

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 14, 2022
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/gfu-gxkv-hdh

Audio: [+1 515-532-7470](tel:+15155327470) PIN: 596 155 616#

All videoconferencing options may be subject to modifications. Please check www.sau63.org for the latest information.

- I. CALL TO ORDER-Jim Kofalt-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. ADJUSTMENTS TO THE AGENDA**
- IV. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE and KEB.
- V. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Superintendent's Report
 - ii. Principals' Reports
 - iii. Curriculum Coordinator's Report
 - b. Letters/Information**
 - i. Call for Resolutions NHSBA
 - ii. General Assurances FY 2023
- VI. WLCTA**
- VII. WLC SUMMER COMPETENCY RECOVERY & ESSER III FUNDS**
- VIII. POLICIES**
 - i. Re-adopt DFA-Investment Policy
 - ii. IJL-Library Materials-4th Read
- IX. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
- X. COMMITTEE REPORTS**
 - i. Facilities Committee
 - ii. Budget Liaison
 - iii. Policy Committee
 - iv. Technology Committee
- XI. RESIGNATIONS/APPOINTMENTS/LEAVES**
 - a. Resignation-Haleigh Abell-LCS ABA Therapist**
- XII. PUBLIC COMMENTS**

XIII. SCHOOL BOARD MEMBER COMMENTS

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

- i. Review Non-public Minutes
- ii. Student Matter

XV. ADJOURNMENT

INFORMATION: Next School Board Meeting-June 28, 6:30 PM at WLC

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

Superintendent's Report



Our wonderful Kindergarten students and staff recently spent a great day at **Friendly Farm** in Dublin meeting the animals! This photo was taken at Adams Park in Peterborough where the students had a picnic lunch in the afternoon.

- LCS had its **Welcome Day** for incoming Kindergarten students. The students and families met their teacher and each other, had fun activities, and learned more about our school. Currently, we have 37 incoming Kindergarten students registered. On May 25th, our LCS students also spent part of their day at FRES meeting their 1st grade teacher and exploring their new school ☺

- Our preschool held their *graduation* on June 7th. Fifteen students played games and were recognized for their accomplishments. Thank you to Candice Heinemann, Michele Boette, Tracy AuCoin, and Haleigh Abell for a job well done!



- We are working with Healey Tree Works to remove the two large trees located in front of LCS. Both trees are reaching the end of life and safety concerns are significant moving forward. Healey Tree Works provided us with an estimate of \$1,800 to remove both trees. I spoke with Mr. Boland, Lyndeborough town administrator, to possibly take the wood debris and store for families in need next winter.
- On behalf of LCS, I want to extend our gratitude to Rick McQuaid and Milton Leavitt, two Lyndeborough highway crew members, who took it upon themselves to clear all of our accumulated debris collected from two separate clean up days this year. We simply can't thank them and Lyndeborough enough!
- We are working on setting up a meeting this month with our police departments to review our security audits (completed in May 2018), as well as to specifically discuss our lockdown protocols to determine if a different procedure needs to be considered. Our goal is to prepare a presentation for the school board at the July 19 board meeting. Attached is a link to a safety training I have participated in. <https://www.alicetraining.com/resources-posts/featured-videos/>

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

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

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

Dr. Sarah Edmunds, Principal
Kathryn Gosselin, Assistant Principal

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

June 2022 Principal's Report



Congratulations to the Class of 2022!

On June 3, 2022, WLC graduated its 50th class from this building. Members of the class of 1972, the first class were in attendance to wish the graduates well and offer advice. It was a memorable evening for all! Congratulations to the class of 2022!

Sports

On Sunday, May 29th, senior Samantha Boette defended her title as the fastest girl in the 200 at the Division-III State Meet. She also finished 2nd in the 100 meter final. Great job, Sam!

Congrats to the WLC Varsity Baseball Team! They beat #1 seed Derryfield on June 4 and will head to the semi final on June 8 against Newmarket.

Spring Sports Awards Night took place on June 6. It was a wonderful chance to hear the highlights of each season from the coaches and honor our spring athletes.



Tech Ed Class Receives Certificate of Appreciation



Members of the Bent-Burke American Legion Post #10 visited WLC on June 3 to present certificates of appreciation to Ms. Manning's Tech Ed class who restored The Sacred Heart Church WWII Soldier Honor Roll. The certificate states: *In recognition and sincere appreciation of outstanding workmanship which contributed to the rebuilding of the Sacred Heart Church WWII Soldier Honor Roll.*

End of the Year Fun

We have had a successful and fun end of the year! Field trips such as the 8th grade heading to the MV Mt. Washington and the 7th graders enjoying a trip to the Christa McAuliffe Planetarium were fun and educational! The entire school enjoyed a faculty vs. student softball game on June 6. The students won the game 13-9. I am sure we will come away with the win next year!

THE WLC REPORTER

MAY 2022

WLC EARTH DAY/COMMUNITY SERVICE DAY 2022



The WLC schools celebrated Earth Day on April 22 by cleaning up trash, planting flowers, and painting around the schools and greater community. Working in tandem with the Wilton Community Center roadside cleanup initiative and Sara Spittel, students, teachers, and administration donned vests, grabbed trash bags, and headed out to show appreciation for

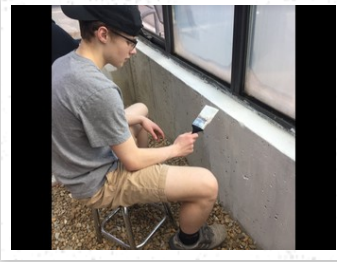
their communities. Middle school students remained nearer to WLC to clean up the school grounds and the Middle/High School Student Leadership Team donated lilac bushes and spent the morning planting them as well as day lilies and iris bulbs as part of their school beautification project. Upper classmen headed further out into the community. The senior class and the National Honor Society headed to Florence Rideout Elementary School (FRES) to clean the surrounding areas and help the elementary school students spread student painted "kindness rocks" throughout. They also removed rocks and sticks from the playground to make it a better place to play. Fourth and fifth grade students made the long, uphill trek to Carnival Hill with the seniors and National Honor Society and picked up trash along the way. The sophomores and juniors jumped on a bus to Lyndeborough and helped with cleanup at the Lyndeborough Central School (LCS) as well as on Forest Road. In addition to all of this good work, three students were chosen by the town to paint murals around the storm drains. Josh Boulanger, Senja Sours, and Mia Gorman's designs were chosen and they spent the day completing those projects.



Troy Brennan joins a young student in placing kindness rocks around FRES.



Austin Kimball and student from FRES work to clean up Carnival Hill.



Alex Nelson puts a fresh coat of paint on the WLC greenhouse.



Zoey Hall, Taylor Bouley, Ryleigh Smith, and Mrs. Schauer rake leaves at LCS.

7TH GRADE NATURE'S CLASSROOM



On Earth Day, Nature's Classroom was able to visit the 7th Graders at WLC's soccer field woods perimeter. The seventh graders were able to experience interactive activities such as mutation nation, animal tracking, compass and orientation and finally the cycle of life how everything is connected. The vast majority of students enjoyed camouflage! It was a perfect day for the 7th graders to enjoy Earth Day and pick up some soccer field trash.





