High School Graduation Requirements
  - vii. JCA-Change of School or Assignment
  - viii. WITHDRAWAL OF JEC-Manifest Educational Hardship
- IX. ACTION ITEMS**
  - a. Approve Minutes of Previous Meeting**
- X. COMMITTEE REPORTS**
  - i. Facilities
  - ii. Budget Liaison
  - iii. Technology
  - iv. Policy

- XI. RESIGNATIONS/APPOINTMENTS/LEAVES**
  - a. Appoint-Taylor Smith-WLC Spanish Teacher**
  - b. FYI- New Hire-District Technology Director-Nicholas Buroker**
- XII. PUBLIC COMMENTS**
- XIII. SCHOOL BOARD MEMBER COMMENTS**
- XIV. ADJOURNMENT**

**INFORMATION: Next School Board Meeting-May 24, 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.



## **Improving Our School Together:**

*Understanding and Improving  
School Climate, Culture, & Learning*

**Bill Preble & Leadership Team**

# Goals of this Presentation

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1. Discuss the history and shared values guiding our leadership work.
2. Discuss the youth/adult, Participatory Action Research (YPAR) and leadership process.
3. Discuss the leadership goals and activities we have been doing.
4. Discuss how we see the future.
5. Questions and Discussion



# This work is about shared leadership

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- I am a leader.
  - I lead with my heart.
  - I lead with my head.
  - I lead with my feet.
- 
- As leaders we cannot make people change. We can only inspire them to choose to try new things, make new choices.

# Working Together Since 2019

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What brought us together?

The core beliefs we all share.

How will these values and beliefs guide us forward?



# Our Shared Beliefs About Students

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- 1. Every student deserves a safe place to learn.**
- 2. Each student deserves to be known, feel welcome, and connected to adults and peers.**
- 3. All students deserve to be treated with dignity and respect.**
- 4. Students learn best when learning is meaningful, engaging, and fun.**
- 5. When these things happen, test scores will follow.**

# Our Shared Beliefs About Adults

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1. Great teachers are essential.
2. Great teachers change lives.
3. Teachers deserve more respect, support, training, and resources to meet growing student needs.
4. The **MOST POWERFUL ASSET** a school can possess is the collective energy, talent, commitment, and collaborative effort on behalf of students, of the adults in each school and community.



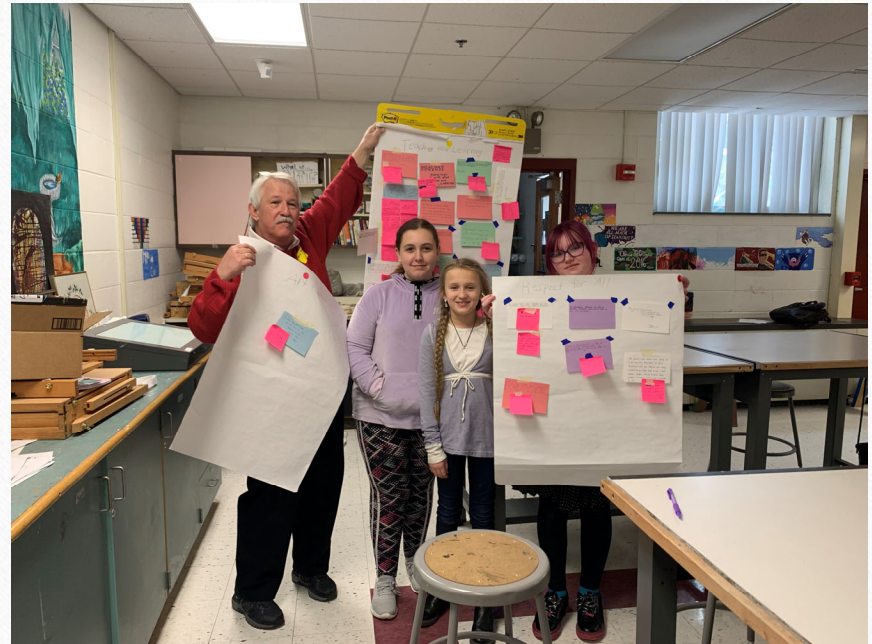
# The “Dignity of Expertise”

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- Do students see and hear things that are happening inside your school every day, that adults may not see?
- Do teachers see and hear things happening in school everyday that principals and students may not see?
- Do parents see things or hear about things that are happening to your child that you wish teachers or school leaders knew about or understood more fully?
- Each person brings a unique perspective that, when taken together, provides a rich understanding of any school.

## What is the YPAR Process

- Develop diverse teams of students and teachers.
- Collect school level data on the academic learning environment.
- Analyze data - Identify strengths and needs.
- Set leadership goals for improvement.
- Develop and implement pilot projects.
- Expand the work throughout the school.
- Reassess to identify school improvement.





Teachers and Students help us discuss this question,  
“How do these “factors” contribute to, or inhibit,  
student learning, well-being, and success?”

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**Factor #1: School Safety**

**Factor #2: Student Behavioral, Social, Emotional, and Academic Supports**

**Factor #3: Respectful, Relationships** (between students, teachers, families and the school)

**Factor #4: Effective Teaching and Learning Practices**

**Factor #5 Student Engagement**

**Factor #6: Student Voice and Responsibility** in navigating their own learning

# Our Leadership Goals

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- Goal #1: To work toward making our school a more welcoming, comfortable, beautiful place, where we come everyday to learn.
- Goal #2: To work toward making teaching and learning more meaningful, engaging and fun.
- Goal #3: To ensure that every student feels safe, connected to peers and adults, and respected in our school.



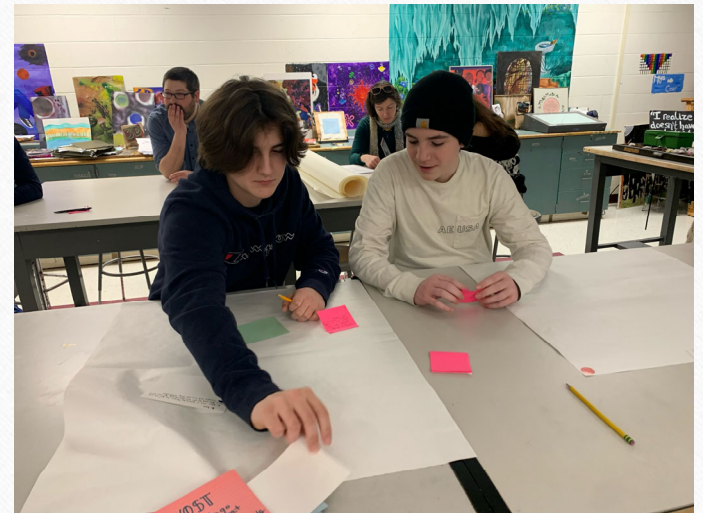
# Leadership Activities

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- Continue to develop our leadership skills and youth adult partnership.
- Continue to plan and design art work, murals, and other projects that will help beautify our school.
- Continue to work to ensure that every student feels safe, known, and respected by peers and adults.



**WLC at Work!**





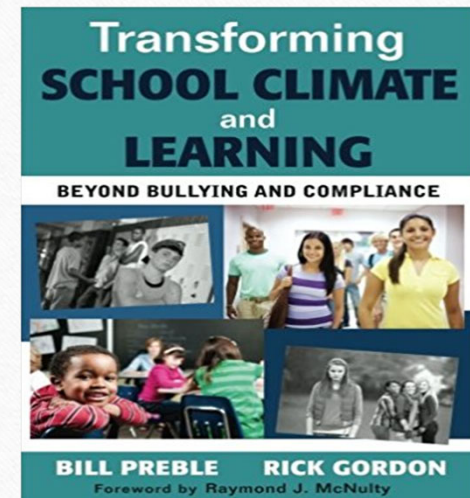
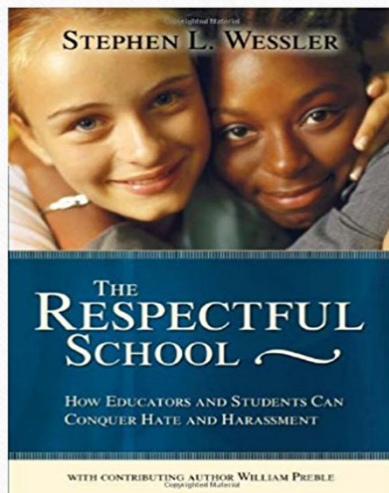
## Our Commitment to the Board

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- We hope you will support this Youth Adult Leadership work.
- We would welcome the opportunity to have students and staff come back to the board and community to share the results of our ongoing efforts
- We will continue to communicate with the board and community as we publicize and celebrate the work this team and the school is doing to provide leadership toward improving academic learning environments and learning results for ALL students.

wpreble@thecscl.com  
[www.theCSCL.com](http://www.theCSCL.com)

Any Questions  
Thank YOU!





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

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

Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

## **Superintendent's Report**

- Since early March, we've addressed **11 staff changes** and have filled 9 of those positions with a **salary savings** (as of May 4, 2022) of \$71,422. We currently have 3 openings to finalize. Our interview teams should be commended for their time and effort to select the best candidates for our students while also being cognizant of our operating budget. We're excited to begin working with our new staff in August!



**Community Service Day** on April 22<sup>nd</sup> was a wonderful success for our students and community. A huge thank you goes out to **Sara Spittel**, a community member that was instrumental in organizing the day for all of us ☺ This picture was taken at Frost This Cakes after a great morning working together! Below is an article recognizing the day.

<https://www.ledgertranscript.com/Wilton-Lyndeborough-students-volunteer-for-Earth-Day-46098226>

- **Lyndeborough Central School** had a terrific Parent Information Night on May 3<sup>rd</sup>. Thank you to Vicki, Libby, and our awesome new Kindergarten teacher Nicole for doing such a great presentation. Our annual egg hunt was very egg-citing! Our students have also been working hard to raise butterflies! The science unit that explores the life cycle of a butterfly has been very exciting for them. Our pre-K students have been busy finishing their Handwriting Without Tears curriculum, learning all about spring, and completing their artwork ☺ Thanks again for supporting our goal to expand our playground. We believe this will be completed before the school year is over!



- **THANK YOU** to our **FRES/LCS and WLC PTOs** for all the time and effort they've invested in supporting our school staff during Staff Appreciation Week and throughout the school year! They have really made a positive impact on our school communities!



- FYI – at our May 24<sup>th</sup> school board meeting, we will need to hold a **Public Hearing for Unanticipated Revenue** included in our meeting agenda.

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

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# Warrior Block: a school within a school

“The strongest of all warriors are these two - Time and Patience.”- Tolstoy



Presenters: Katie Gosselin and Sarah Edmunds

# The Beginnings of the Warrior Block Vision



- School within a school is a model we have utilized in the past headed by the counseling department
- This program included two core classes (SS and English)
- It was more of a credit-recovery program
- It ran as needed and was not embedded in the schedule annually
- The pandemic, and the unfinished learning caused by it, initiated a discussion with all administration
- We decided that we had to create something more structured to help our struggling students.



# What did we do?

- One teacher per department was assigned a Warrior Block course
- Competencies were derived from the regular ed classes and work was not modified
- Students were selected based on previous data (levels of proficiency on SAS, course grades, teacher input, parent input, and attendance reports)
- Students were separated into two groups depending on the course competencies they were behind in (a 9/10 group and an 11/12 group)
- Students rotated weekly between the four departments and worked in blocks of time
- The course is co-taught with a special educator

# Sample Schedules

## 2021-2022 Sample Schedule and 2022-2023 Schedule



# Warrior Block Example 1

- WLC student graduating this year
- Post-secondary goal: work in mechanics and/or construction
- Student required two English classes this year to graduate:
  - Student was struggling to achieve competencies in traditional setting
  - Student is on a 504 plan
- Student enrolled in Warrior Block in September 2021 and worked on career-based English assignments during his time in Tech Ed class:
  - Completed a process paper about his work in tech ed class
- Co-taught with Tech Ed teacher and English Teacher
- Student earned a full credit of English in one semester
- Student is on track and will graduate in June 2022

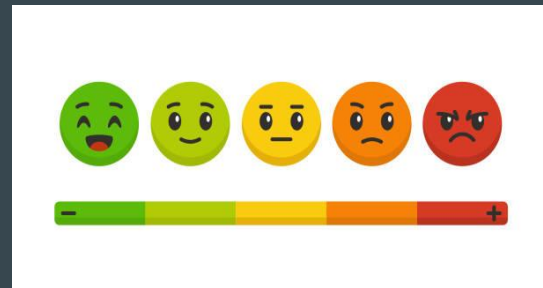
# Warrior Block Example 2

- WLC Student in 11th grade
- Post-Secondary Goal: culinary arts
- Student requires three English credits this year to be on track for June 2023 graduation
- Student requires two math credits this year to be on track for June 2023 graduation
- Student was unsuccessful in the traditional classroom
- Student is newly on an IEP
- Student's career of interest is culinary arts. Student has earned two english credits and two math credits with the foundation of content being culinary arts. Skills such as measurement, completing reflections, personal finance, etc. are all the basis for which the student earned competencies
- Student is now on track for a June 2023 graduation





# How is it going?



The good news is:

- Students who are taking advantage of this opportunity are flourishing
- Students are able to earn more than one credit as they progress through the competencies (not based on seat time). If they finish, they can move onto another class!
- Teachers are willing to work with us to make modifications to Warrior Block

The bad news is:

- Teachers are struggling with unmotivated students
- Some students are still not meeting competencies
- Attendance is an issue

# How did we gain student buy in?

- Communicating with families and gaining their input on how we could support their student(s)
- Utilizing a complete project-based approach
- Tailoring instruction to post-secondary goals as much as possible
- Eliminating homework
- Allowing students to work at their own pace
- Encouraging UDL framework and providing options



# Discipline Data Comparison 2020-2021 SY and 2021-2022 with Warrior Block School Year

Overall, discipline referrals in this subgroup  
is down 38%



## Where do we go next?

- Warrior block will continue next school year and will continue to be co-taught with a regular and special educator
- There will no longer be rotation on a weekly basis, but rather will see all of their warrior block teachers daily
- We will no longer include 9th graders
- It will be one group: 10-12th graders (therefore not requiring weekly rotations)
- Warrior block will be scheduled in the middle of the day (periods 2, 4, 5, and 7)
- Include more interdisciplinary options for students to meet competencies



# What challenges do we still face with Warrior Block?

- Attendance
- We are working hard to improve this by
  - Holding more parent meetings
  - Holding meetings with local PD as needed
  - Increasing student buy in



# THE WLC REPORTER

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APRIL 2022

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APRIL FOOLS DAY FUN FRIDAY!



## PIE A TEACHER!

The Senior class held a raffle for students to have a chance to pie a teacher in the face! It was the kick off to our April Fools Day Fun Friday! A good time was had by all...even the teachers with whipped cream in their hair for the rest of the day!





## FUN FRIDAY ACTIVITIES

After pies in the face, the school took part in a variety of activities. It was a great way to kick off the month of April. Activities included board games, D&D, Volleyball, Poisonball, and Arts and Crafts.







## 6TH GRADE STUDENTS HEAD TO ECOLOGY CAMP APRIL 19 -APRIL 22



The 6th graders were so excited to arrive after a long trip on the bus.



Social studies teacher Melissa Norton and math teacher Allison Blondin get settled in their bunks!