APRIL STUDENTS OF THE MONTH

MIDDLE SCHOOL

6th Grade:

- The sixth grade teachers are recognizing this student as the April Student of the Month for his enthusiasm and eagerness to learn. He is always asking questions and seeking help when he needs, and positively collaborates with classmates on assignments. He has quite a dazzling sense of humor that is contagious amongst his peers and teachers. In his free time, he is a karate student, boy scout, and Shrek enthusiast. You may have spotted him taking iconic 6 foot strides in a poison ball match. The Dream Team would like to congratulate **James "Kayden" Graham** as April Student of the Month!
- The Dream Team would like to recognize this student for her hard work and effort across the four classes. She has an awesome work ethic, and is someone who is always looking for ways to improve her assignments. She is a very creative, kind, and helpful peer to her teachers and classmates. The Dream Team would like to congratulate **Bella Jaffe** as their April Student of the Month!

7th Grade:

- Throughout the entire school year, this student has gone above and beyond when helping her peers. She has been a kind and patient tutor in and out of class time. She completes her tasks on time and continues to complete challenge work. Student of the Month recognizes students who have an awesome work ethic and caring personality for all staff and peers. She has those qualities and more. She is in band, choir, drama club and is a member of the National Junior Honors Society. Team Awesome would like to congratulate **Natalie Bergstrom** as April Student of the month.
- This student is a leader in the classroom. He is great at advocating for himself and helping others when they need it. His teachers have been noticing all of his hard work lately and appreciate his efforts. Team Awesome is proud to announce **Keagan Lamos-Garon** is the April Student of the Month.

8th Grade:

- This student has really stepped it up in school over the past month. He has been working hard, completing all of his assignments on time, and coming to class with a positive attitude. In addition, this student is always willing to help out his teachers and classmates. Outside of school, this student enjoys playing video games and hanging out

with his friends. He has a funny sense of humor, and is a great Advisory Ball competitor. Without further ado, congratulations to **Caiden Lambert!**

- This 8th grade student is being recognized for her dedicated work ethic and fun sense of humor. She has been known to spend the extra hour outside of school meticulously completing her assignments, and enjoys sharing her creative ideas with her teachers. As an active Junior National Honor Society tutor, she understands the meaning of effort, responsibility, and integrity, which will take her far in life. Her teachers are so proud of how much she has grown throughout middle school. Congratulations to **Molly Meehan**, the Dream Team's April Student of the Month!



HIGH SCHOOL

WLC would like to congratulate the 9th and 10th grade students of the month for April-

Congratulations goes out to **Kevin LaChance and Eli Fish** from the 9th grade AND

From the 10th grade a big congratulations goes out to **Chloe Levesque and Chloe Abbott**



SPRING CONCERT



THE WLC MUSIC DEPARTMENT

The Spring Concert was held on May 26 at 7:00 pm. The program had a theme of "Adventure" and selections such as the theme from *The Avengers* and the *Imperial March* were played by the band as well as *Let it Go* sung by the chorus. It was a wonderful evening full of music and fun! Thank you to Ms. Taryn Anderson for her never-ending dedication to the WLC music department.

Spring Concert 2



Spring Concert 1



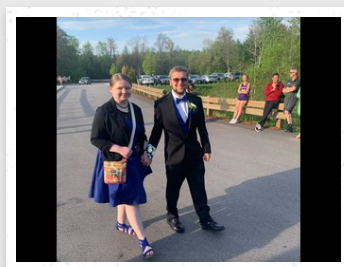
MEMORIAL DAY RECOGNITION AND REMEMBRANCE





Samantha Boette read Flanders Field during the Wilton Memorial Day Parade and Jacob Manning read The Gettysburg Address. WLC's attendance secretary, Cheryl Carter, who is president of the American Legion Auxiliary lead the parade alongside the Legion Commander, Gary Jenson, and the Sons of the American Legion Commander, Bill Goddard.

PROM



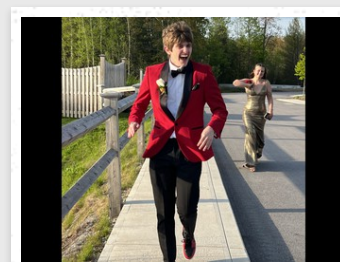
Sammi Grace and Jacob Manning

Photo credit: Caide Weaver



Ryleigh Smith and Lilly Souhlaris

Photo credit: Caide Weaver



Nathan LaChance

Photo credit: Caide Weaver



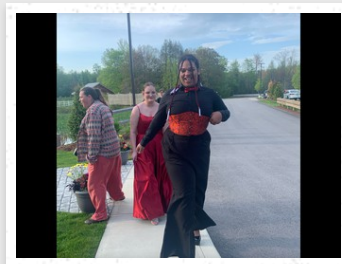
Dwayne Thompson

Phot credit: Caide Weaver



Troy Brennan and Avery Krug

Photo credit: Caide Weaver



Shawn Bishop

Photo credit: Caide Weaver



Emily Dubois and Ethan Smith

Photo credit: Caide Weaver



Ty Bacci and Jason Bausha strike a dashing pose before heading into the party.



Ella Morris and Madison Raymond

Photo credit: Caide Weaver



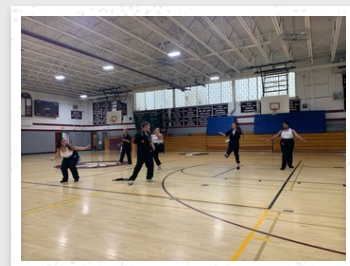
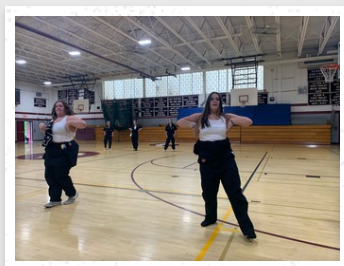
Justin Marcinuk

Photo credit: Caide Weaver

DANCE TEAM



The WLC Dance Team performed their end of year showcase on May 23. Captain Amber Silk picture above did her senior solo. Team member are Ella Wibben (co captain), Shawn Bishop, Maddy Parker, Vanessa Pedraza, and Lilian Wrobel. They are coached by Melodie Jones.



SPORTS

JV BASEBALL



Jason Caragher gets ready to catch at the JV baseball game on May 17. They won 11-1!



Harry Krug surveys the field during the JV baseball game on May 17.

JV SOFTBALL



After practicing their slides in the rain JV Softball teammates Cailin Swett, Danika Stratton, Madison Labrecque, and Izzy Swett pose for a picture.

Photo credit: Andrew Tyler

VARSITY SOFTBALL



Seniors Madison Raymond, Emily Dubois, and Lilly Souhlaris celebrate Senior Day at their softball game on May 17th.

Photo credit: Andrew Tyler



Emily Dubois at the mound.

Photo credit: Andrew Tyler



Ryleigh Smith at the mound.

Photo credit: Andrew Tyler

VARISTY BASEBALL



Sean Brennan pitches during a very rainy, muddy couple of innings. The game was called off due to rain.

TRACK AND FIELD



Nate Brown heads for the finish line.

Photo credit: Andrew Tyler





FLORENCE RIDEOUT ELEMENTARY SCHOOL

TREMONT STREET
WILTON, NEW HAMPSHIRE 03086
(603) 732-9230
www.sau63.org

Kathleen Chenette, Principal
Christina Gauthier, Administrative Assistant

Aimee Gelineau, School Counselor
Laura Gifford, School Nurse

SAU 63 June School Board Report

It is hard to believe we are ending the 21-22 school year! The year went so quickly. As I end the year, it is a time for reflection and preparing for next year. The 21-22 school year has been challenging and rewarding. I have marveled at the generosity of the FRES families and community, the dedication of our staff, and the kind and curious students we have been lucky to spend our year with.

This year we have:

- Implemented weekly Impact Team meetings for all grade levels
- Completed our first full year of implementation of a new math program
- Employed the Heggerty phonemic awareness program in grades K-2
- Participated in at least two book studies, some staff have done more
- Flexed to using more diagnostic tools to identify student gaps and develop response plans
- Held curriculum nights, and celebrations of learning
- Hosted a FIRST robotics club, a Chess Club, and Girls on the Run
- Celebrated holidays with a parade, item collection for Veterans, and hugely successful PTO fundraisers
- Began a deep dive into the Science of Reading with a shift in early reading and a focus on phonemic awareness and phonics
- Significantly shifted the climate of the school
- Increased teaming between LCS and FRES
- Published a weekly school newsletter
- Increased Community involvement via Earth Day, school events and concerts

While I am proud of all of our accomplishments, we still have lots more ahead of us. Some students' growth is slower than others and we have a number of students who have exceeded their needs. The path to greatness is never quick, never straight, yet fully achievable! We are changing outcomes for students!



FLORENCE RIDEOUT ELEMENTARY SCHOOL

TREMONT STREET
WILTON, NEW HAMPSHIRE 03086
(603) 732-9230
www.sau63.org

Kathleen Chenette, Principal
Christina Gauthier, Administrative Assistant

Aimee Gelineau, School Counselor
Laura Gifford, School Nurse

In continuing momentum, a committee has been established to analyze data and determine which students qualify for Summer Academy this year. Summer Academy will run from July 5th to August 4th, and will be on Tuesday, Wednesday and Thursdays 8am-11am at Florence Rideout Elementary. Our Summer Academy model will be a bit different this summer. Through our standards and skill based data tracking and a strong research base we have chosen to use a tutoring model for all students in the Summer Academy. The program will be staffed by six teachers. Each teacher will be assigned 7-8 students each. Invitations have gone home for the first round. Any remaining seats will then go to students on the waiting list.

To prepare for the Fall we have just completed our end of year (EOY) data meetings with each grade level. At these meetings we identified the growth students have made as well as examined the challenges many of our students continue to struggle with. Grade level teachers, special education teachers, and the WIN educators discussed ways to hit the ground running in the fall. All teachers have not only viewed and analyzed their data, but were also able to spend time digging into the data of their next year's students. Teachers used this information to begin planning the start of their upcoming school year.

In an upcoming Board meeting, all FRES EOY data will be presented.

Welcoming and Wishing Well

The FRES family is happy to welcome Ms. Allison Dee to our staff. Allison will join us as a fourth grade teacher in the fall. She comes to us with experience and an eagerness to teach and grow. Allison will join her colleagues Ms. Reid and Mrs. Tetrault to round out our very collaborative fourth grade team.

While bittersweet, we wish all the best for Mrs. Melanie Drew as she moves on to new adventures. Melanie has taught in the Wilton-Lyndeborough community for many years. She will be greatly missed!

Ending the Year with Fun

FLORENCE RIDEOUT ELEMENTARY SCHOOL

TREMONT STREET
WILTON, NEW HAMPSHIRE 03086
(603) 732-9230
www.sau63.org

Kathleen Chenette, Principal
Christina Gauthier, Administrative Assistant

Aimee Gelineau, School Counselor
Laura Gifford, School Nurse

The final week of school has been marked by a number of FRES traditions. Grade levels have enjoyed field trips and our Field Day will be on Friday, June 10th as the 3rd of June was canceled due to rain. This Thursday afternoon we will celebrate the fifth grade students with an end of year celebration and send off as they transition to WLC in the fall.



School Climate and Principal Survey Results

Feedback is an essential part of growing professionally and finding ways to become more effective in our roles. To that end, I sent out an anonymous survey to all FRES staff to complete. Once complete, I shared the data with the entire staff in the spirit of transparency, discussed its contents at a Faculty Meeting, and identified areas needing improvement. I have included the results for you to view.

This concludes the June 2022 Board report.

Be well,
Kathleen Chenette
Principal of FRES

FRES Climate and Culture Survey

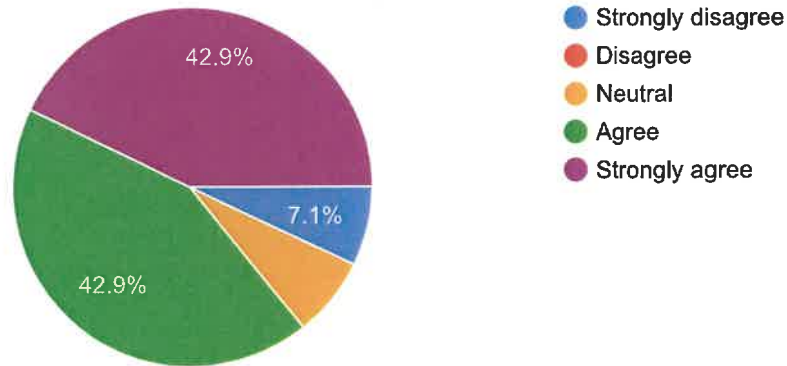
28 responses

[Publish analytics](#)

I enjoy coming to work most days.

 Copy

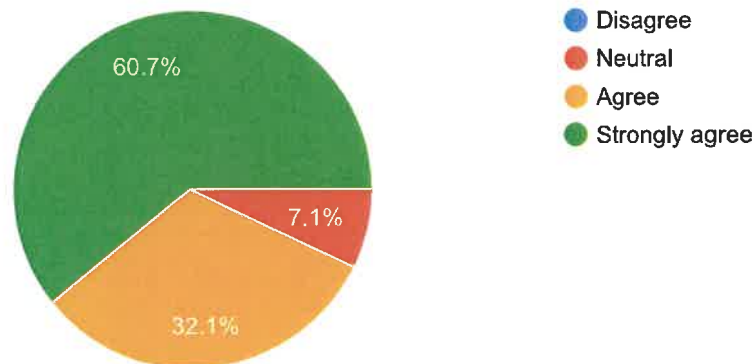
28 responses



I feel supported by my colleagues.

 Copy

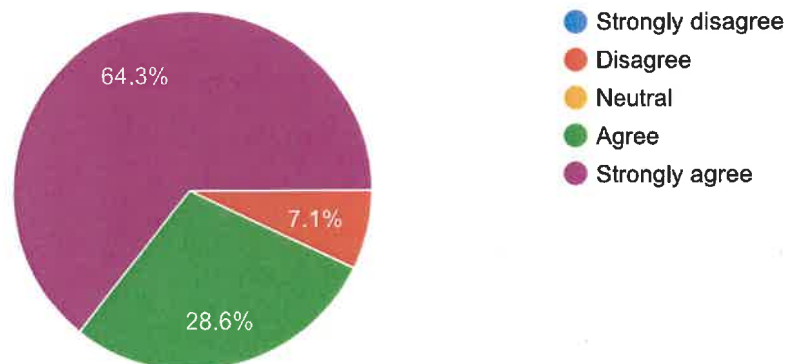
28 responses



My administrator is available to me when I need him/her.