Settling in and making memories!



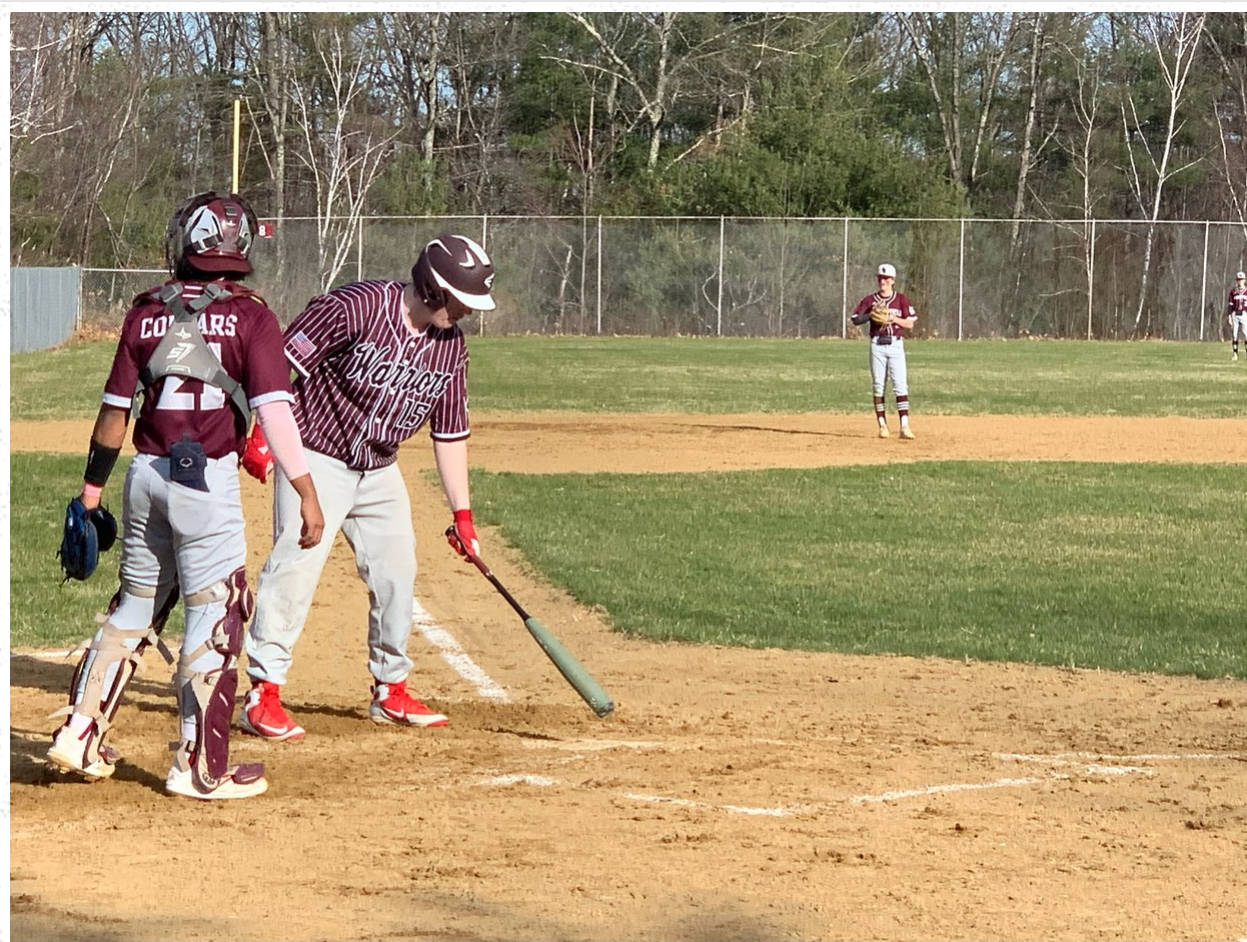


Getting ready for their first lessons!

## **SPRING SPORTS BEGIN!**

The fields are dry and spring sports have begun! It has been such a joy to get outside to watch our baseball, softball, track, and tennis teams. It is going to be a great season!









## **SPECIAL STUDENT ATHLETE RECOGNITION**



## CONGRATS TO ELISABETH JACOB!

Special recognition was awarded to Elisabeth Jacob at the April 19 school board meeting. Elisabeth achieved the 100-point plateau her junior year of soccer (October 2020). She is the first-person, male or female, in WLC history who has achieved this accomplishment.

## US HISTORY CLASS



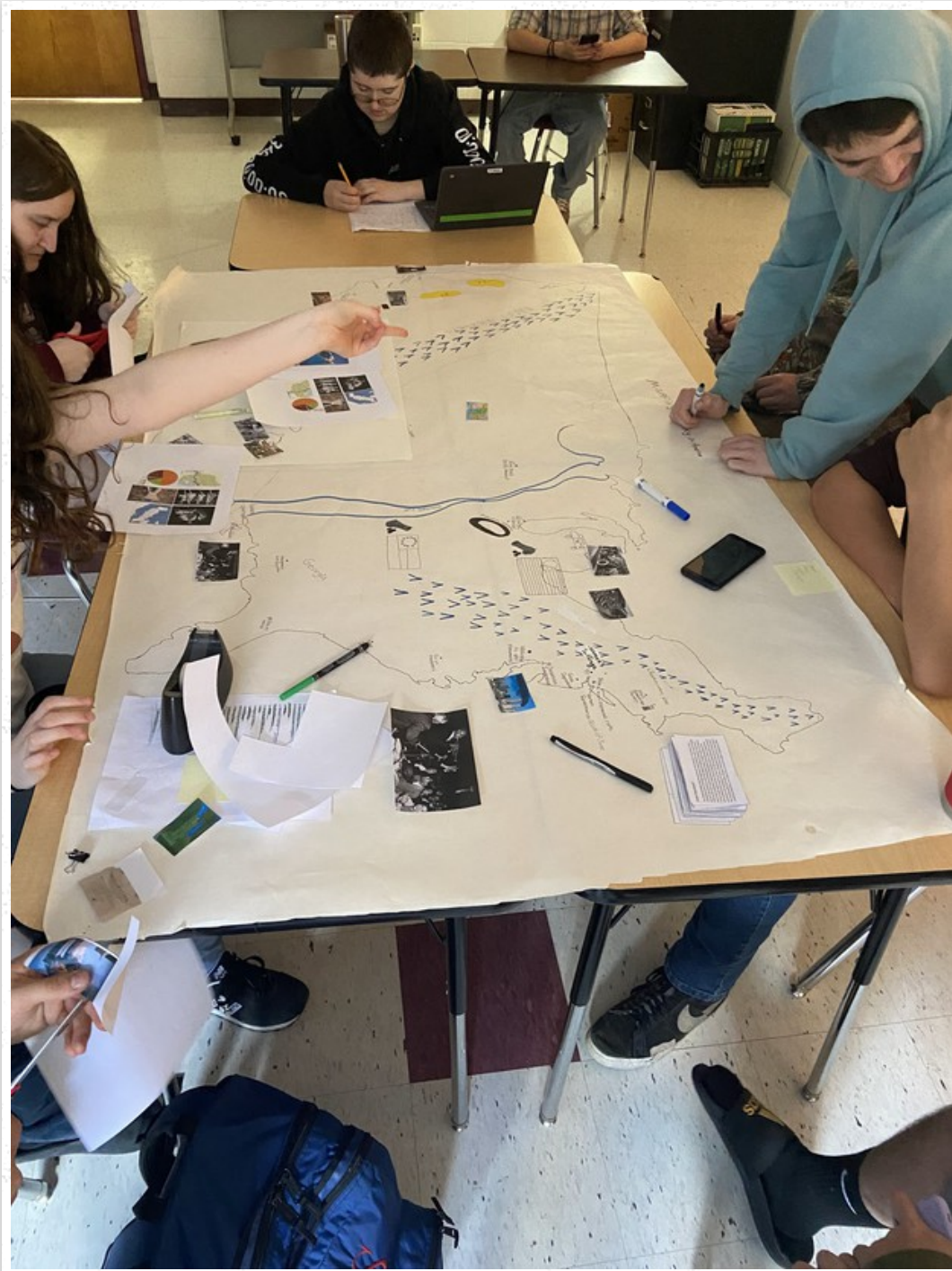


US History students have been working on a class project attempting to answer the essential question "What historical, geographic and cultural factors have helped shape American character?" This project is supportive of the American Studies curriculum and the course's essential question "What is American Character?" American Studies is a new collaborative course that aligns 10th grade US history and the 10th grade English course American Literature.

Students began the process by individually brainstorming and researching their own Top Ten lists for each of the project categories. From there, each class discussed and created a final class list of topics. Students then divided up the events, researched them and created analytical descriptions tying their events back to the essential question.

Students are now in the process of mapping out their events on a student-created classroom sized map of the United States. Each event is being placed in a location that it either occurred or could be related to in one way or another. For example, since WWI was not fought on American soil, students located important training camps factories and that supported the war effort. When the projects are complete each map will consist of around 50 total items, supported with visuals and the written descriptions.





**BRITISH LITERATURE CLASS**



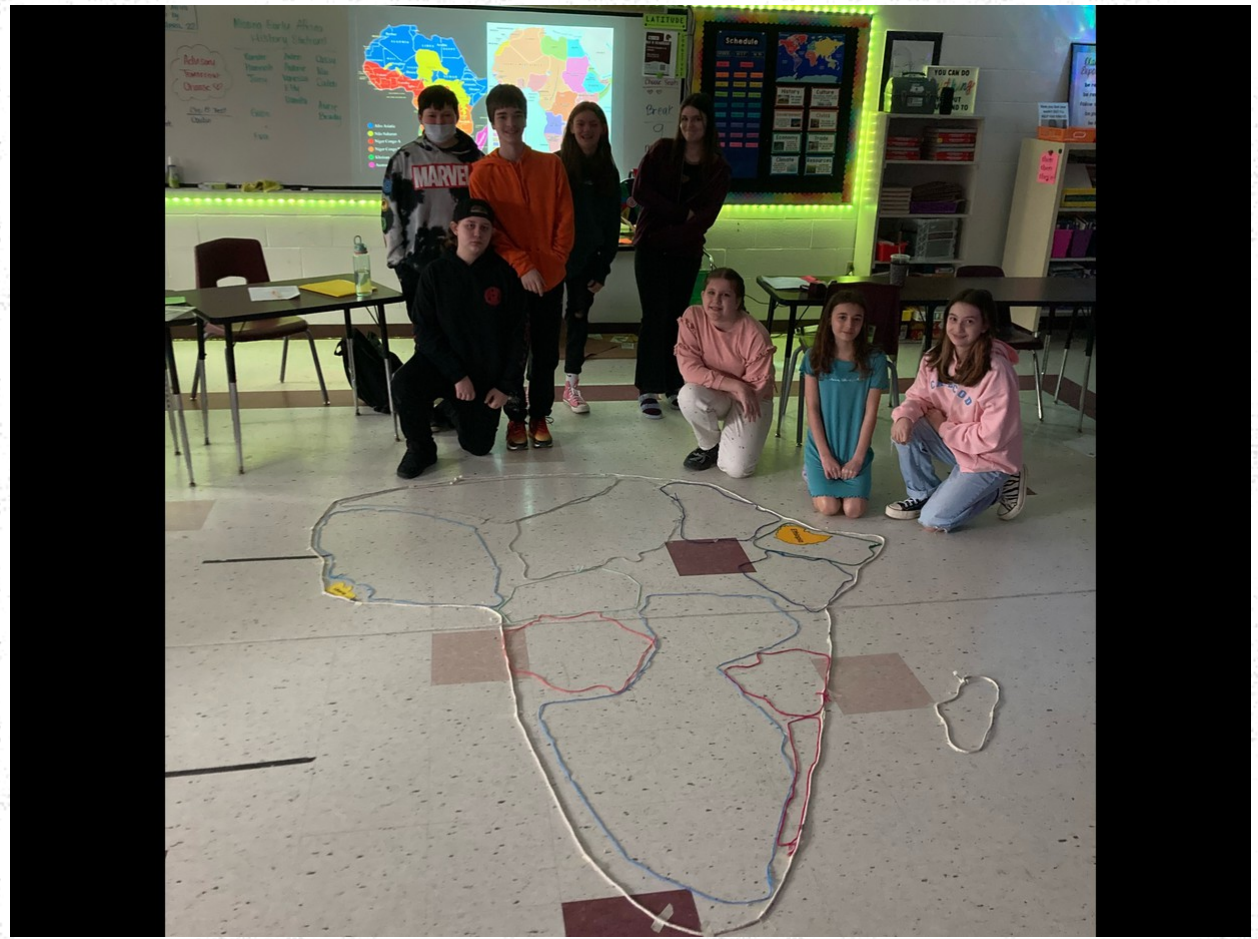
*This piece of original artwork, by Matt Oliveria, depicts Beowulf in his fight against Grendel.*

## BEOWULF

The Juniors have finished their study of *Beowulf*, where they were introduced to Old English and the Anglo-Saxon period as a whole. Throughout this short unit, students studied the symbolic meaning behind the three monsters that Beowulf fights and how the epic poem as a whole can serve as a primary source to both analyze and examine the Anglo-Saxon culture. In completion of their study, students were challenged to create a final product and written reflection in which they were to describe how the poem highlights or demonstrates an aspect of Anglo-Saxon culture. For example, some students researched the war weapons used during this period and then created their own Anglo-Saxon swords with cardboard in order to both demonstrate their knowledge of the time period, as well as the various weapons used and described throughout *Beowulf*. Another group of students rewrote the lyrics to the song, "God's Plan" by Drake, in order to perform a retelling of the entirety of *Beowulf* within a modern day context thus demonstrating how common themes and elements of the hero's journey are still pertinent today. Other students chose to artistically demonstrate their knowledge of one of the monsters in *Beowulf*, and then analyze the symbolic meaning behind each of them and the role in which they play in the development of our knowledge of Anglo-Saxon culture.



# 7TH GRADE SOCIAL STUDIES



During their long block Social Studies class this week, 7th graders took part in a simulation about the Scramble for Africa and the Berlin Conference. The students worked on mapping skills by identifying which areas of the continent produce specific resources, and which areas would be the most valuable to control as a result. Each group of students represented a European country responsible for colonizing Africa, and took turns "claiming" land. Finally, we discussed the impact that colonization had on the people of the continent, and analyzed primary sources written from multiple perspectives. The kids did a great job!

## ART NEWS



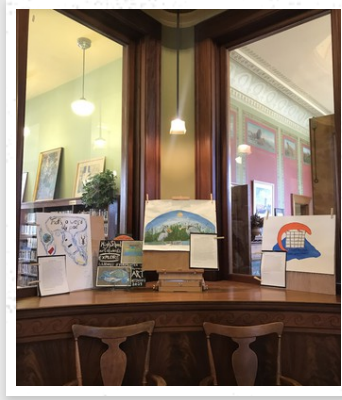


## HIGH SCHOOL ART

Since the beginning of the second semester, high school students in both 2D and 3D art have been exploring the nature of the visual arts as language. With patience and agility, they have pushed themselves to unpack their connections to the world around them through visual thinking methodologies, sketchbook explorations, collaborative critiques, and insightful reflections. As students finish their final works of art and turn in their artist statements, both classes get ready to apply their practice of the creative process to their final projects. Be on the lookout for a final art show to exhibit by mid-May in downtown Wilton's Galerie Oiseaux showcasing student art made of felt, clay, oil paint, charcoal, and mixed media.