 Copy

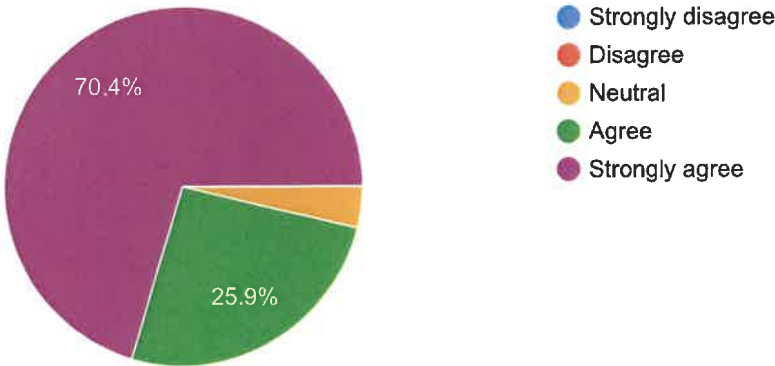
28 responses



My administrator is visible and frequently in classrooms

 Copy

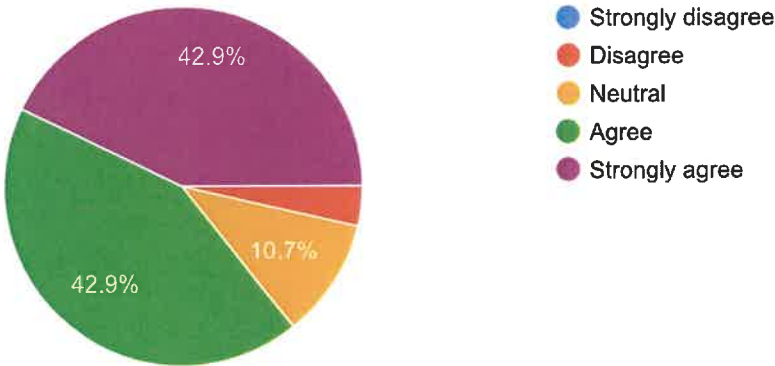
27 responses



My administrator cultivates relationships among staff members.

 Copy

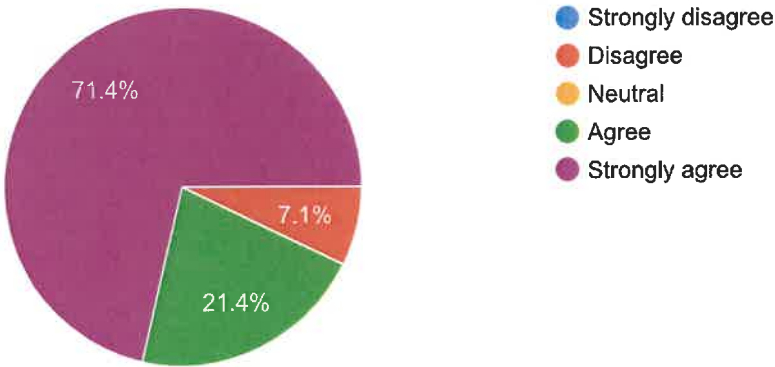
28 responses



My administrator treats me like a professional.

 Copy

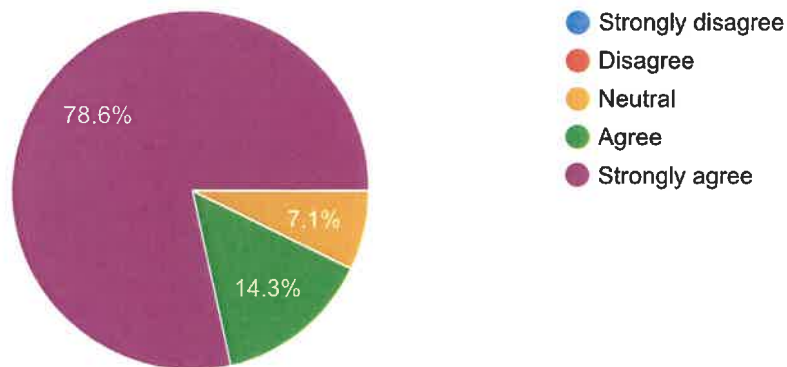
28 responses



My administrator demonstrates a solid understanding of effective teaching practices.

 Copy

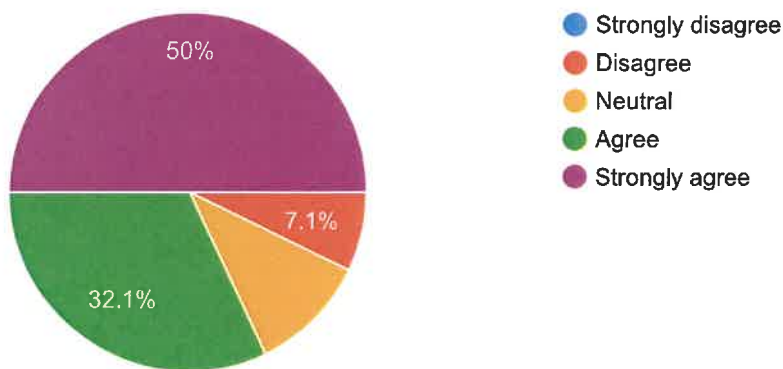
28 responses



I feel comfortable going to my administrator with my concerns

 Copy

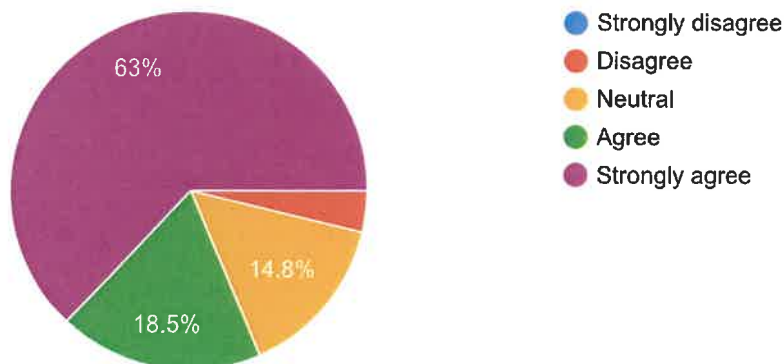
28 responses



My administrator supports me when conflicts arise with parents.

 Copy

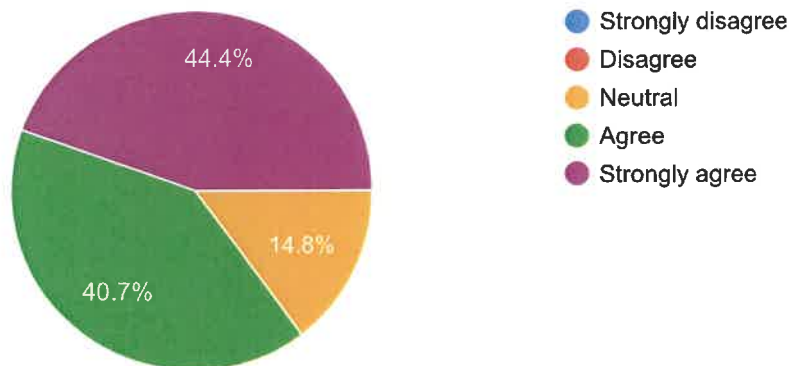
27 responses



My administrator visits my classroom often enough.

 Copy

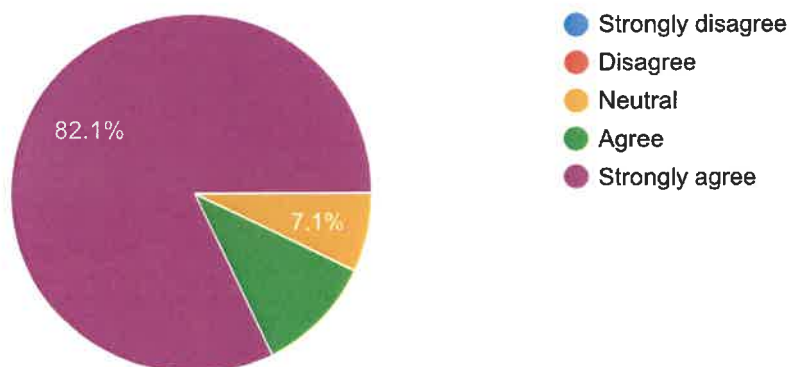
27 responses



My administrator supports me when behavior support is requested.

 Copy

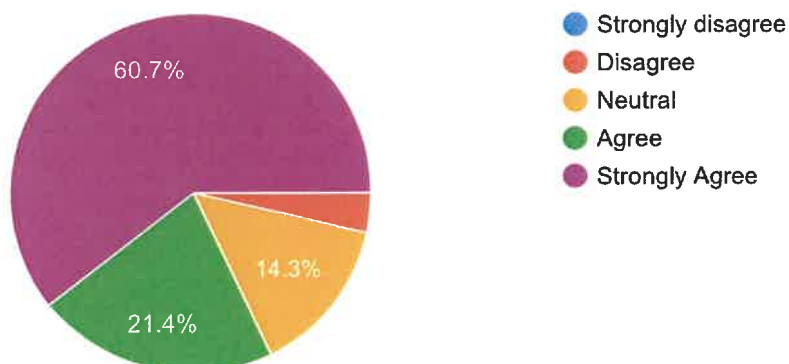
28 responses



My administrator helps me get the resources I need to do my job well.

 Copy

28 responses



I feel my administrator is strong in these areas:

26 responses

supporting staff, honestly telling it how it is to parents, students, and staff, realistic expectations, listening

Professionalism, mentorship, Student and behavior support, encouragement, knowledge of educational theory and practice.

Data

My administrator is visible in the school and known to the students and their families. She has worked to create a collegial and supportive staff as well. She has provided opportunities for staff to meet and discuss student progress continually throughout the school year which has been amazing.

* She has a strong knowledge of curriculum

* She is very supportive when it comes to behaviors in the classroom and parent issues.

* She does a great job at demanding respect and holding people accountable without being intimidating.

Treating us with respect, equality, and as professionals. Giving the students a sense of responsibility and consequences.

Extremely supportive and always willing to advocate for staff and students, very involved, trustworthy

Setting expectations and allowing individual growth while silently expecting more.

Kathleen is strong in so many areas: leadership, community building, Structured Literacy, Responsive Classroom, assessment, Data Driven Dialogue, communication, being kind while being direct and honest, you name it, she's strong in that area.

Academic interventions and bringing the grade level teaching teams together

I always feel that my admin has my back. I also feel that they will also tell me when I need to improve something, but in a respectful and helpful way.

daily support, understanding

I think that finally having an administrator that has walked in our shoes is so important. I feel that she knows and can give real life situational advice and help.

Leadership skills, communication with parents, support for staff



content knowledge, using data to grow, being involved

Approachable, visible, supportive, and interested in the overall success of the school.

She makes me feel like what I do is important, and is valued. She challenges me to raise my level and to be at my best for every student. She gives me clear and constructive feedback.

knowledge of pedagogy, reliable, supportive with both staff concerns and in student learning, present, team collaboration, and data

I feel my administrator is dependable, trustworthy, caring, and knowledgeable. She is also honest and assertive.

Communication

Behavior management, conflict resolution, building foundational skills in both reading and math, supporting staff in building their own skills, highlighting strengths and supporting us with our weaknesses, among many other things

Frequently expresses encouragement through daily emails

being a professional, identifying areas of strengths and areas to grow in for me as an educator, clearly outlining a plan to follow, looking at data and using this data to inform next instructional steps for students

She's compassionate, she's available, she's dependable and she takes on any responsibility that comes her way.

promoting a positive school environment, current teaching practices, professionalism, and being direct and honest with feedback.

Communication



I would like to see my administrator grow in these ways:

18 responses

find a way/time to interact with students in a "fun" way- story, special activity, etc.

Be more personable, fun, let down your guard, less rigid, and not be all about business.

* Keep building fair and equal relationships with each staff member.

I really can't think of anything right now.

It can be nerve-wracking to have conversations sometimes. Some days I feel very comfortable speaking with you. Other days it can feel like I'm not saying what you wanted me to say and your tone can be intimidating.

Communication.

I am not certain I can name any areas needing growth.

I would like my administrator to gain more content knowledge in the specialists areas.

I feel that communication can still be an issue at times. I still don't feel that all of my colleagues are working together for the greater good. There is still a lot of separation amongst the staff.

Maybe have some community building activities with each other to get to know everyone and just have fun :)

To continue working with us to create a positive school culture.

to become more approachable and to be more aware of what is said and how it comes across to others

I feel my administrator might take a little more time to get to know us better.

Not saying my administrator is, but to just be aware...Don't forget what it was like to be a classroom teacher.

You have been more than I expected and everything I've been looking for in an administrator.

Listening to concerns and supports staff does not minimize concerns

when I am asking advice not just answering a question with a question



I believe our school is working well in these areas:

26 responses

supporting students academically,

Supporting most students, positivity, strong internal community, reinforcing behavior expectations.

Could use work in supporting differently abled students, broader community engagement.

colleague collaboration

I think our school is more cohesive and supportive than it has been in the past few years. I feel like people are more willing to work together than they have been and are wanting our school to be a happier, more cohesive place than it has been.

* Our school climate is improving.

* We have been really digging deeper into what the students need and how we can truly give them what they need.

Trying to close Gaps in student achievement, being a positive place for each other and our students.

Analyzing data in a more organized way/done more often. Communication to staff, parents and students is great. Students have been consistently/quickly held accountable for their behavior

Improving climate and culture from the past years. Moving on.

Staff collegiality, supporting others who need it (subbing), and transitioning to data driven decisions to support student learning rather than what feels good or is habit.

finding ways to support students including tutoring, providing interventions, having more activities for students such as lego league, better school climate

I believe our school is working well in our social emotional consistency across different environments.

working as a team, support

I love that we are a Responsive Classroom School, I feel that the students know what the expectations are.

Support of one another during school

consistency, working together, extra support for students

Community interactions, positive culture and academic progress

The Power of our words practice, creating/ following through on expectations, routines and procedures, professional development opportunities, positive school culture.

Data collection and student improvement, staff morale seems to be increasing, support between most staff members is increasing, & communication to families is phenomenal

Accountability, assessments, and community

Communication

The WIN team is beyond anything imaginable this year, they are really making progress with students because they are using data to inform instruction.

The WIN block in general is better utilized within classrooms.

Restructuring our grade-levels to meet the needs of our students has been beneficial to all learners in our grade-level.

Almost everyone is sharing resources, and working collaboratively

supporting students

coming together as a community, establishing data points that will be beneficial to examine and using those as determiners in next steps of instruction

We have a strong FRES community now! It's nice to have that again!

working as a team and supporting each other.

Behavioral expectations



I would like to see our school change in these ways:

17 responses

Option 1

I would like to see more opportunities for whole school assemblies and activities. Due to Covid we haven't been able to host/participate in school assemblies and the kids don't have that connection. I know that might not be something that we can do yet, but I do think it helps to build community and connection.

* I'd like to see our school culture continue to improve. At times, it still feels divided.

* Communication could also be improved. Since the faculty meetings are dedicated to book studies and NHSAS information, we don't have time to ask questions and get clarifications on other topics. For example, the Celebration of Learning seems to be spearheaded by certain people who really enjoyed it but many teachers have not always felt that way and as a result they are feeling overwhelmed and stressed by it. We didn't have a conversation as a staff until after the date had been decided and now it feels like we are all forced to participate.

stronger Special Education instruction

Continue to work on our image in the community. I over heard someone speaking yesterday at baseball practice who said, "Wilton-Lyndeborough is bottom of the barrel." It broke my heart.

better communication and collaboration

I would like to have more across-grade interaction and collaboration. I think all students would benefit from interacting with those outside their own age range.

more clear communication

communication between departments

more effective special education instruction

Increase community outreach

Provide more stipend funded afterschool programs

Hire 2 guidance counselors... one for lower primary, one for upper primary. The need is there, as one guidance counselor is being pulled in too many directions (meetings, emergencies, overloaded caseload) and has a difficult time keeping scheduled meetings with students on a weekly basis.