Additionally, the current exhibition at The Wilton Public Library is showing the wonderful storm drain mural paintings from first semester's high school students, three of which will be painted downtown Wilton on Earth Day, April 22nd! See if you can find them...





## 6TH GRADE ART

During the last two trimesters at WLC 6th graders have been exploring the theme of creation and destruction. Through daily and week-long exercises, the students challenged their current technical drawing skills to create more depth in their visual compositions with attention to the elements and principles of art. With the curation help of our 6th-grade artists, there is currently an exhibit of the comics upstairs in the middle school atrium of WLC. Stop by to check it out through May!



## 7TH GRADE ART



Our 7th-grade art students have been studying how to create space with objects in relative linear perspective. They were challenged to create a room and add details that were tailored to their interests. One particular student is so prolific in the creative process that he experimented with an additional, and more complex, perspective drawing (featured). Beautiful craftsmanship, Jacob Gautheir!

The students were so excited earlier this week to learn about their final project: to create a room or landscape using a linear perspective that they will convert into a ceramic relief sculpture. Be on the lookout for images of these final creations!



## MARCH STUDENTS OF THE MONTH

### MIDDLE SCHOOL

#### 6th Grade:

- This student is a silent leader in the classroom. She gives each and every assignment her best effort, and she is very motivated to learn new things. This student asks questions, participates in the classroom, and is a great helper to her peers and teachers. We love seeing her smiling face around the halls, and we are so excited to see how far she has come throughout her first year in middle school. The Dream Team is proud to announce **Raneem Koudsi** as the March Student of the Month.
- This student comes to class with his contagious smile and ready to have fun. He is full of fun facts and trivia he loves to share. He participates in the afterschool D & D club and

has even designed his own game! His teachers are recognizing this student because his effort has steadily improved since the beginning of the year. The Dream Team is proud to announce **Henry Alley** as the March Student of the Month.

#### 7th Grade:

- This student has come a long way this school year. He has been coming to class getting right to work and been consistently trying his best, showing that he can be a role model to his peers. He is also funny and caring. His teachers have been very impressed by his actions in the classroom lately and would love to reward him for all of his hard work. His efforts do not go unnoticed... Team Awesome is very proud to announce that **Dane LaFleur** is the March Student of the Month.
- This kind student has a good sense of humor and is very quick witted. This student has been participating in class and completing his work on time. He has patience with his peers, is a natural group leader. He can work independently as well. You may find this student listening to heavy metal music, cheering on his friends, going to concerts or keeping a beat on the drums. Team Awesome would like to congratulate **Josh Rocca** for March Student of the month.

#### 8th Grade:

- This student has a great sense of humor and is liked by his peers and teachers. He checks in every morning with teachers to make sure he has everything done and is always conscientious about his grades. He tries his best at everything he does. When he is not in school he likes video games and all kinds of sports. In fact, he plays soccer and basketball at WLC. He also enjoys hanging out with his friends . Team Awesome would like to congratulate **Nate Gill** on being the March Student of the Month.
- For the month of March, the Dream Team is acknowledging this 8th grade student for her consistent hard work and for the improvement we have seen in her academics throughout the course of the year. Across the four classes, she has taken the initiative and has shown consistency in turning in thorough and well throughout-out assignments. She comes into class with a positive attitude and she is ready to learn and take feedback from her teachers and is always looking to improve. We have seen tremendous growth throughout the year and are very proud to announce **Savannah Brown** as March Student of the Month.





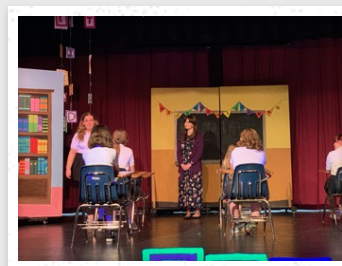
## HIGH SCHOOL

WLC would like to congratulate the 11th and 12th grade students of the month for March! Congratulations to **Amber Silk and Samantha Boette** of the 12th grade and **Gabrielle Ramsey and Robbie Gagnon** of the 11th grade!



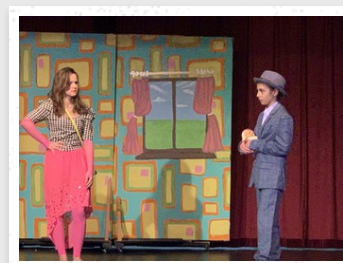
## MATILDA THE MUSICAL!





## CONGRATS TO THE CAST AND CREW OF MATILDA!

On April 6 and 7, the WLC Drama club presented Matilda the musical to sold out crowds. The students did a fantastic job. Thank you to Taryn Anderson and Maggie Dwyer for their tireless work with the students. The students had a blast!

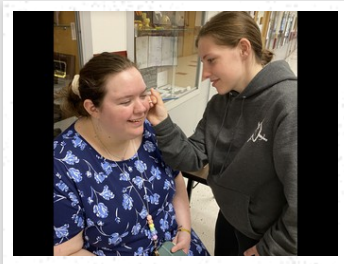


## MIDDLE SCHOOL SPRING FLING DANCE

The junior class hosted a Spring Fling Dance for middle school students! On Thursday, April 14th, kids stayed after school and had fun! Middle schoolers danced, took Polaroid photos, played games, and got their faces painted. Thank you to everyone who decorated, to music



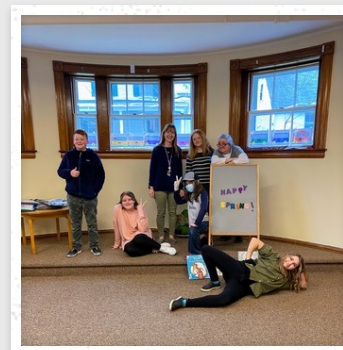
teacher Taryn Anderson for being a great DJ, and to junior students for their help decorating and facilitating activities. Students and teachers alike had a great time!



## LIBRARY SKILLS FIELD TRIP

The sixth grade students in Library Skills went on a field trip to the Wilton Public and Gregg Free Library! Two different classes walked down to the library and Miss Boo, the Youth Librarian, took them on a tour! After that, kids participated in a scavenger hunt to find books and materials. The sixth graders then checked out books with their new library cards. Everyone had a great time! Special thanks to Miss Boo and Director Pat Fickett for having us!





## BUY YOUR YEARBOOK TODAY!

Purchase your yearbook today! Celebrate your memories of school by ordering your yearbook through this link:

<https://www.jostens.com/apps/store/customer/1057933/Wilton-Lyndeborough-Cooperative-High-School/>

Yearbooks are \$60 each, and anyone who purchases one will receive it mid-May. Please contact Mary Beth Wiley ([m.wiley@sau63.org](mailto:m.wiley@sau63.org)) or Alison Bowman ([a.bowman@sau63.org](mailto:a.bowman@sau63.org)) with any questions!



**Wilton-Lyndeborough Cooperativ...**

[www.jostens.com](http://www.jostens.com)

College Championships High School Championships  
Football Championships Basketball Championships Youth  
Sports Fantasy Sports Championship Ring Gallery Jostens  
Letter Jackets Letters & Patches Awards and Trophies



Promote the Yearbook! Feb 14, 2022 at 12 37 PM 1





# FLORENCE RIDEOUT ELEMENTARY SCHOOL

TREMONT STREET  
WILTON, NEW HAMPSHIRE 03086  
(603) 732-9230  
[www.sau63.org](http://www.sau63.org)

Kathleen Chenette, Principal  
Christina Gauthier, Administrative Assistant

Aimee Gelineau, School Counselor  
Laura Gifford, School Nurse

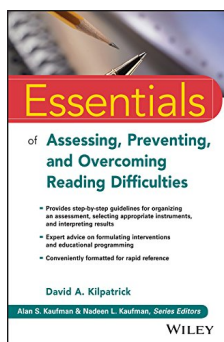
## SAU 63 May School Board Report



## SAU 63 Professional Development Day

The April professional development day was very well received by staff. Teachers worked in vertical teams (teachers from K-12) worked together to begin aligning the curriculum. Each content team worked through the major skills, strategies, and content for their grade levels. While working collaboratively, teams identified next steps relative to alignment such as which standards and competencies our students continue to struggle with, where in the curriculum does the cognitive rigor increase substantially, how do we respond, and what are the major guarantees of the grade level? On our last staff day, we will spend time revisiting the work we started, reflect on data, and draft a plan for next steps.

## Book Studies



Twenty teachers are participating in after school book studies. Teachers from both LCS and FRES meet weekly to discuss their professional reading and make connections to classroom practice. These discussions are robust and staff continue to impress me with their desire to grow professionally and apply new learning in their classrooms.

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## Community Clean Up

All students and staff participated in the recent Community Clean Up Day on April 25th. Sara Spittel, community member, was kind enough to drop off gloves, bags, and orange vests for all to use. Sara actually purchased a number of kid-sized vests for our students to keep for any future outside learning they do.



Each grade level chose an area in town to focus their clean up efforts and have lots of fun while out and about. FRES had students at Carnival Hill, Frog Pond, Main Street, the school yard, and the Flat. Mrs. Gardent and Mrs. Lambert generously worked with first grade students to plant flowers in decorative planters for the front of the school. This act of kindness has made our building entry beautiful!



All FRES students also painted special rocks to hide throughout the town. Each rock was carefully designed by a FRES student with a special inspirational note to brighten the day of anyone who finds one.



# **FLORENCE RIDEOUT ELEMENTARY SCHOOL**

**TREMONT STREET  
WILTON, NEW HAMPSHIRE 03086  
(603) 732-9230  
[www.sau63.org](http://www.sau63.org)**

**Kathleen Chenette, Principal  
Christina Gauthier, Administrative Assistant**

**Aimee Gelineau, School Counselor  
Laura Gifford, School Nurse**



**WLC students also came to FRES to support the younger students as they completed their clean up tasks. Seeing our youngest students being helped by their high school helpers filled the hearts of those observing. WLC students were top-notch role models.**

**Korben, first grade, runs with Troy Brennan from WLC.**



## **Hiring for 2022-2023 School Year**

**The hiring season is upon us. FRES currently has two positions and one long term sub to cover a maternity leave. To prepare for the hiring process a team was formed with representatives from grades three and four, specials, and Special Education. At our first meeting we reviewed the importance of confidentiality and the legal and policy aspects of interviewing and hiring. The Hiring Team also created the series of questions all candidates would be asked.**

**To date, five interviews have been held. At the end of this round of interviews we identified a finalist. Unfortunately that candidate declined. The committee is reviewing additional applications and will continue interviewing this week.**

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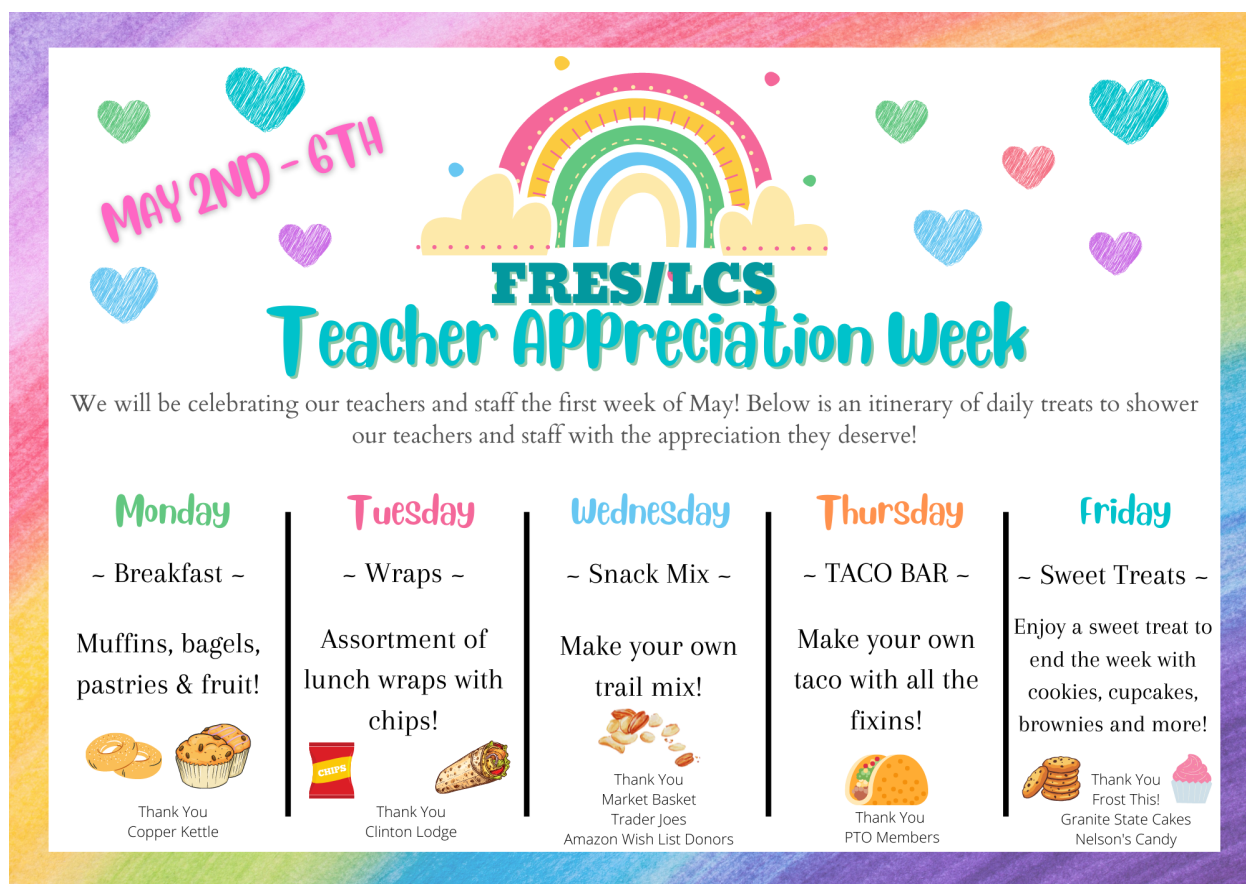
Kathleen Chenette, Principal  
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Laura Gifford, School Nurse





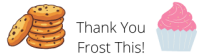
## Teacher Appreciation Week.

This week is Teacher Appreciation Week. At FRES, We use the week to celebrate all staff. The LCS and FRES PTO are treating all staff to a special meal or treat each day of this week. On Monday the staff was greeted by a large, brightly colored chalk drawing by the front entrance. When entering the building there were inspirational quotes and messages of gratitude from both the PTO and students peppered throughout the building, hanging in all of the hallways and on classroom doors. Finally, the staff found an incredible breakfast spread complete with doughnuts, muffins, parfaits, and the like.

The entire week is dedicated to treating and celebrating staff members. Below is a picture of the menu of treats the staff will enjoy throughout the week.



The graphic features a colorful rainbow at the top center, surrounded by several heart shapes in various colors. To the left of the rainbow, the text 'MAY 2ND - 6TH' is written in a pink, chalk-like font. Below the rainbow, the text 'FRES/LCS Teacher Appreciation Week' is displayed in a large, bold, teal font. Below this, a paragraph of text reads: 'We will be celebrating our teachers and staff the first week of May! Below is an itinerary of daily treats to shower our teachers and staff with the appreciation they deserve!'. The menu is organized into five columns, one for each day of the week, separated by vertical lines. Each column has a header for the day, a description of the treat, an illustration of the treat, and a list of donors.

Monday	Tuesday	Wednesday	Thursday	Friday
~ Breakfast ~	~ Wraps ~	~ Snack Mix ~	~ TACO BAR ~	~ Sweet Treats ~
Muffins, bagels, pastries & fruit!	Assortment of lunch wraps with chips!	Make your own trail mix!	Make your own taco with all the fixins!	Enjoy a sweet treat to end the week with cookies, cupcakes, brownies and more!
				
Thank You Copper Kettle	Thank You Clinton Lodge	Thank You Market Basket Trader Joes Amazon Wish List Donors	Thank You PTO Members	Thank You Frost This! Granite State Cakes Nelson's Candy



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## **Fourth Grade Economics Fair**

**As a component of an upcoming Economics unit, Ms. Reid and Mrs. Tetrault's fourth grade students will be creating a "company" to focus on budgets and how to develop a plan in order to simulate how money is earned. They will be given an opportunity to produce a variety of goods like bracelets, tissue paper flowers, bookmarks, hair-clips, pencil toppers, decorated pencils, just to name a few ideas.**



**Products will be created at school using materials purchased from our Economics Store here at FRES. Students will keep the receipts of their purchases so that they can record the total amount of money they spent. Students will use the FRES store, and will be required to take out a loan from the "FRES Funds Bank".**

**Once loans have been distributed, shopping has commenced, and products have been created, students will experience the concept of supply and demand first hand. At the Celebration of Learning on May 18, 2022 at 6:00 pm students will set up a store front (poster board) and sell their products. Money earned from the sale of their products must be used to pay off any loans borrowed from the FRES Funds Bank.**

**Our students in fourth grade are creative entrepreneurs! There will be multiple students who actually make a profit from the sales during the Celebration of Learning. All profits students have left over after paying back loans, will be collected, totaled, and combined. The student from each class that makes the most profit will get to select a charity to donate the collective profits to.**



**Respectfully submitted,  
Kathleen Chenette**

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

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

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Emily Stefanich, M.Ed.  
District Curriculum Coordinator

**Curriculum Coordinator Report: May 10<sup>th</sup>, 2022**

**Professional Development**

**April 15<sup>th</sup> Professional Development Day**

On April 15<sup>th</sup> we had another district professional development day centered on vertical alignment and collaboration. The agenda for the day are attached on the subsequent pages. Staff were broken into groups based on the subjects they teach, and participated in activities that focused on the progression of content from kindergarten through the grades up to graduation. Feedback from this day was largely positive with staff having large amounts of time to collaborate with their peers and understand how the work in our classrooms is interconnected. There is strong desire to continue this work and strengthen the cohesion across the grade levels. We have one final professional development day in June, and once we have a finalized schedule for that day, I will share that with you as well.

**Innovations in Learning Conference**

In April, I had the opportunity to attend the Innovations in Learning Conference in Concord. There was a strong focus on integrating career-readiness within the classroom and making content relevant for students. There are many exciting possibilities that I am eager to work with my colleagues on implementing. Another highlight of the conference was seeing Dr. Edmunds and Ms. Gosselin's presentation on Warrior Block. They were confident and knowledgeable as they shared and fielded questions from colleagues across the state. Congratulations to both of them on their hard work!

**Assessment**

**SAS Administration and Data Dives**

We are in the process of administering the New Hampshire State Assessment with our students in grades 3-8 and 11. The staff has worked exceptionally hard to prepare students, as well as adjust their schedules for testing. Students in the high school already completed the majority of their testing in the spring with the PSAT and SAT. As an administration team, we will be conducting Data Dives into our Spring PSAT and SAT data as soon as it is released and available. We will share this data with you at an upcoming school board meeting.

**Spring STAR Testing**

The final STAR testing window for our students this year is between May 23<sup>rd</sup> and June 3<sup>rd</sup>. During this window, students in kindergarten through eighth grade will take the STAR reading and math assessments. This data will be used for measuring growth from the beginning of the year, as well as to inform teachers as they plan for the fall. Similar to the PSAT and SAT, we will also do a data dive on this set of data after it is complete so that we can make adjustments and plans going forward as an administration team.



# 4/15 PD Day Agenda - All District Staff

## Classroom and Specialist Teachers

**Overview:** The goal of today is to have time to work in vertical teams as we think about building a cohesive student experience from Kindergarten through 12th grade.

### Objectives:

Teachers will:

- Understand how the standards build in depth and complexity from K through 12th grade
- Identify content that is covered well and content areas where we could improve as a district and within their grade level.
- Know that any piece of content can be potentially addressed with multiple standards

### 7 Norms of Collaboration:

- Pausing
- Paraphrasing
- Posing Questions
- Putting Ideas on the Table
- Providing Data
- Paying Attention to Self and Others
- Assuming Positive Intention

### Materials:

- [K-5 ELA Scope/Sequence](#) / [K-5 ELA Competencies and Performance Indicators](#)
- [K-5 Math Scope/Sequence](#) / [K-5 Math Competencies and Performance Indicators](#)
- [K-5 Science Competencies and Performance Indicators](#)
- [K-5 Social Studies Competencies and Performance Indicators](#)
- [WLC Curriculum Database](#)

### Schedule:

Time	Meeting (s)				
8:30-9	<b>All Staff Meeting at WLC in Library</b> - Check-In - Review of Schedule				
9-11	<b>ELA - Reading</b> Facilitator: Sarah/Kathleen Room: 132	<b>Math</b> Facilitator: Katie G. Room: 134	<b>Science</b> Facilitator: Emily / Kristie Room: 136	<b>Unified Arts - Part 1</b> Facilitator: Andrew T. Room: 133	<b>Guidance Team Meeting</b> Facilitator: Mandy Room: Guidance Office
11-12	<b>Lunch</b>				
12-2	<b>ELA - Writing</b> Facilitator: Sarah/Kathleen Room: 132	<b>Social Studies</b> Facilitator: Peter W. / Katie G. Room: 134		<b>Unified Arts - Part 2</b> Facilitator: Andrew T. Room: 133	
2-3	<b>5th / 6th Grade Collaboration Time</b> Facilitator: Alice / Katie G Room: Guidance Office			<b>Planning Time for Staff</b>	
*When not in scheduled meetings, it is expected that staff will be working on curriculum and end of year planning.					

## Subject Area Meeting Agenda

1. Introductions - Name / Role / Favorite thing to teach in this subject. Example: Emily / District Curriculum Coordinator / I love teaching early reading skills. (5 minutes)
2. Standard Shuffle (20 minutes)
3. Examining Our Curriculum (50 minutes)
4. Grade Level Reflections (individual, then whole group) (45 minutes)
5. Next Steps and Action Planning (10 minutes)

## Unified Arts Meeting Agenda

### Part 1

1. Introductions - Name / Role / Favorite thing to teach in your domain. Example: Andrew Tyler / Middle-High Computer Science / I love teaching coding of robots. (10 minutes)
2. Content/Curriculum Mapping (individual, then teams, then whole group) (75 minutes)
3. Reflecting on Student Experience (25 minutes)
4. Next Steps and Action Planning (10 minutes)

Part 2 - Team Planning, cross-collaboration, etc.

## Elementary Group Assignments

<b>ELA - Reading</b> <ul style="list-style-type: none"> <li>- Kinder - Elizabeth</li> <li>- 1st - Jessica</li> <li>- 2nd - Becky</li> <li>- 3rd - Andrea</li> <li>- 4th - Suzanne</li> </ul>	<b>Math</b> <ul style="list-style-type: none"> <li>- Kinder - Vicki</li> <li>- 1st - Kristin</li> <li>- 2nd - Heather</li> <li>- 3rd - Sam</li> <li>- 4th - Sandy</li> <li>- 5th - Erin</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>- Kinder - Melanie</li> <li>- 1st - Julie</li> <li>- 2nd - Kristen</li> <li>- 3rd - Melanie</li> <li>- 5th - Holly</li> </ul>
<b>ELA - Writing</b> <ul style="list-style-type: none"> <li>- Kinder - Elizabeth, Vicki</li> <li>- 1st - Jessica, Kirstin</li> <li>- 2nd - Becky, Heather</li> <li>- 3rd - Andrea, Melanie</li> <li>- 4th - Suzanne</li> <li>- 5th - Holly</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>- Kinder - Melanie</li> <li>- 1st - Julie</li> <li>- 2nd - Kristen</li> <li>- 3rd - Sam</li> <li>- 4th - Sandy</li> <li>- 5th - Erin</li> </ul>	

## Special Education Staff

**Overview:** Full day training from MSB on Medicaid

**Schedule:**

Time	Meeting (s)
8:30-2	Medicaid Training
*Location TBD	<ul style="list-style-type: none"> <li>- Case Manager WKSP- 9-10am</li> <li>- Para /RBT/ABA WKSP 10-12:30pm</li> <li>- Lunch and Stakeholder meeting 12:30-1:30pm</li> <li>- Service Provider and Team Leader WKSP 1:30--3:30pm</li> </ul>
	*At 2, staff who work with 5th/6th grade students should go to the 5th/6th grade collaboration meeting



# WLCTA

- Teacher Appreciation Week was very appreciated! Thank you to everyone who donated their time, money, and resources to make all of the teachers feel special.
- The last month of school is always a busy one throughout the district. Here are just a few things that the teachers look forward to:
  - Field Day
  - Field Trips
  - Consistent nice weather to sneak in lessons outdoors
  - Spring concerts
  - Celebration of Learning
  - Senior Projects are being presented.
  - Senior Graduation
  - Earth Day was great, it united the three schools - students from all three buildings worked together to clean the Wilton/Lyndeborough Community
  - Read Across America - community members came into the building to read again, it was so wonderful to have members of the community come back into our building.
- We would love to invite you to the following events at FRES. Consider these your personal invitations:
  - Celebration of Learning at FRES on Thursday, May 19th at 6:00 pm. It is to celebrate the learning of our students and their work will be on display. Families are welcomed to come and see their student's learning. It is a wonderful opportunity to invite the community into our building.
  - Our Spring Concerts are May 12th for grades 3-5 and May 19th for kindergarten through 2nd grade. Both concerts start at 6pm, and for many younger students this is their very first time performing for a live audience!
  - Friday, June 3rd is Field Day! Come help run a station or just join us for lunch. Another wonderful opportunity for our students, their families, and community to get together. We haven't had a REAL field day in 2 years.
- Calendar
  - Vote was passed by the union, teachers appreciate all of the efforts that went into developing for the 22-23 school year.

## Teacher shout-outs

- FRES 5th grade - Science Fair - 5th grade is working on our first science fair in a few years! All students will present their results of their experiments at the Celebration of Learning on Wednesday, May 18, at 6pm. Students are wowing us with the experiments they are conducting and how well they are doing with the scientific process. Students came up with a research question, created a hypothesis backed by research, created their own procedure, conducted the experiment with 2-3 trials, and are now working on interpreting data/creating displays of the data and process. Here are some pictures!

# WLCTA



- Jessical Hill - 1st Grade teacher - My class is working to publish a class book. It will be all about Spring. Each child has written about spring using their senses. They are now working to make a final draft in pen. They then design and color a picture to accompany their writing. This will all be mailed away and sent back in the form of a book available for purchasing by parents. Also, my class was having some difficulty with spelling sight words. I used my Orton Gillingham training to find new active ways to incorporate practicing this essential skill.
- All first grade classes are working on a jelly bean project encompassing opinion writing, graphing, predicting, persuasive writing, and adjectives.
- Mel Abbe - Kindergarten teacher - My students say a morning Mantra every morning since day one. I am hopeful it will build resilient learners for the rest of their schooling. We say "I am awesome! Mistakes are how I learn! I can do hard things! I am kind! And I try my best!"  
Best part is I've been told by parents that my students repeat it at home, assuring family members "it's okay to make mistakes, mistakes are how we learn!" I'm proud of that.
- Bridgette Fuller - WIN Coordinator - has taken the LETRS (language essentials for teachers of reading and spelling) training and she plans to participate in a train the trainer workshop over the summer with Tammy Cargill. They hope to offer PD to their colleagues next school year.
- The WIN team has started end of year testing and is excited to share and analyze the data collected with classroom teachers during upcoming Impact meetings.



## IJL – LIBRARY MATERIALS

*Related Policies:* KE

The Wilton-Lyndeborough Cooperative School Board believes the mission of the school library is to encourage recreational reading, support classroom curriculum, encourage curiosity, and to provide an inviting, authentic, and dynamic learning environment by providing various perspectives so that students may develop analytical reading and critical thinking skills.

The school libraries of this district are guided by the principles set forth in the Library Bill of Rights of the American Library Association as published as of April 1, 2022 and The Students' Right to Read statement of the National Council of Teachers of English as published as of April 1, 2022.

Materials for school libraries shall be initially recommended by the appropriate professional personnel in consultation with administration and faculty. The Superintendent/designee shall adopt and enact any procedures necessary to provide a system for the Selection Criteria, Acquisition Procedures, and Materials Reconsideration/Parental Objection.

In the event of Materials Reconsideration/Parental Objection, the District will act in accordance with steps outlined in School Board policy KEC.

***First Reading:*** April 5, 2022

***Second Reading:***

***Final Adoption:***

## JLCE- EMERGENCY CARE & FIRST AID\*

*Category: Priority/Required by Law*

*Related policies: JLC, JLCD, JLCD-R, EBBB*

All School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year emergency contact information of parents/guardians for each student and staff member. See appendix JLCE-R for a sample form.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

The school nurse or other designated personnel may administer other medications to students in emergency situations, provided such personnel has all training as is required by law. Such medication may also be administered in emergency situations if a student's medical action plan has been filed and updated with the school district to the extent required by law.

**Consistent with state law, the school nurse may maintain a supply of asthma related rescue medication and the emergency medication epinephrine.** The school physician, the school nurse or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians. **The school nurse or other designated personnel may administer or make available to self-administer a bronchodilator, spacer, or nebulizer to a student who has been diagnosed with asthma for use in emergency or other situations as determined by the school nurse.**

The district will maintain all necessary records relative to the emergency administration of medication and will file all such reports as may be required under Board policy JLCD, or applicable laws or regulations.

Accident reports must be prepared and filed consistent with Board policy EBBB.

The Wilton-Lyndeborough Cooperative School District makes it possible for parents/guardians to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.



Records related to the emergency administration of any medication under this policy shall be made and maintained by the school nurse as provided in Board policy JLCD and District procedures JLCD-R. The school nurse will follow other first aid reporting protocols, as may be determined by other Board policy or administrative directive.

**Legal References:**

*RSA 200:40, Emergency Care*

*RSA 200:40-a, Administration of Oxygen by School Nurse*

*RSA 200:44-a, Anaphylaxis Training Required*

*RSA 200:54, Supply of Bronchodilators, Spacers or Nebulizers*

*RSA 200:55, Administration of Bronchodilator, Space or Nebulizer*

*Ed 306.04(a)(21), Emergency Care for Students and School Personnel*

*Ed 306.12, School Health Service*

Appendix: JLCE-R

***First Reading:*** June 2, 2010, April 5, 2022

***Second Reading:*** July 13, 2010

***Final Adoption:*** August 10, 2010

***Revision:***

**\*Note former policy EBBC has been incorporated into policy**

## **EBBC - EMERGENCY CARE AND FIRST AID**

All Wilton-Lyndeborough Cooperative School personnel have responsibilities in connection with injuries and emergencies occurring in school and at school-sponsored events, which may be classified as follows: (1) administering first aid; (2) summoning medical assistance; (3) notifying administration; (4) notifying parents; and (5) filing accident/injury reports.