Go back to minutes instead of days. The shortened school day has been really difficult to adjust to this year.



Go back to having the beginning of the day outside from 7:40 to 8:00. All staff on duty for that period. The kids really benefit from that time outside.

more opportunities and support for our "gifted" students

I would like to continue to develop our WIN time (within our classrooms)

to continue to develop our use of data to inform our instruction

to develop our public image - both with parents and the community at large

Team Building with all teachers and support staff

Add more social/emotional counselors.

more time to collaborate with colleagues (above and below grade level).

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms



Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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

Emily Stefanich, M.Ed.
District Curriculum Coordinator

Curriculum Coordinator Report: June 14th, 2022

Curriculum

Status of Curriculum Documents

The staff within each building this year has worked tirelessly to complete the documentation of curriculum. The internal curriculum databases at each school are approaching completion, with a few lingering areas to be completed over the summer. Over the summer, we have teachers working on specific curriculum tasks, including integrating literacy and social studies in the high school, math curriculum in grades K-8, Spanish language curriculum, and integrating technology in the elementary school. We are working on building the external curriculum database with these final documents, which should be ready for the start of the next school year.

Professional Development

June 14th Professional Development Day

On June 14th, we are having our final professional development day of the year. The goal of this day to wrap up and reflect on the year we just experienced, as well as look forward to next year's vision and upcoming changes. During the morning, we are hosting breakfast and whole staff meetings at WLC. After lunch, staff are reporting back to their buildings for any remaining building specific meetings and checkout.

Math Summit

On June 15th we are hosting a math summit for teachers throughout the district in response to student data and achievement. The goal of this day is to get clear on what we expect students to know and be able to do, as well as how we will assess their mastery related to those standards and competencies. We will begin the day by reviewing data and summarizing discussions that have already taken place during data dives, then examine the standards and Performance Level Descriptors from the New Hampshire DOE to ensure we are clear on what students are expected to know and be able to do. From there, we will work in small groups to analyze current math assessments to see where they align and where we could revise to ensure we are meeting the expectations of the standards.

Assessment

Raw SAS Data

I am including below a table of our raw New Hampshire State Assessment data that is currently available at the time of writing this report (June 7th). In the fall, we will receive the state average, as well as other norming information, which helps us analyze our data more clearly. As an administration, we will be examining these scores more holistically over the summer as we begin to make plans and adjustments to next year.

English Language Arts

Grade	1 – Below Proficient	2 – Approaching Proficient	3 – Proficient	4 – Above Proficient
3 rd Grade	35%	20%	29%	16%
4 th Grade	19%	42%	23%	16%
5 th Grade	17%	12%	49%	22%
6 th Grade	11%	29%	42%	18%
7 th Grade	5%	38%	49%	8%
8 th Grade	9%	19%	59%	13%

Math

Grade	1 – Below Proficient	2 – Approaching Proficient	3 – Proficient	4 – Above Proficient
3 rd Grade	29%	25%	32%	14%
4 th Grade	13%	34%	31%	22%
5 th Grade	22%	54%	15%	10%
6 th Grade	26%	42%	26%	5%
7 th Grade	30%	43%	18%	10%
8 th Grade	15%	52%	30%	3%

Science

Grade	1 – Below Proficient	2 – Approaching Proficient	3 – Proficient	4 – Above Proficient
5 th Grade	40%	29%	14%	17%
8 th Grade	24%	30%	30%	15%
11 th Grade	48%	13%	39%	0%

End of Year STAR Data

The tables below represent our end of year STAR data. STAR Early Literacy was administered in Kindergarten at LCS. STAR Reading and Math were administered to all students in grades 1-8 at both FRES and WLC. As mentioned above, this data will be used by administration as we work to evaluate and revise for next year. Tables with comparisons from fall, winter and spring are also attached for your reference. This will be our final administration of STAR as we move to iReady in the fall.

STAR Early Literacy

Grade	Urgent Intervention	Intervention	On Watch	Proficient or Above
Kindergarten	28%	26%	6%	40%

STAR Reading

Grade	Urgent Intervention	Intervention	On Watch	Proficient or Above
1 st Grade	28%	26%	6%	40%
2 nd Grade	13.5%	13.5%	16%	57%
3 rd Grade	19%	5%	25%	51%
4 th Grade	0%	3%	49%	48%
5 th Grade	9%	9%	35%	47%
6 th Grade	2%	15%	24%	59%
7 th Grade	7%	13%	39%	41%
8 th Grade	5%	13%	41%	41%

STAR Math

Grade	1 – Below Proficient	2 – Approaching Proficient	3 – Proficient	4 – Above Proficient
1 st Grade	5%	12%	19%	64%
2 nd Grade	3%	5%	16%	76%
3 rd Grade	11%	15%	25%	49%
4 th Grade	6%	6%	20%	68%
5 th Grade	12%	14%	14%	60%
6 th Grade	7%	15%	24%	54%
7 th Grade	7%	13%	40%	40%
8 th Grade	8%	5%	33%	54%

2021-22 Kindergarten STAR Fall Data

Early Literacy

		Urgent Intervention	Intervention	On Watch	Proficient
Grade	%	%	%	%	
K		9%	26%	21%	44%

Winter Data

Early Literacy

		Intervention	Intervention	On Watch	Proficient
Grade	%	%	%	%	
K		11%	11%	22%	55%

Spring Data

Early Literacy

		Urgent Intervention	Intervention	On Watch	Proficient
Grade	%	%	%	%	
K		28%	26%	6%	40%

	WLC STAR Data 2021-22														
	Fall					Winter					Spring				
Reading		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient
	Grade	%	%	%	%	Grade	%	%	%	%	Grade	%	%	%	%
	6	0%	19%	24%	52%	6	0%	18%	15%	63%	6	2%	15%	24%	59%
	7	4%	17%	41%	30%	7	2%	16%	36%	36%	7	7%	13%	39%	41%
	8	0%	8%	39%	47%	8	3%	5%	42%	47%	8	5%	13%	41%	41%
Math		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient
	Grade	%	%	%	%	Grade	%	%	%	%	Grade	%	%	%	%
	6	7%	9%	28%	49%	6	5%	8%	28%	53%	6	7%	15%	24%	54%
	7	9%	17%	41%	26%	7	2%	16%	36%	34%	7	7%	13%	40%	40%
	8	0%	8%	29%	55%	8	5%	11%	24%	58%	8	8%	5%	33%	54%

	FRES STAR Data 2021-22														
	Fall					Winter					Spring				
Reading		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient
	Grade	%	%	%	%	Grade	%	%	%	%	Grade	%	%	%	%
	1	22%	13%	24%	39%	1	12%	34%	12%	42%	1	28%	26%	6%	40%
	2	25%	13%	28%	33%	2	18%	16%	11%	55%	2	13.50%	13.50%	16%	57%
	3	27%	13%	20%	40%	3	21%	6%	23%	50%	3	19%	5%	25%	51%
	4	9%	14%	34%	34%	4	3%	6%	47%	44%	4	0%	3%	49%	48%
5	10%	22%	24%	44%	5	7%	7%	31%	55%	5	9%	9%	35%	47%	
Math		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient		Urgent Intervention	Intervention	On Watch	Proficient
	Grade	%	%	%	%	Grade	%	%	%	%	Grade	%	%	%	%
	1	13%	15%	22%	44%	1	2%	16%	28%	54%	1	5%	12%	19%	64%
	2	3%	10%	30%	55%	2	3%	3%	24%	70%	2	3%	5%	16%	76%
	3	16%	16%	22%	45%	3	14%	16%	16%	54%	3	11%	15%	25%	49%
	4	6%	3%	34%	49%	4	6%	9%	36%	48%	4	6%	6%	20%	68%
5	15%	17%	24%	44%	5	0%	12%	24%	64%	5	12%	14%	14%	60%	