School personnel must use reasonable judgment in handling injuries and emergencies. Caution should be exercised not to minimize or maximize any injury or illness. All personnel will understand the proper steps to be taken in the event of an injury or emergency.

The Superintendent will ensure that at least one other person on staff, aside from the school nurse, has current first aid and cardiopulmonary certification (CPR). If the school nurse or licensed practical nurse is not available, the person(s) who have current first aid and CPR certification is authorized to administer first aid and CPR as needed.

The school will obtain at the start of each school year, emergency contact information of parents or legal guardian for each student and staff member. See appendix JLCE-R for a sample form.

The school physician, school nurse, or specially trained staff members shall assist in the treatment of injuries or emergency situations. Such individuals have the authority to administer oxygen in case of a medical emergency, if available and if appropriate. This authorization extends to administering oxygen to students without prior notification to parents/guardians.

Additionally, the school physician, school nurse, or specially trained staff members may also administer epinephrine to any student in case of a medical emergency, if appropriate. This authorization extends to administering epinephrine without prior notification to parents/guardians.

For significant injuries, the staff person witnessing the event must fill out an accident report, which must be submitted to administration so that he/she is informed and a basis is established for the proper processing of insurance claims and remediation if necessary.

The District makes it possible for parents to subscribe to student accident insurance at low rates. This program is offered each year during September. The District does not provide student accident insurance.

### **Legal References:**

*RSA 200:40, Emergency Care*

*RSA 200:40-a, Administration of Oxygen by School Nurse*

*NH Code of Administrative Rules, Section Ed. 306.12(b), School Health Services*

*Appendix: EBBC-R*

***First Reading: May 11, 2010***

***Second Reading: June 2, 2010***

***Final Adoption: June 2, 2010***

## IHCD – ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES

*Category: Priority/Required by Law*

*Related policy: IKF*

### **A. Advanced Course Work/Advanced Placement Courses**

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. Wilton-Lyndeborough Cooperative School District administrators and school counselors will aid students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or **school counselors** are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the **Dual and Concurrent Enrollment Program**, at a different public school, a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards.

### **B. STEM Dual and Concurrent Enrollment Program**

High School and Career Technical Education Center qualified students in grades **10** through 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in **STEM (science technology, engineering, and mathematics)**, **STEM-related** courses designated by the Community College System of New Hampshire ("CCSNH"), **and/or career and technical education courses**.

**The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District.** The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program, which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;



7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement; and
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses as described in sections A and B.

**Legal References:**

RSA 188-E:25 through RSA 188-E:26-28  
Ed 306.141(a)(6), Advanced Course Work

***Legal References Disclaimer:*** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

***First Reading:*** May 11, 2010, April 5, 2022

***Second Reading:*** June 2, 2010

***Final Adoption:*** June 2, 2010

***Revision:*** June 12, 2018

**\*Note former policy LEB has been incorporated into policy**

## **LEB - ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES**

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the school district, administrators or guidance counselors are instructed to assist students in identifying alternative means of taking such classes. These means may include taking courses at a different public school or a private school, or through distance education courses or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The Wilton-Lyndeborough Cooperative School District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

### **Legal References:**

*NH Code of Administrative Rules, Section 306:14(g), Advanced Course Work*

***First Reading: June 2, 2010***

***Second Reading: July 13, 2010***

***Final Adoption: August 10, 2010***

## IKF – HIGH SCHOOL GRADUATION REQUIREMENTS

**Category:** *Priority/Required by Law*

**Related Policies:** *IK, ILBAA, & IMBC*

Wilton-Lyndeborough Cooperative School District requires that students generally earn a high school diploma through a combination of high school credit and proficiency or mastery of required District and Graduation competencies. This policy outlines the minimum courses, competencies and other specific requirements before a student will receive a New Hampshire Minimum Standard Diploma. Additional requirements for a Wilton-Lyndeborough Cooperative School District Diploma are outlined in the *Student Handbook*. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

### A. Credit Requirements/ Required Graduation Competencies by Content Areas Credit(s).

1. Required Subjects and Credits. A minimum of twenty (20) credits/competencies are required to graduate and earn a high school diploma. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2) are:

Arts education:	½ credit
Information and communications technologies:	½ credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	½ credit
Economics, including personal finance:	½ credit
World history, global studies, or geography	½ credit
Health education:	½ credit
Physical education:	1 credit
Open electives:	6 credits
<b>Totals:</b>	<b>20 credits</b>



2. Alternative Credit Options. The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.
3. Awarding of Credit. Credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with *Policy ILBAA, High School Competency Assessments*. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

**B. Passage of Civics Exam.**

The District will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating in 2024, the District will also administer the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services (“U.S. Citizenship Test”). This exam may be modified for a student with a disability in accordance with the student’s individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

**C. Federal Student Aid Application.**

Effective for students graduating in 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or
2. file a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The District shall provide to each student and, if applicable, the parent/guardian, any support or

assistance necessary to comply with the requirement above.

The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student or parent/guardian in filing an application or waiver.

The Board supports early graduation as a means to earn a high school diploma, parental involvement for students under the age of 18 is required. The high school Principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school Principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

#### **D. Alternative Learning Plans.**

As an alternative to satisfying the provisions of this policy and related state requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

#### **Legal References:**

RSA 189:11

RSA 193:26-a, Graduation Requirements: Free Application for Federal Student Aid

N.H. Dept. of Education Administrative Rule – Ed 306.27

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

**First Reading:** May 10, 2010, February 17, 2015, October 9, 2018, January 4, 2022, April 5, 2022

**Second Reading:** June 2, 2010, October 23, 2018, January 18, 2022

**Final Adoption:** June 13, 2013, March 18, 2015, October 23, 2018, January 18, 2022

## JCA – CHANGE OF SCHOOL OR ASSIGNMENT

**Category:** *Priority/Required by Law*

**Related Policies:** *JFAA, JFAB & JG*

The Superintendent is charged with assigning students of the district to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

### **A. Best Interest Re-Assignment – Determination by Superintendent.**

Consistent with RSA 193:3, I, and subject to the provisions below, in circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a student residing in the Wilton Lyndeborough Cooperative School District to another class within the school, to another public school or public academy in another district, or approved private school. The Superintendent may also approve a request from another Superintendent to accept a transfer of a pupil from a school district that is not part of the SAU, under the following conditions and procedures.

Authorization granted to the Superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent's discretion to make other in-district assignments consistent with applicable Board policies and administrative rules.

#### **1. Procedure:**

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the district's website.
- b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.
- c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, or to a public school, public academy, or approved private school in another district.



- d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.
- e. The Superintendent may present such information as he or she deems appropriate.
- f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.

2. Finding Reassignment Is or Is Not in Best Interest.

- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
- b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:
  - i. A change of assignment within the student's current assigned school; or
  - ii. The student's transfer to a public school, public academy, or approved private school in another district.
- c. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

3. Tuition Determination. If a student is to be reassigned to another school district or approved school as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.

If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance.

The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

- 4. Transportation: Transportation for a student reassigned to a school in another district under this Section A (Best Interest) shall be the responsibility of the parent/guardian.
- 5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this district under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent,

however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the district.

**B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board.**

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II(a), "manifest educational hardship" means that a student has a documented hardship in his or her current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
2. Procedure for Determination of Manifest Educational Hardship.
  - a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.C, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
  - b. The Superintendent shall duly notify the School Board that the parent/guardian has requested a manifest educational hardship hearing, upon which the School Board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
  - c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
  - d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as he or she may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.

- e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
  - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).
3. Finding of Manifest Educational Hardship. If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student to a public school, public academy, or approved private school in another district.
  4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education. If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with NH Dept. of Ed. Rule Ed 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
  5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the district is assigned to attend school in another district, or a student from another district is assigned to a school in this district, the district in which the student resides shall pay tuition to the district to which the child is reassigned.  
  
Such tuition shall be computed according to RSA 193:4. The School Board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.
  6. Transportation: Transportation for a student reassigned to schools in another district under this section B (Manifest Educational Hardship) shall be the responsibility of the district unless otherwise ordered by the SBOE.
- C. Admission Requirements. Students reassigned under this policy shall meet the admission requirements of the school to which the student is to be reassigned.
  - D. Statutory Reassignment Limit. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.
  - E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation. Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the district to which the pupil was assigned.



- F. **Notice to the Department of Education.** The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.
- G. **Special Education Placements.** A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

**Legal References:**

*Ed RSA 193:3, III, Change of School Assignment*  
*RSA 193:14-a, Change of School Assignment; Duties of State Board of Education*  
*N.H. Dept. of Education Administrative Rule Ed. 320 [Pending revision]*

***Legal References Disclaimer:*** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

***First Reading:*** June 2, 2010, April 5, 2022

***Second Reading:*** August 10, 2010

***Final Adoption:*** August 10, 2010

**\*Note former policy JEC has been incorporated into policy**

## **JEC - MANIFEST EDUCATIONAL HARDSHIP**

The Superintendent will assign resident students to a public school within the Wilton-Lyndeborough Cooperative School District.

The Wilton-Lyndeborough Cooperative School Board recognizes that in unusual and extraordinary circumstances, a parent/guardian may wish to request a change in the student's school assignment to another public school within the District or a public school in another district. When the parent/guardian believes that the assignment that has been made will result in a manifest educational hardship to the student, the Board will consider these requests, according to the procedure outlined below.

### **Procedure for Consideration of a Manifest Educational Hardship Request**

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will make a written request with the Superintendent's office, detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
3. The parent/guardian may use whatever information they deem is necessary and appropriate to support their request. At a minimum, however, the parent/guardian must submit information demonstrating to the School Board that the current assignment is detrimental or has a negative effect on the student's educational or personal development.
4. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.
5. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.
6. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board, and will forward its written decision to the parents or guardians via US mail.
7. If a parent or guardian is aggrieved by the decision of the Board, he/she may appeal to the State Board of Education in accordance with the provisions of Ed 200.

### **Legal References:**

*RSA 193:3, Change of School or Assignment; Manifest Educational Hardship*  
*NH Code of Administrative Rules, Section Ed 320, Manifest Educational Hardship*  
*NH Code of Administrative Rules, Section Ed 200, Rules of Practice and Procedure*

***First Reading: June 2, 2010***

***Second Reading: August 10, 2010***

***Final Adoption: August 10, 2010***



**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, April 19, 2022  
Wilton-Lyndeborough Cooperative M/H School  
6:30 p.m.**

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

Present: *Jim Kofalt, Brianne Lavalley, Jonathan Vanderhoof, Dennis Golding, Matt Mannarino, Tiffany Cloutier-Cabral (6:35pm), and Darlene Anzalone*

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

**I. CALL TO ORDER**

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

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was recited.

**III. STUDENT RECOGNITION**

Mr. Brice Miller, Athletic Director was present and recognized student Elizabeth Jacobs for her many accomplishments over the last 4 years. Some included scoring her 100<sup>th</sup> goal, the Nashua Telegraph announcing her as the 2020 Female Soccer Player of the Year, NHIAA Scholar Athlete, NHIAA Leadership Committee, Student Leadership Committee, her community service work, she will be the valedictorian and maintains an A+ in every class she is in. She plans to attend Rivier in the fall. She has the most career points for a WLC soccer player with goals and assists finishing with 124 for her career, 89 goals and 35 assists. She is 14<sup>th</sup> in the state for her career in goal scoring. Her 100<sup>th</sup> goal was scored on October 7, 2020. Mr. Miller presented her with a soccer ball, which is to be placed in the trophy case at WLC forever; she was also presented a certificate of accomplishment. She received a standing ovation. On behalf of the School Board and community, Chair Kofalt congratulated her and noted she is clearly destined for great things.

**IV. ADJUSTMENTS TO THE AGENDA**

Superintendent requested to add 3 nominations for appointment and a nonpublic session regarding RSA 91-A: 3 II (i), preparation of carrying out emergency functions. Mr. Golding added under committee reports, budget liaison. Mr. Vanderhoof questioned when the nominations started. Superintendent responded 2022-2023. Mr. Vanderhoof requested in the future that if the nominations are not starting right away that they be moved to the next agenda to allow time for members to review them. Chair Kofalt added, to the extent possible, as there may be a need to act given the tight market; there are more postings for education jobs than we have ever seen. If we can get the information ahead of time that is useful.

*A MOTION was made by Mr. Golding and SECONDED by Mr. Mannarino to accept the adjustments to the agenda. Voting: all aye; motion carried unanimously.*

**V. PUBLIC COMMENTS**

The public comment section of the agenda was read.

Ms. Heidi Kemmerer, Lyndeborough gave a brief thank you for bringing into consideration the thoughts she has had regarding help for social emotional learning at elementary the schools.

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

**VI. BOARD CORRESPONDENCE  
a. Reports**

56 **i. Business Administrator's Report**

57 Ms. LaPlante provided a comprehensive report on what is going on in the business office. She welcomed questions.  
58 Chair Kofalt questioned presumably, if it is for learning loss, is there an opportunity for using ESSER funds for any  
59 of the summer/ESY programs. Ms. LaPlante responded that this should be a conversation after Mr. Pratt reports out,  
60 as she wants to hear the totality of the give and take conversations. She reports she is currently finalizing the bus  
61 contract, we agreed to do a one-year extension with Steve's Bus. The budgeted amount was sufficient, his final cost  
62 came \$1,200 over what we budgeted which is much better than where we were at coming into FY 2022. This should  
63 be ready for the Chair to review and sign the beginning of May. We will need to start looking toward the FY 2024  
64 contract in August (extension expires June 2023) and look at the bid process in July and August. This Friday is Earth  
65 Day and community clean-up day throughout the town of Wilton; WLC schools will be participating in it. She is  
66 looking forward to the opportunity to working with students and teachers to do some clean-up at LCS outside of the  
67 building. Yesterday the new Food Service Director Eric Mercier joined her on a trip to the Londonderry High  
68 School. Their food service director is retiring/resigning and is moving into the private sector still on the education  
69 side working with vending machines for schools. It was a good opportunity to hear about in school options and  
70 exploring the possibility of revenue opportunities. She will meet with Mr. Mercier this week to digest the  
71 information, and come up with a plan of action of things they want to pursue. This will be brought back to the Board  
72 for review; she will have business models. The most profitable option would be to purchase a vending machine,  
73 \$14,000 each. Londonderry schools paid theirs off in 4 months. It will be longer for us, demographics are different,  
74 needs are different but there is the potential for a quick return on investment. She spoke of communications she had  
75 with Jeff Jones and Leslie Browne from the Budget Committee regarding when we did the Budget Hearing and  
76 District Meeting. There was a slide that seemed to indicate revenues for FY22 decreased 15% and coming into FY23  
77 the revenue decreased an additional 14%. She looked into this at the behind the scenes information from where the  
78 Budget Committee got this. She wanted to go on the record to share her findings with the Budget Committee in the  
79 event any taxpayers or the Board received or had any questions. It appears the intent of the slide was not to show  
80 revenues, it was meant to show the impact on the taxpayers. In the data provided from the business administrator  
81 years ago, they used fund balance as a number to indicate revenues. The revenues will stay predictable when it  
82 comes to state funding, programs and services but your fund balance will change every year depending on  
83 expenditures, revenues and COVID etc. Although she was using information that is used on the back end for setting  
84 the tax rate, it is a not negligent, misrepresentation, of the revenue the district has coming in. She is happy to send  
85 additional information to anyone who wants it and will work with the Budget Committee next year to restate and  
86 revise the slide to really show the revenue. Fund balance is used to offset the tax rate but should never be used as  
87 revenue. Ms. Lavallee commented regarding the public comment tonight that she did not realize the full Board was  
88 not included in the email, she questioned if Ms. Kemmerer wanted her to send it to all the Board, and Ms. Kemmerer  
89 approved. Ms. Lavallee added it had to do with ESSER funding, she will share it with the business administrator as  
90 well. She noted in the board report it talks about the YTD (Year to Date) expenditures. We have approximately 6.1%  
91 unspent or unencumbered. She notes there were a lot of items specifically under repairs and maintenance, printed  
92 media, furniture and equipment etc. that are unspent or not encumbered. She understands it is difficult we had a  
93 change in administration and the ones who created the budget are not necessarily the ones who are using it but would  
94 like the Board to get more feedback on why it is not spent. Why the replacement equipment would be allocated but  
95 not spent for example. She will send those line items to Ms. LaPlante. Ms. LaPlante will formulate something for the  
96 Board to show where we are at and why.

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

98 Mr. Pratt reported that we are talking about ESY (extended school year) services and start planning for this now. All  
99 year long, we hold team meetings but then we convene to look at the students that may need ESY. The ESY program  
100 here is to prevent regression over the summer and that is the main reason we do this program. We will have general  
101 SPED ESY July 5-August 4, 8am-1130am Tue-Thursday. Preschool is half an hour shorter with the 3 and 4 year olds  
102 together. RISE will run 1 additional week until August 11 and that is a full day program Mon-Thurs. We also offer  
103 related services, speech & language, PT, OT and specialized reading as required in the IEP. Numbers, staffing and  
104 transport, we will be finalizing these details as we run through May. We are hiring staff internally; many of our  
105 teachers and staff come in and work these programs during the summer. There are no definitive numbers yet.  
106 Typically it is about 40% of the students that attend ESY, that is about 40-45 students. Chairman Kofalt spoke that  
107 Mr. Pratt's report indicated ESY is preventing regression and not making up for learning loss. He questions if there is  
108 an opportunity to help with learning loss and fold that into what is being done with ESY. Mr. Pratt confirms last  
109 year's program focused more on learning loss; we are now in a situation where we are back two years out (COVID)  
110 and moving forward. He does want to look at the data of students attending to see if they were part of our learning  
111 loss potion last year and once he does that he will confer with Ms. LaPlante to see if there are any standards we can  
112 meet. He does expect the budgeted amount will cover our needs. Ms. Lavallee noted ESY is for our supported

students but last year did we have some services for those who did not need services but needed credit recovery, are we looking at that for this summer. Superintendent responded we are looking at the model; there is some question of its effectiveness and the tutoring program at WLC. We have talked about more competency recovery vs. a “drop-in” tutoring program. Ms. Stefanich added it is allocated in Title I for FRES for the upcoming 1<sup>st</sup>-5<sup>th</sup> graders. We need to revisit the model and look at evidence to see how we can change that.

### **iii. Director of Technology’s Report**

Mr. Bouley reported the ticket numbers average 131 a month over 8 months. It is not terrible for the size we are. This month we were able to get all the pending open tickets down to 30, from when he started at 65. The oldest now is from August and it is waiting for parts to ship. This month we received a lot of orders that came in that we had been waiting since November for such as projector bulbs. He has also focused on doing a lot of cybersecurity work, anything we could get written down we did so that it would not be lost knowledge. A lot of security measures were rolled out and did a lot of testing. We had good success with the pieces we rolled out. Ms. LaPlante commented that she suspects the effectiveness of the tickets could be attributed to having additional staffing in the department. Mr. Bouley agrees they are closing tickets while I work on back end projects. We would not be where we are without Dimitri’s support. Ms. Lavalley thanked Mr. Bouley, noting this is his last board report; he has done an excellent job. Chairman Kofalt echoed that and added in the Technology Committee he referred to Mr. Bouley as bringing support to some chaos in the technology department which is not a knock on the former technology director, COVID played a role in that. With all the chaos, he came in and tried to bring some order to it. It was a tough task and it is appreciated. He was thanked for helping with the transition of the next technology director. Mr. Bouley responded you are part of my community, he shops in the area, and we are not going anywhere and will help with the transition.

### **iv. WLC PTO**

Ms. Crystal Gill, Co-President of the WLC PTO was present and spoke about being new to the PTO two years ago. She was thrown into it in the middle of COVID and it was decided the group would help spread the word and communicate with parents as much as we can. They used their web page to keep updates and get as much information to the parents as they could. Since we are back in school, they started the web store and donate proceeds to the junior and senior classes. The biggest thing they wanted to do was to inform every one of all the activities here and it is important to highlight all that we have. A lot of parents and kids don’t know what we offer. She spoke of the t-shirts being amazing and they carried that on and that is the best thing we did. We slowly started to fund raise as we could and invited classes or organizations to join us as many of these kids when COVID hit lost the opportunity to fund raise. She notes they will come when you have events to help fund raising, baked good or sell items, we will show how we can make fund raising successful. Kids are learning this and that is what we wanted. She is really proud of putting students and community together. Teacher appreciation week is a big thing, and invites all to help. They look for donations; teachers have 5 days of straight of food, drinks and things to thank them. They are so appreciative of it. She asks for volunteers for May 2-May 6, there is a link that you can pick items or if you want to bake something special for example you can send an email to the PTO. She will be here every day that week. The theme is Hawaii luau this year. Anytime you have an activity, she is happy to be here to help. She encourages you to bake or buy for the teachers. It is confirmed Teacher Appreciation Week is May 2-May 6. Chair Kofalt commented if anyone is interested in volunteering to speak with Ms. Gill. Ms. Gill added she would even come to pick up items. She spoke of the banners at the baseball field, which is a fundraiser from the PTO. If you want to congratulate the seniors, it is a good value in advertising. This was taken over from the Booster Club, they are still figuring it all out but do have 5 new banners out this season. Ms. Cloutier-Cabral spoke of how amazing Ms. Gill is as a busy mom working full time, 3 kids who are enrolled in lots of stuff she still does a great job putting things together and organizing. When she was new there was not a lot of support but figured it all out and has done so many amazing things and raising money and giving back to kids making sure they felt loved. She is a treasure for us and we should offer her and the team as much support as we possibly can. Appreciation was voiced for her attending.

## **VII. YTD Reports**

Ms. LaPlante provided the detailed YTD report and summary sheet through March. She notes the summary sheet is not correct; it is not complete, not finalized. She apologized. The detailed YTD report is correct.

## **VIII. CONSENT AGENDA**

### **i. Treasurer’s Report-Through June 2021**

Ms. LaPlante reports taking the information the Treasurer provided and condensed it, breaking it down with net loss (wrong term but most easily identifiable) between receipts and disbursements for the last fiscal year. It is not a reflection of expenditures coming in out of line; we have a lot of grants receivable that we had due to us on June 30. This matches all of her information and has been provided to the auditors. We can start in July 2021 moving forward. Chairman Kofalt questioned if it is cash in cash out, it is not expense vs. revenue. Ms. LaPlante confirms that is



correct. Chairman Kofalt questions if it is correct to say that it is a detailed ledger or is it more of a month-to-month cash reconciliation. She confirms it is a detailed month-to-month cash in and out reconciliation. Chairman Kofalt suggests it may be nice to see that month-to-month going forward. It was questioned if the treasurer is responsible for doing her own bank reconciliations parallel to what Ms. LaPlante's team is doing. Ms. LaPlante responded yes. Theoretically, Ms. LaPlante should be balancing to the treasurer numbers because the treasurer should have a true and accurate reflection of all monies in. That is not how it has been done historically and that will have to shift, that is the only way we can check errors on our side is by the treasurer providing a true and accurate record of what is in the bank.

## **IX. ACTION ITEMS**

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

*A MOTION was made by Mr. Golding and SECONDED by Ms. Cloutier-Cabral to approve the minutes of April 5, 2022 as written.*

*Voting: six ayes; one abstention from Ms. Lavallee, motion carried.*

*A MOTION was made by Mr. Mannarino and SECONDED by Mr. Golding to approve the nonpublic minutes of April 5, 2022 as written.*

*Voting: six ayes; one abstention from Ms. Lavallee, motion carried.*

### **b. Draft School District Calendar 2022-2023**

Superintendent reviewed the only change since the last draft was moving the last professional development day for teachers to the day before Memorial Day. He noted that we had removed all half days for 2022-2023 and had not mentioned that at the last meeting.

*A MOTION was made by Mr. Mannarino and SECONDED by Ms. Cloutier-Cabral to approve the 2022-2023 District Calendar as presented.*

*Voting: all ayes; motion carried unanimously.*

## **X. COMMITTEE REPORTS**

### **i. Finance Committee**

Chairman Kofalt reported the committee met and reviewed the year to date statements. They talked about those at some length; in particular, some of the personnel numbers were budgeted differently and probably should have been in the original budget this is why you see some of those numbers showing up overspent on some lines and underspent on others and the net results is we are under budget. We talked a little about inflationary trends and if there were purchases that may be advisable to purchase sooner rather than later. We didn't get into what those should be and administration has looked at some limited areas where we know we will spend the money and know we will need it. Some purchases have made such as paper. This was not a formal Finance Committee initiative per say, but you may have noticed in the business administrators report had a reference to solar panels. He shared what this was about. He notes we are not even to the point that it makes sense to consider a proposal. We have reached out to a company called Revision Energy; they did the solar installation at Hitchiner. Adam Lavallee suggested we investigate this so we reached out to Revision Energy who previously did a proposal to put solar panels on the WLC roof, which was not workable because the roof was not suited to it; there were concerns regarding snow removal etc. We have a preliminary proposal with what it might look like, we have some numbers from Revision Energy those are very new and he has not had a chance to dive into them yet. He and Mr. Lavallee want to do their own analysis and factor in some things like inflation; maintenance contracts and either come back to the Board with a more detailed proposal of what this might look like, the financial implications and what other factors we should consider vs. potentially not bringing it forward at all if we think it doesn't make financial sense to consider it. If we were to move forward with this it would require significant public discussion and opportunity for people to learn more about it, understand all the implications of it and weigh in if they want us to move forward with it or not. This has been informally discussed at the Finance Committee meeting.

### **ii. Technology Committee/Survey Data (Slides can be found with Minutes)**

Chairman Kofalt spoke of the timeline they dealt with. The goal was to solicit input from community, students and staff and present preliminary findings in April, which is what this is. In parallel to that, we are working on developing a technology vision document and intend to have that at the 2<sup>nd</sup> meeting in May as a first reading. Then based on Board and community input come back in June with a revised document. Ms. Stefanich reviewed the survey was done in March, this is a summary to get an idea of where we are with technology in the district, how everyone felt about it and what support we need going forward. Three surveys were created that were very similar

but not the same; all had different perspectives (students, parent/community and staff). There was good participation throughout, 102 responses from parent/community members, 75% of staff and 70% of students. All the data was reviewed and compiled and slides show the main information they wanted to share with the Board and public. She reviewed the slides and key takeaways, which included:

- Overall, the district performance is appropriate and positive
- There is a desire for more career related technology and curriculum
- There is a desire for new tools, spaces and course offerings
- The student issued infrastructure could be improved
- There is a desire for targeted staff training with technology
- There is a strong emphasis on typing skills for all students
- Students feel technology is overused in math

Chairman Kofalt spoke about the goals section of the vision document the Technology Committee is working on which includes:

- Academic excellence in general, how can technology better support that
- Promoting technical competencies specifically
- Support the staff with appropriate hardware, software and training
- Ensure the schools technical infrastructure is adequate to meet the district's objective
- Provide necessary applications to support efficiency and high performance
- Safeguard security and privacy of information
- Ensure efficient spending
- Pursuing grants and partnerships

Superintendent spoke about a brief conversation he had with Dean Kamen, inventor of the Segway and many patents. They spoke about robotics and getting technology in the schools. Two things really struck him, one was the need to fund a robotics programs outside our operating budget. A lot of schools cannot support a robust program, or the desire and interest of kids. The second thing was the need to have expertise and partnerships with businesses in the area and regions to support our robotics program. At first, the Superintendent had always felt the partnerships with businesses were about getting money and it being a financial need to support the programs and competitions. It struck him as he spoke with Mr. Kamen that he said we need the expertise, we want people mentoring our kids, structural engineers and electrical engineers, those types of professions working with our kids and mentoring. He wants to really look at this and see if we can build good partnerships. We want to involve our tech teachers Mr. Tyler and Ms. Manning and try to move that into more engineering and design. He notes we have a teacher to appoint tonight who has an engineering certification from Texas. He would like to loop him into the conversation and see what experience he brings if he comes onboard. The Superintendent is excited to see this in a different way if the Board can support this. He thinks it is the right time to make a push in this direction based on results of the surveys. If anyone is in business and want to support this, let him know. Chairman Kofalt spoke that this type of conversation is exciting and we want to hear more. With the technology vision document, what we are really trying to do is have the board approve a document that goes to the point of where we are establishing where do we think we need to go but then hand that to the staff to figure out what the details look like. When we talk about makerspace, which may be a recommendation that we should explore, do we have the space, the appetite for it, do we have the curriculum for it, what type of equipment do we have already, the cost and investment etc. The vision document would sort of say this is something we see potential in please go explore it. Then the implementation of exploring it and coming back with more specific asks and staff would pick it up from there. A brief discussion was had regarding technology use in the classrooms and it was requested to get a breakdown per grade, per subject of how much time is spent learning with technology vs. how much time the teacher is presenting or kids working out of workbooks. Ms. Anzalone commented that she would like to see her kids bring math books/textbooks home, as a parent; it is difficult to help them without the material. A question was raised if there is a way to see how it has effected grades (using technology) as opposed to years ago when we did not use it as much. What did grades look like, vs. what they look like now, better, worse? Ms. Stefanich spoke that it would be very tricky to track, as it is not apples to apples, there are many variables although she notes it would be interested to find out. Ms. Anzalone would like to see how much time her child is spending on the computer vs. working out of a workbook for example. Mr. Bouley responded that there is not a way to track it without doing more surveys and they purposely kept the surveys short but he understands how that data may be helpful. Superintendent encouraged parents to reach out to the teachers, they are the best source to get a rough idea, see how much they are using technology and which projects require more technology. He notes we are ordered workbooks for MS math; they should be using these. He added he does see kids doing posters and although he tried to shy away from this because there is so much technology available he still sees