Kristina Fowler

From: The New Hampshire School Boards Association <bchristina@nhsba.org> on behalf of The New Hampshire School Boards Association
Sent: Wednesday, May 18, 2022 10:50 AM
To: k.fowler@sau63.org
Subject: May 18, 2022 - NHSBA Announcement: 2022 Call for Resolutions



May 18, 2022
NHSBA Announcement: 2022 Call for Resolutions

Dear NHSBA Members -

We are pleased to announce that the next NHSBA Delegate Assembly is scheduled for Saturday October 1, 2022 at 10:00am, to be held at the Grappone Conference Center in Concord. NHSBA is now accepting submissions for our annual NHSBA Delegate Assembly.

Resolution Submission Process:

Each NHSBA member-school board is allowed to submit one or more proposed Resolutions. Proposals may be a new Resolution or may seek to amend any current NHSBA Resolution. Each member-school board may send one voting Delegate. However, any and all board members are invited to attend.

All submitted and proposed Resolutions will be brought forward to the NHSBA Board of Directors, whereupon the Board of Directors will make a recommendation to either support passage or not support passage of the proposal. This recommendation is advisory only. If the Board of Directors supports passage of the proposed Resolution, it will then be presented to

the Delegate for discussion and a vote. If the Board of Directors does not recommend passage of the proposed Resolution, the proposal may still be brought forward for discussion and vote if proposed Resolution is moved and seconded.

Delegation for consideration, with discussion to follow, according to the will of the body. These Resolutions and Statements of Belief guide NHSBA's state-wide advocacy efforts.

To submit a proposed Resolution please [click here](#). In addition to using the link, proposed Resolutions may also be emailed to NHSBA.

Current NHSBA Resolutions can be viewed [here](#).

The deadline for submitting proposals is the **close of business Friday July 15, 2022**. NHSBA respectfully asks that proposed Resolutions are submitted by this deadline. **It is imperative that proposed Resolutions are submitted before the deadline so that other school boards have an opportunity to discuss and decide their position before the Assembly.**

Please contact NHSBA Executive Director, Barrett M. Christina, if you have any questions.

Thank you for your attention to this matter.

Barrett M. Christina, Esq.
NHSBA Executive Director
bchristina@nhsba.org
(603) 228-2061



The New Hampshire School Boards Association | 25 Triangle Park Dr., Ste 101, Concord, NH 03301

[Unsubscribe k.fowler@sau63.org](#)

[Update Profile](#) | [Constant Contact Data Notice](#)

Sent by bchristina@nhsba.org in collaboration with



New Hampshire Department of Education

FY2023

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHDOE) must submit a signed copy of this document to the NHDOE Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval”. Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHDOE (34 CFR 708).

Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHDOE.

While there have been no significant changes notable in the last year, this FY2023 general assurances document contains a few minor differences from the FY2022 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHDOE in this case and will be considered non-responsive.

Once the document is fully executed, you may either email or mail a copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

Should you have any questions please contact Lindsey Labonville at 603-271-3837, or Jessica Lescarbeau at 603-271-3808.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHDOE, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions '*Federal Awarding Agency*') with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;

- (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
- 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
- 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
- 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
- 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
- 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program,

and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.

- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHDOE and to U.S. governmental agencies as may reasonably be required to enable the NHDOE and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."

- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational

research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification form to the NHDOE not later than December 31, 2022. The worksheet will be provided to each subrecipient by the NHDOE.
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The recipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 37) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of

historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy/Procedure	2 CFR 200.317-327		
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy/Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A

Policy/Procedure Name	In Accordance With	Policy	Procedure
Subrecipient Monitoring Policy/Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy/Procedure	2 CFR 200.431		
Records Retention Policy/Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

3. Internal Controls

The subrecipient must:

- Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- in payment of obligations incurred during the approved project period;
- in conformance with the approved project;
- in compliance with all applicable statutes and regulatory provisions;
- costs that are allocable to a particular cost objective;
- spent only for reasonable and necessary costs of the program; and
- not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHDOE. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHDOE Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHDOE template provided by the BFC for audit findings related to NHDOE funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHDOE funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpjf0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpjf0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance**

25 Hall Street
Concord, NH 03301

Or via email to: federalcompliance@doe.nh.gov

- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHDOE pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certification

A fully executed and accurate Single-Audit Certification form shall be submitted to the NHDOE no later than **December 31, 2022**. A copy of the form will be provided to each subrecipient by the NHDOE.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.
 - The recipient's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

**9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement)
Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHDOE must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHDOE program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

10. Gun Possession (Local Education Agencies (LEAs) only)

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrative officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHDOE in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants,

and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

New Hampshire RSA 15:5 - Prohibited Activities.

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

12. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHDOE staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHDOE. In the event the NHDOE determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHDOE staff to the subrecipient regarding such audit.

13. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHDOE.

14. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

15. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal

project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

16. Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

17. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Small purchases
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

18. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHDOE] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.
- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.
- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more

funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.

- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (See RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHDOE. **No payment for project/grant awards will be made by the NHDOE without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHDOE Bureau of Federal Compliance.

Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on , , that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: 63

District or SAU Name: Wilton-Lyndeborough Cooperative School District

Typed Name of Superintendent
or other Qualifying Administrator

Signature

Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Typed Name of School Board
Chair (on behalf of the School Board)

Signature

Date

Please email or mail a copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

WLCTA Board Report

Thank you!

First of all, we want to thank the board for giving the WLCTA the opportunity this year to present at these meetings. It has been nice to come and share all of the great things that have been going on throughout the district. It has also been a very educational and eye-opening experience to witness the process that goes into making important decisions within our district. While the year had its fair share of challenges it was also full of positivity, academic growth, meaningful change, and teamwork. We feel very optimistic for next year and we hope that this level of collaboration continues for many years to come.

WLCTA Scholarship Winner

We recently awarded the WLCTA Scholarship worth \$500 to Madeleine Straw. She is a graduating senior and she plans to go to college to become a Social Studies teacher. We are very proud of her as well as all of the seniors!



Teacher Shout-Outs!

FRES

- The FRES classroom teachers met in teams with WIN and Mrs. Chenette to analyze end of year data and brainstorm entry points for beginning of year learning. Everyone present found the experience to be insightful and the time to think and plan ahead through a data lens, beneficial.
- Both of the FRES spring concerts were a great success, and the kids loved getting up on stage and sharing music with the community.
- Celebration of Learning was a HUGE success. The students loved showing off their hard work and the teachers enjoyed spending time with all of the families that attended.

WLC

- 7th grade is working on a project where they are researching locations in Europe to plan a dream vacation. They are all really into it. Covers a lot including climate, history, culture, and even budgeting.
- 8th grade went on a trip to Lake Winnepesaukee the past Friday and went on the Mt Washington cruise. The kids were awesome and they had a great time.
- Mary Beth Wiley was hired with her MSc in Library Studies, so she had to earn her K-12 Library Media Specialist Certification. After two years, she just completed it!

DFA - INVESTMENT

The Wilton-Lyndeborough Cooperative School Board authorizes the Wilton-Lyndeborough Cooperative School District Treasurer, working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a, to invest the funds of the District subject to the following objectives and standards of care.