a lot being made and it tells him kids have more choice in terms of how to show their learning. It was suggested to find out why students want to use their computer or device less in math, do they understand what they are using, do they know what they need if for, what is the barrier. In addition, how are the math grades around that material? This could be telling that the kids are struggling with how to use that technology but it is important, as they would struggle in almost all fields of work. It was also suggested to see how they are using technology in math; how do they show their work. Mr. Bouley responded that is why it made the list for further exploration. Chairman Kofalt noted it was interesting because we saw a range of answers including we are using technology too much and some too little, some say we should go back to pen/paper and other say we should have all eBooks and eText books. It was suggested, it may be a good idea to sit with the math teachers, English teachers to ask how are you integrating technology and is math “tech focused” and is English “content focused”, which perspective are they coming from, do we focus on technology and content suffers for example. It may be better to look at creating separate specific technology classes vs. incorporating technology into the classes. A question was raised regarding common core standards if technology is incorporated into math or separate. Ms. Stefanich responded there are parts of it that talk about using calculators and being able to use it to support math especially in statistics etc., it is not in the lower grades, she does not believe it is in MS but would need to check. A question was raised regarding the survey not being well delineated by grade, was there a lot of variation from FRES parents vs. others, did you find splits. Mr. Bouley spoke that they did have a lot of issue with trying to split that out, some parents have kids at both schools etc. You were able to do multiple schools. It was noted not all users could fill it out based on multiple schools and just filled it out based on one due to this. It was noted the data submitted would have been different if it allowed for multiple schools. It was expressed the committee did a great job with the survey, this is not criticism; it could have been laid out better, suggestions were given and in the future find a way to break it out. It was suggested coffee chats could be done with parents or a workshop because they may have been answering overall or just based on one child. Chairman Kofalt responded that they had spoken of doing focus groups but elected to keep simple. You don’t want to make it so complicated or long that people do not fill it out. Discussion continued on the mechanics of the survey and it should have allowed for those situations, it was noted this was a good exercise to go through and perhaps in a couple years it would be good to have focus groups to know how we did. It is a good way to collect additional information. Superintendent spoke that technology is there as a tool, some districts became 1:1 rapidly and sometimes technology becomes the end in itself and it should never be that. When he saw that about math, it was startling because his experience with math is that each time he goes into a math class, it’s all paper and pencil; kids are trying to solve math problems with pencils. It was an interesting piece of data that he would like to dig into and see how they are using technology. Part of the work with the vision document is to make sure technology is a tool, a resource, but not the education itself. In the time he has been here, there has been a mad rush of technology and trying to sort through it. We want to keep it a tool and resource. Chairman Kofalt spoke a lot of what the committee has discussed is how technology can support in different ways. The purpose is not to scale the education process and make it more efficient necessarily, efficiency is necessary but not the purpose. Mr. Golding spoke that pre-surveys, part of the math problem in the MS at least was identified already by the staff asking for the Big Ideas math workbooks and was budgeted. Chairman Kofalt noted it has been a lot of work; he really appreciates the work Ms. Stefanich and Mr. Bouley have done in particular. Ms. Cloutier-Cabral added the length of time we spent on it speaks to the effort and we appreciate it. Mr. Bouley encourages the Board to go through each of the surveys; it gives us a lot to think about.

#### • **Budget Liaison**

Mr. Golding reported the committee met on the 12<sup>th</sup>. There were a couple of community members who came in to fill the vacant Lyndeborough seat. The two members present and were sworn in from Lyndeborough, asked questions and interviewed the community members. Both voted to recommend Geoffrey Allen for vacant the seat. The remaining sworn in members elected their positions, Jeff Jones will remain as Chair, Leslie Browne will remain as Vice Chair, and Caitlin Maki will be the secretary. They also discussed wanting to see the YTD numbers from Kristie on a monthly basis. She will get those to them starting the next meeting on May 3. They also elected committee appointments, Strategic Planning Committee will have Leslie Browne and Jennifer Bernet, Jeff Jones will remain on the Technology Committee, and Adam Lavallee will remain on the Finance Committee, Lisa Post and Bill Ryan will remain on the Facilities Committee and the school board liaisons will be Adam Lavallee and Caitlin Maki. They discussed that they thought district meeting went very well and the best and most informative presentation they have put up in years aside from what Kristie spoke of earlier. Ms. Cloutier-Cabral spoke it was awesome that those folks stepped up to do that. It was noted the committee now is full with 9 members.

## **XI. RESIGNATIONS / APPOINTMENTS / LEAVES**

### **a. Resignation-Cheryl Richard-WLC-WLC HS Math**



Superintendent reviewed the resignation of Ms. Richard at the end of the school year she will be missed.

**b. Appointments-Pending**

- **Andre Garner-HS English-WLC**
- **Jesus Cantu-Trevino HS Math-WLC**
- **Nicole DiFillipo-Kindergarten-LCS**

Superintendent apologized for the lateness of the nominations, we are competing with a limited pool of applicants and getting the best we can and need to strike when the iron is hot. We would prefer to give you a week to review in advance. He reviewed the nominations for appointment. Mr. Vanderhoof requested to get a document tracking the numbers. He also spoke of needing a policy or some written procedure to have community or students on the interview teams so that the community knows and how we will do that so it is not just administration saying you can be on it without knowing why that person was chosen and what qualifications they have. Superintendent will look into that, he doesn't want to give the impression that there is favoritism and apologizes if we did give that impression. He spoke of the students being really engaged. He adds we would like to have school board members on the teams as well. These things have to happen fast. The more stakeholders we can get the better. We will think about that before we get students or parents involved. We will think it through and give a good perception for an inclusive process. A question was raised to give a status on the vacancies of teaching positions still open if these 3 are approved. Superintendent responded we have 3, the technology director position, a Spanish teacher, which is tough to fill, as it is a critical need area although we have 3 solid candidates. The 3<sup>rd</sup> position is for an elementary teacher, which should be wrapped up this week. Ms. Lavallee commented you are doing a great job filling the vacancies. Superintendent spoke about it being hard to hold onto our staff and teachers and we need to be sure they have a supportive environment that is flexible, innovated and provide the resources they need to do their magic with the kids. That doesn't cost us anything it is just being good leaders. When the nominations come in, we will try to get them to you fast. A question was raised how long it would take Mr. Trevino to obtain his certification. Superintendent responded he believes it is 3 years. He hopes Texas is a reciprocal state, if so then it is just a matter of him paying the fee and taking the Praxis. The Superintendent's expectation is that he completes it before he gets his next contract.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to accept the nomination and appoint Mr. Andre Garner as HS English Teacher at WLC, salary of \$60,700.*

*Voting: all aye; motion carried unanimously.*

*A MOTION was made by Mr. Golding and SECONDED by Mr. Mannarino to accept the nomination and appoint Mr. Jesus Cantu-Trevino as HS Math Teacher at WLC, salary of \$53,250.*

*Voting: all aye; motion carried unanimously.*

*A MOTION was made by Mr. Mannarino and SECONDED by Mr. Golding to accept the nomination and appoint Ms. Nicole DiFillipo as Kindergarten Teacher at LCS, salary of \$45,000.*

*Voting: all aye; motion carried unanimously.*

**XII. PUBLIC COMMENTS**

The public comment section of the agenda was read.

Ms. Heidi Kemmerer commented one of the things she sees with that particular grade level, and using the online math is the scrolling up and down to read an entire problem. This can be time consuming with word problems. You have to click on a "wonky bar" here to make a fraction and click somewhere else to get the curser at the top box and then somewhere else to get the curser to bottom box. It can be tedious for making fractions. She thinks maybe if they had a mouse, it may help some students. It is just a suggestion. She can see how some may be frustrated with it; she sees it daily.

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

**XIII. SCHOOL BOARD MEMBER COMMENTS**

Mr. Mannarino thanked Mr. Bouley on his last meeting. He congratulated Ms. Jacobs for her very impressive achievements.

Ms. Cloutier-Cabral wanted to mention Ms. Jacobs who was on the tennis team. Ms. Cloutier-Cabral recently read an article about the tennis team, "WLC beats Conant and Jaffrey". The article is great, it was about the team having to forfeit a couple of matches because they only had 4 players and still beat that team and Ms. Jacobs was involved in that. She feels we should recognize this that despite a crumbling tennis court that we have this spunky team going out there doing a great job. This article mentions that every match they go into they go into it knowing they are already down 2 points regardless. She is so impressed with this. Our sports team are all doing great she is impressed. The Matilda play was great, awesome opening night. There were a lot of people; the kids did a great job. Read Across America was such a treasure as always it's great to be involved in that. She loves the enthusiasm, the kids are respectful, engaged and every year she reads to a different grade and is never disappointed.

Mr. Mannarino added that his daughter wanted him to thank Mr. Kofalt who read to her class.

Ms. Lavalley congratulated the presenters who presented at the Innovations Conference; a community member who graduated from WLC was there and excited to see a presenter from their school, great job on that. She spoke about the professional development day being informative and exciting. She was impressed at how well the teachers collaborated with each other. She thanked administration and teachers. She enjoyed at the end when they discussed problem solving and the ideas they had were great. She looks forward to them coming in front of the Board especially the honor classes at the MS level and how that may help with some of the struggling students. She questioned when the next Facilities Committee will be and is looking for an update in particular regarding sports equipment etc. Mr. Vanderhoof responded he sent an email to try to set something up the first week of May. She thanked everyone for Read Across America and congratulated Ms. Jacobs.

Mr. Golding thanked Ms. Stefanich for all her hard work and all that we put on her with the Technology Committee and surveys. He thanked Mr. Bouley as well; he will be missed and did a great job during the short time he was here.

Chairman Kofalt echoed the comments. Mr. Bouley will be missed he contributed a lot to this district. He thanked everyone for Read Across America it was great. He informed members there might be slots still available, 2<sup>nd</sup> and 3<sup>rd</sup> week of May to make popcorn at FRES. Donations have been received for the Harry Dailey scholarship fund. If you are interested in contributing to that, checks are made payable to WLC and go to Linda Draper. He spoke of asking a couple members their thoughts on posting recordings of the meetings on the website. He thinks it makes a lot of sense now that we have good audible recordings, a lot of municipalities do this, and if you can't tune in on Tuesday, you can watch at your convenience afterwards. The Superintendent and team are looking at doing this. He took it upon himself, (a couple of people had suggested this including Ms. Anzalone) that we ought to have a presence on social media. We have been shy about doing that and he understands why, we have to speak with one voice and cannot really say a lot. At this point, we can just say there is a school board meeting coming up, here is how you can get the agenda. He posted something on the Wilton-Lyndeborough page last week. He encourages people to comment and share and make sure people are seeing that. He asked that the Facilities Committee let him know when they will be meeting, as he wants to connect about the possibility of solar.

#### **XIV. NON-PUBLIC SESSION RSA 91-A: 3 II (i)**

*A MOTION was made by Mr. Golding and SECONDED by Mr. Mannarino to enter Non-Public Session to discuss the cybersecurity report, RSA 91-A: 3 II (i) at 8:24pm.*

*Voting: via roll call vote, seven ayes, motion carried unanimously.*

#### **RETURN TO PUBLIC SESSION**

The Board entered public session at 9:00pm.

#### **XV. ADJOURNMENT**

*A MOTION was made by Mr. Mannarino and SECONDED by Mr. Golding to adjourn the Board meeting at 9:00pm.*

*Voting: all aye; motion carried unanimously.*

*Respectfully submitted,*

*Kristina Fowler*

# Tech Survey Findings 2021-2022

Top 7 takeaways and how we got there and  
back again.





# Forming the fellowship



Jim Kofalt, School Board

Dennis Goulding, School Board

Charlie Post, School Board

Jeff Jones, Budget Committee

Peter Weaver, Superintendent

Emily Stefanich, District Curriculum Coordinator

Jonathan Bouley, Technology Director

Kristie LaPlante, Business Administrator



## Purpose

The goals of this survey were to gather information about:

- General feelings about technology use in the district
- Technology infrastructure in schools and at home
- Past and current performance of the district related to technology
- Technology and the curriculum
- Support needed for technology use (including professional development for staff, classes for students, etc.)

We intend to use the survey results to guide our Technology Vision Document and upcoming District Technology Plan.



# Methodology

Create 3 separate but common questionnaires

- Community/Parent
- Staff
- Student (grades 4 and up)

Each would have similar questions aimed at the specific demographic to gauge common themes and trends. We sent out the surveys in march before the district meeting and provided physical copies during district meeting and both town meeting days along with digital access via the website and QR posters in the school and around town. We had strong response rates from all 3 groups.





# Participation Rates

Parent/Community Member  
Participation

**102 responses**

Staff Participation

**75%**

Student Participation

**70%**

# Key Takeaways



## **Take Away # 1 - Overall district performance is appropriate and positive**

- 82.2% of parent/community members responded “I feel technology in the classroom is - Essential, but should not be the main avenue for instruction.” OR “I feel technology in the classroom is - Essential and should be the main avenue for instruction.”
- 94% of parent/community members responded either Yes or Sometimes that their student has the technology knowledge and skills to do what they need to in school
- 98% of students felt that they had or sometimes had the technology knowledge and skills to do what they need to do in school





## **Take Away # 2 - Desire for more career related technology and curriculum**

- 50.8% of students responded that they have the technology knowledge and skills they want or need for their career path/future
- 53% of parents/community members that graduated from Wilton-Lyndeborough schools responded that they were not prepared with technology skills for their career path/future
- This was also mentioned in open response questions, such as, “Bring back home economics, and shop classes. Not all kids go to college, so putting time into trade schools would be a benefit.” and “there is some value in digital arts and music.”



## **Take Away # 3 - Desire for new tools, spaces and course offerings**

- There is general desire for additional technology tools and spaces, such as a 3D printer, a Makerspace and a laser engraver
- 79.3% of students responded they would want to use a 3D printer if available in a Makerspace
- 45.1% of students and 72.3% of parents responded they would be interested in Engineering and Design courses
- 37% of students and 28.7% of parents responded that they would be interested in a Makerspace



## **Take Away # 4 - Student Issued Infrastructure could be improved**

- In open response sections of Staff and Student, there were multiple comments about wifi access and internet speed
- In open response sections of Staff, Student and Parent/Community Member survey, there were multiple comments about student issued hardware, including headphones, mice and touchscreens
- There were also some comments about chromebook capability and the positivity of having one to one devices for students because it provides additional access for students





## **Take Away # 5 - Desire for *targeted* staff training with technology**

- When asked which specific topic(s) they would like to have professional development training to address, staff replied with a wide variety of platforms and devices. Most asked for personalized training that was relevant to their role and the content that they teach.
- Some common trends include: PowerSchool, Google Classroom, Smartboards, and finding appropriate sites for students



## **Take Away # 6 - Strong emphasis on typing skills for all students**

- Multiple comments in Open Response Questions of the Parent/Community survey mentioned typing specifically and lack of student skills across grade levels
- “Teach the kids typing to mastery. All of my kids hunt and peck. This was an alarming discovery.”
- “Proper typing skills should be taught and enforced throughout the grades. This should be a prerequisite and is the foundation for all other work in technologies.”



## **Take Away # 7 - Students feel technology overused in math**

- 40.2% of students replied that they would like to use their computer or device LESS in Math.
- When asked which class(es) they would like to use their computer or device in MORE, Math had the lowest response rate at 19.9% of student responses.



**Complete Survey Data  
can be found in attached  
documents.**



## Next Steps

During our coming meetings in May, we will be working to:

1. Finalize the Technology Vision Document, including action steps and a plan moving into next year
2. Share survey data with the larger community

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

**Date:** 4/19/22 **Time:** 8:24pm

**Members Present:** Jim Kofalt, Jonathan Vanderhoof, Matt Mannarino, Tiffany Cloutier-Cabral  
Dennis Golding, Brianne Lavallee, and Darlene Anzalone

*A MOTION was made by Mr. Golding and SECONDED by Mr. Mannarino to enter Non-Public Session to discuss the cybersecurity report, RSA 91-A: 3 II (i) at 8:24pm.*

*Voting: via roll call vote, seven ayes, motion carried unanimously.*

**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*

\_\_\_x\_\_\_ 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.*

<b>Roll Call vote</b> to enter nonpublic session:	Jim Kofalt	Aye
	Jonathan Vanderhoof	Aye
	Tiffany Cloutier-Cabral	Aye
	Dennis Golding	Aye
	Brianne Lavallee	Aye
	Matt Mannarino	Aye
	Darlene Anzalone	Aye

**Entered nonpublic session** at 8:24p.m.



**Other persons present** during nonpublic session: Superintendent Weaver, Technology Director Jonathan Bouley and Clerk Kristina Fowler

**Description of matters** discussed and final decisions made: The cybersecurity audit report was distributed and will be returned at the end of the session. It was noted there is a provision that allows for a nonpublic session that references avoiding threats.

Mr. Bouley provided an overview of the cybersecurity report. He reported the documents are culmination of the audit that was done in January or December. It is important for the Board to see where we stand, where we are going and what we have done. A lot of this has come about to put us in compliance with the standards and best practices. We chose to do an audit and not a “penetration test” as we knew we had more than enough work to do before we run a test. An executive summary was provided and a report that goes into detail and recommendations. A security plan is provided, the State of NH requires us to have a security plan and response plan; we didn’t have one that was up to par or up to date. The big piece was the gap analysis. This is what we have been working off and meets requirements for municipality and education. There are 90 items. The report is prioritized from 1-5 on what we need to focus on. Some of this we are already working on and are more than halfway through to completion. He reviewed some of the specifics that have been worked on or need to be worked on. He notes it looks like more federal funds could be available although no one knows how to get those yet as it has not been established. He hopes the next person coming in can obtain those funds as it will help and add to this; it is all about layers in security. He is available to go through any of the audit with Board members one on one. Regarding a reasonable time line, he said it depends, there is a lot regarding training and teaching teachers; we can accomplish some of that by hiring a vendor to help which could solve about 5 of the items. We had hired one before but it was cancelled as they felt it was more for a corporation and not for schools. Cybersecurity is ongoing, every change we make, software or hardware, we have to go back and make sure we are following procedures. One part of this is you have to identify data and classify it, and add security around it; this will be the hardest part. He spoke of threat detection and looking at memberships that can give a lot of information to schools concerning the level of threats; sometimes you will get these hourly. They help with determining if it is appropriate for us to respond or ignore what is going on. Mr. Bouley touched on some specific areas that stood out. He spoke of a continuity recovery plan, which is a back-up recovery plan for catastrophic scenarios such as tornados etc.; this identifies how we get back up and running. He confirms we do run back-ups on site, we don’t have a plan that says this is how we will do this; most companies have this in place. He spoke of the software that is secured in the cloud; we would just need internet connection for these. He adds it is not “dire straits”, we are in a good place but it just which direction you want to go and at what cost. It was noted that given the fact we will be transitioning to another technology director it was suggested to give that person the opportunity to get onboard and revisit this at that time. Perhaps the Technology Committee takes a role and looks at it more closely. Appreciation was voiced for Mr. Bouley accomplishing this. Responding to a question, Mr. Bouley reported that it is mostly a matter of configuration, time and testing and trying to not to do things to impact the schools during school hours, it is not really about resources. He adds everything we have can support what we are doing and once the big portion of the work is done, we will have a vendor do a penetration test. We did have one of these assessments done 3 years ago but did not make much headway on it, results are almost identical but this may have a lot to do with COVID. He spoke of wanting to space out the assessments, not to do these yearly and switching vendors for a different perspective. He confirms a disaster recovery plan for technology would be stand alone and not included in the facilities disaster recovery plan. He spoke of some of the vulnerabilities, the impact and needing checks and balances. It was expressed there is a need for more time to digest the information, and questioned why has he not seen a plan created 5 years ago and why are there no retention policies; why are we not holding anyone accountable. Mr. Bouley responded that a retention policy is a normal thing; there are a lot who set it up

Draft/Not Sealed/Nonpublic Session Minutes: Page 2 of 3

and don't export those. He can't give an answer why it is not set up right, it just isn't. He spoke of not having long-term storage. He adds he knows there is an information security plan, he knows it exists but has not found it; this is why we did this. He confirms he has seen other technology policies set up by former technology directors and reviewed what we have. We are light on the policies compared to what other businesses have. He notes we don't need to reinvent the wheel. Many require sign offs from staff and that is the hardest part getting them to read it and say they acknowledge it but we can accomplish it; HR could do it, or it could be done through Google Docs. It was noted there would likely be more questions if there were more time to review it. It was expressed that this speaks to the importance of the technology director position, it is hard to hire for this. Board members should sit down with the next technology director once settled, go through it, and understand it at a more detailed level. Mr. Bouley expressed the next person would understand the report if you hire the right person. A question was raised if we could have the additional technology support person to do tickets etc. while the new director is transitioning. Concern was raised regarding the transition. Mr. Bouley confirms this document is saved and he gave specifics where it can found. He reiterates it was important for the Board to see this document. Superintendent Weaver spoke of where the document will be housed and that Board members can review it if they want to dig deeper into it. It will be provided at the next Technology Committee meeting if it is part of the agenda. Chair Kofalt voiced it may make sense to have someone from this company walk us through some of this. It is probably a longer discussion than a Technology Committee meeting allows for. There are a lot of procedures and boxes we should check on a regular basis. We may not be the ones digging into the details as much; ultimately, it is the Board's responsibility to know it is being done. Appreciation was voiced for Mr. Bouley.

**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. Golding and SECONDED by Mr. Mannarino to exit the Non-Public Session at 9:00pm.*

*Voting: all aye; motion carried unanimously.*

**Public session reconvened at 9:00p.m.**

**These minutes recorded by: Kristina Fowler**

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

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

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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: May 10, 2022  
RE: Nomination for WLC Spanish Teacher

Please accept this nomination of Taylor Smith as the Spanish teacher at WLC. Ms. Smith's Bachelor of Arts degree in Education will be conferred on May 21, 2022 from Saint Anselm College. Her major is Spanish & Secondary Education. She has completed her New Hampshire state approved Teacher Education Program and has been working to complete her student teaching at Pinkerton Academy. Ms. Smith has experience as a substitute teacher and a private tutor. She has a passion for making a difference in students' academic careers and a strong passion for foreign language, specifically Spanish.

There were four applicants for this position. I recommend a motion to appoint Taylor Smith as the Spanish teacher at WLC at a salary of \$37,500, Bachelors, Step 1.

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

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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.



# Taylor Carney Smith

195 McGregor St. #240 Shrewsbury, New Hampshire 03102  
7742757602 [smithtc17@gmail.com](mailto:smithtc17@gmail.com)

## Education

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### Saint Anselm College

Manchester, New Hampshire

Bachelor of Arts

**Major:** Spanish & Secondary Education

**GPA:** 2.890

**Credit Hours:** 114

Attended August 2018 to May 2022

Degree conferred May 2022

## Experience

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### Pinkerton Academy

Jan 2022 - Apr 2022

Student Teacher

Derry, NH

Working with two cooperating teachers teaching a combination of five classes - Spanish 2A&B, Spanish 3A&B, and Spanish 4H. Assuming the role of the classroom teacher in the high school setting teaching about 100 students between the five classes. Attended department meetings, PLC meetings, workshop days, and other events that occurred during the student teaching time period.

**Reason for leaving:** Student teacher contract ended.

**Supervisor:** Mark Phelps ((603) 437-5200)

**Experience Type:** Student Teaching, Part-time

It is **OK** to contact this employer

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### W.J. Paton Elementary School

Dec 2020 - Jan 2021

Long-term substitute ABA technician

Shrewsbury, MA

Worked with a first grade student who is autistic and non-verbal. Student needed assistance in the general classroom and during specials. Student needed help with writing, spelling, following directions, staying in the classroom during instruction, and going to the rest room.

**Reason for leaving:** Contract ended.

**Supervisor:** Lindsey Chambers ((508) 841-8626)

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

It is **OK** to contact this employer

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### Beal Elementary School

May 2020 - Jun 2020

Long-term substitute child specific aide

Shrewsbury, MA

Child specific aide for kindergarten student who was diagnosed with ADHD, a tremor disorder, and speech impediment. Student attended OT and speech therapy on a regular basis outside of the general classroom but all other subjects the student was present in the classroom. My role was to assist the student in the general classroom during the core subjects and specials. Student needed redirection, help with spelling, writing, and following directions.

**Reason for leaving:** Contract ended.

**Supervisor:** Kristin Junkins ((508) 841-8860)

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

It is **OK** to contact this employer

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

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

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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: May 10, 2022  
RE: Hiring of Technology Director

Mr. Buroker has been working as a Network Operations Manager in the Manchester School District since April 2019. Prior to this, he worked in the Henniker Community School as a Technology Coordinator. Mr. Buroker has a Bachelor of Science in Computer Science. He has over 10 years in the technology field including working at the Derry Medical Center as the Systems Administrator and at the University of Wisconsin-La Crosse as the Network Administrator and Software Developer.

There were three applicants for this position. The budgeted salary for this position is \$92,250. Mr. Nicholas Buroker has accepted the position as the Technology Director at a salary of \$90,750.

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# Nicholas Buroker

Manchester, NH 03103

[nicholas.buroker@gmail.com](mailto:nicholas.buroker@gmail.com)

+1 920 541 6032

## Work Experience

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### **Network Operations Manager**

Manchester School District - Manchester, NH

April 2019 to Present

Wrote a chrome extension with 100K users.

Lead network upgrade combining 23 firewalls into 3, and implementing OSPF.

Supported 14000 Students 2500 Staff.

Automated Gsuite, and Active Directory accounts for students.

Managed two technicians providing tier 1 support to 22 schools.

Provided tier 2-3 support for switches, firewalls, servers, wireless, and remote access.

### **Technology Coordinator**

Henniker Community School - Henniker, NH

July 2015 to April 2019

Expanded services ( 1:1 student to computing devices)

Cut the budget by 40%

Maintained +500 devices (mixed environment)

Maintained vendor relationships

Administered network, website, firewall, A/V systems

Lead migration from Macintosh to Chrome OS for +400 customers

### **Systems Administrator**

Derry Medical Center - Derry, NH

November 2013 to August 2015

#### Responsibilities

Supported staff in technical issues e.g. wireless outages, password resets, RDP/terminal server session drops, voip difficulty.

#### Accomplishments

Automated network switch config backups.

Automated abandoned call queries.

Learned drupal and wordpress content management systems to administer companies intranet site.

#### Skills Used

Cisco IOS, Python, Drupal, Wordpress, and customer service.

### **Software Developer**

University of Wisconsin - La Crosse, WI

June 2013 to August 2013



- Assisted in the design and development of an open source network locality application in Python, and C
- Created scripts that interfaced with Opendaylight and Cisco ONE controllers over GET and POST to map IP networks

### **Veterans Administration Work Study**

United States Department of Veteran Affairs - La Crosse, WI

June 2012 to May 2013

- Developed and maintained the website for the Veteran's Benefits office using Microsoft Sharepoint, HTML, CSS, and Javascript

### **Network Technician**

University of Wisconsin - La Crosse, WI

July 2010 to February 2012

- Installed, configured, and conducted fault isolation on an Cisco switched network
- Engineered networks solutions Involving the installation Cisco switches from scratch
- Troubleshoot and monitored all aspects of the LAN and WLAN using Fluke OTDR, Fluke TDR, Ciscoworks, and Solarwinds network management suite assisted with projects that involved configuration changes to the network
- Troubleshoot network connectivity campus servers, workstations and associated systems

### **Helpdesk Operator**

University of Wisconsin - La Crosse, WI

September 2009 to February 2010

- Provided tier 1 technical support to ~5000 student and faculty Windows, Macintosh, Linux computers

### **Network engineer**

United States Air Force

February 2005 to February 2009

- Installed, configured, and conducted fault isolation on an \$18M Cisco routed network of 275 devices in support of non-classified and classified network connectivity to 4,800 users across 120 buildings.
- Constructed physical mediums (Cat5 cable, fiber optic cable/ST & SC, RS 232/DB25).
- Managed the Windows DHCP and DNS servers
- Conducted multiple site surveys/engineered technical solutions for upgrading and installing network equipment using cost-effective methods.
- Provided on-site customer service to users on a daily basis and network support requests.

## **Education**

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### **Bachelor of Science in Computer Science**

University of Wisconsin - La Crosse, WI

2009 to 2013

## **Skills**

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- Protocols: IP, TCP, UDP, SNMP, GET, POST, IMCP, EIGRP, HSRP, Openflow, RADIUS, TACACS, DNS, DHCP, NAT, ACLs • Programs: Windows OS, Mac OS, Ubuntu, Cisco Call Manager, Ciscoworks, Cisco NCS, Solarwinds Network Management Suite, Microsoft DNS, Microsoft DHCP, Bluecat DNS, Microsoft Sharepoint, WS-Watch, Remedy, Opendaylight, Cisco ONE, VirtualBox • Equipment: Cisco routers and

switches (2900, 2950, 2980, 3500, 3750, 6500, 7200), Fluke OTDR, Fluke TDR, Cat5 cable, fiber optic cable/ST & SC, RS 232/DB25 • Languages: PHP, Python, MySQL, HTML (10+ years)

- Linux
- Active Directory
- LAN
- TCP/IP
- Network Support
- Network Firewalls
- Operating Systems
- System Administration
- OSPF
- Disaster Recovery
- Network Monitoring
- Leadership
- Software troubleshooting
- Management
- Information security
- Data management
- IT
- WAN
- Microsoft Windows Server
- Help Desk

## Links

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<https://chrome.google.com/webstore/detail/the-serene-and-magestic-g/falnmchlgbngpmiifgbpgophmdflgiff?hl=en-US>

## Military Service

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### **Branch: Air Force**

Service Country: United States

Rank: Senior Airman

February 2005 to February 2009

- Installed, configured, and conducted fault isolation on an \$18M Cisco routed network of 275 devices in support of non-classified and classified network connectivity to 4,800 users across 120 buildings.
- Constructed physical mediums (Cat5 cable, fiber optic cable/ST & SC, RS 232/DB25).
- Managed the Windows DHCP and DNS servers
- Conducted multiple site surveys/engineered technical solutions for upgrading and installing network equipment using cost-effective methods.
- Provided on-site customer service to users on a daily basis and network support requests.

Commendations:

Air force Achievement Medal

## Assessments

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### **Technical support — Expert**

June 2021

Performing software, hardware, and network operations

Full results: [Expert](#)

### **Analyzing data — Expert**

November 2021

Interpreting and producing graphs, identifying trends, and drawing justifiable conclusions from data

Full results: [Expert](#)

### **Management & leadership skills: Planning & execution — Highly Proficient**

February 2022

Planning and managing resources to accomplish organizational goals

Full results: [Highly Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.