OBJECTIVES

The three objectives of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to applicable law.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent, or his/her designee involved in the investment process, shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the Government Finance Officer Association's Recommended Practices and Policy Statements Related to Cash Management as a guide to the prudent investment of public funds.
2. Conflict of interest. Officials involved in the investment process shall not engage in or have a financial interest in any activity or investment that could conflict with or could create the appearance of conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Investment officials, Auditors, and School Board Members shall disclose to the School Board any personal, business-related, or financial interests in financial institutions with which they conduct business that represent more than one percent ownership. They shall also disclose financial relationships or business responsibilities that represent more than one percent ownership in the organization that could be related to the impartial management of the District's financial assets. Where conflicts of interest or the appearance of conflict of interest cannot be avoided through policies or procedures approved by the School Board, affected officials(s) shall recuse themselves from subject decisions.
3. Internal Controls. The District Treasurer and Superintendent or his/her designee shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed periodically by the School Board and an independent auditor.

The Board will annually review and adopt the investment policy.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

RSA 386:57, Collateralization of Funds

See Policy DFA-R

Final Adoption: June 2, 2010

Revision: February 11, 2014

2nd Revision: April 7, 2015

***Annual Adoption: May 10, 2016, May 9, 2017, May 8, 2018, April 30, 2019,
May 26, 2020, May 25, 2021***

IJL – LIBRARY MATERIALS

Related Policies: KEC, KEC-R

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.

As “Libraries: An American Value” states, “We affirm the responsibility and the right of all parents and guardians to guide their own children’s use of the library and its resources and services.” The WLC School District has a legal and professional obligation to ensure that all students have free access to a diverse range of library resources and services that is, age appropriate, inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users.

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 AND KEC-R.

First Reading: April 5, 2022

Second Reading: May 10, 2022

Third Reading: May 24, 2022

Final Adoption:

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, May 24, 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 (6:35pm), Tiffany Cloutier-Cabral, Charlie Post (online), and Darlene Anzalone*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Sarah Edmunds and Kathleen Chenette, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt (online), Technology Directors Jonathan Bouley and Nicholas Buroker, Curriculum Coordinator Emily Stefanich, and Clerk Kristina Fowler

I. CALL TO ORDER

Chairman Kofalt called the meeting to order at 6:31pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. PUBLIC HEARING-UNANTICIPATED REVENUE RSA 198:20-b

Chairman opens the hearing at 6:32pm. Provided an explanation of the purpose and reviews the breakdown of funding sources, which were provided. The hearing's purpose is to provide an opportunity for the Board to accept grant money that has come to the district. The State requires that we hold a public hearing and formally take a vote to accept the funds. Ms. LaPlante provided a review of funds in more detail. In FY 22, the district budgeted \$256,442. We anticipate receiving \$1,080,856.40. Because of the American Rescue Plan and relaunch of robotics, we have an excess of appropriation in the amount of \$824,414.40. That significant increase is related to the CARES or ESSER III and robotics. Chairman asked for questions/discussion from the Board. Ms. LaPlante confirms for Mr. Vanderhoof that the ESSER funds (\$684,010.01) are not included in the budget and were not discussed in an unanticipated revenue hearing therefore it is new as far as that discussion. You can use it all at once but don't have to and as long as we say yes, we accept these funds, we meet the criteria for the public hearing. Chairman asked for questions/comments from the public who are present and online. None heard. Chairman closes the hearing at 6:36pm.

A MOTION was made by Mr. Golding and SECONDED by Ms. Cloutier-Cabral to accept and expend an additional \$824,414.40 for the purposes outlined in the special programs.

Voting: via roll call vote, all aye, motion carried unanimously.

IV. ADJUSTMENTS TO THE AGENDA

Chairman requested to move up the library materials discussion from its position in #9 to right after public comments.

A MOTION was made by Ms. Lavalley and SECONDED by Mr. Golding to accept the adjustments to the agenda.

Voting: via roll call vote, seven ayes; Mr. Post did not vote-technical difficulties, motion carried.

V. PUBLIC COMMENTS

The public comment section of the agenda was read.

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

• POLICIES

i. IJL-Library Materials-3rd Read/Librarians Attending

Ms. Stephanie Loiselle, Librarian at FRES/LCS and Ms. Mary Beth Wiley, Librarian at WLC presented on why they want a policy for library materials. They want to empower students, parents and the community to have an outlet to express their opinions, and feelings, participate and have a choice in what their kids are taking out. They want a transparent process using procedures that they will follow in case of concerns or challenges. They want people to know where to go and can utilize the process across the district. They want to prevent bias in handling situations and want all people and materials treated the same during any reconsideration of materials process. Having a policy ensures everyone will follow the same procedure. The policy will help them do the right thing and follow the right procedure. It could be construed as a student violation of a student's First Amendment Rights to remove materials if it was done to prevent access of ideas, viewpoints or opinions. There is Supreme Court case law that speaks to that. Book challenges are increasing. They provided statistics on this. This is the highest number of book bans according to the ALA's Office for Intellectual Freedom since they started tracking it 20 years ago. It is becoming

more frequent and want to be ready in case it happens here. The librarians feel considering the increase in challenges, it is of the utmost importance to get it on the books now before it becomes a larger issue in our district. Ms. Wiley reviewed a case that happened in the Bedford School District where the librarian faced a new challenge and didn't know how to respond on her own when someone wanted to remove a book from her district's library. She did not have a procedure to follow. They created a policy to help going forward. Information was presented such as 81% of schools have a plan and procedure in place; they reviewed nearby districts that have reconsideration policies and information on where the book bans are happening in the US. A copy of the presentation can be found with the minutes. Ms. Anzalone thanked them for coming in, she agrees we need a policy in place and questions how we decide what books will in the library and questioned if they anticipate people coming to them asking for books to be put in the library. Ms. Loiselle responded that they have selection criteria and passed out copies to the Board. Ms. Wiley reviewed it includes things like finding out what the classes need, it meets high standards literacy, artistic and aesthetic quality, physical format, appropriate for the subject area and age, social and emotional wellbeing of the students, accurate and appropriate content, they strive for favorable reviews and use legitimate sources verified by professional personnel, provide a global perspective, and they provide a variety of resources, in physical and digital format, online, eBooks etc. They balance the cost with the need and follow the criteria when they purchase books. Both certified librarians follow the criteria. Ms. Loiselle spoke of a couple situations she encountered last year which were handled internally through administration. These situations do come up and they need to have a plan to follow. Ms. Wiley agrees she would like a plan in place and would feel more safe if there were rules for her to follow a documented system. A question was raised to provide an example of a book that would not meet the criteria provided, as at least 8 of the 11 are very subjective and go toward viewpoint and opinion. Ms. Loiselle responds their goal is to represent all viewpoints and opinions. A question was raised how the criteria list would help if a book were challenged. Ms. Wiley responded if a book was challenged they could say they have the list and looked at the publications, the professional personnel reviews and it is designated for this age range, etc. agrees it is a little subjective. Both librarians are certified in creating a quality collection and put a lot of thought into what they purchase. They want to be sure the books are checked out by students and enjoyed, and have literary value. It was noted, seeing this is not a public library but a school library, if we are going to have a policy it has to have "teeth" in it. It has to be something we can enforce and explain. The subjectivity for any literature will be tough to have a concrete discussion with someone when it is so subjective. When putting a policy in place we need to be clear about how we will do it. There is potential for a big debate. There is concern raised the policy doesn't become something that administration, Board and staff can just say it meets the policy so there is nothing I can do about it. Once we have a policy who will go through all the books we have and make those decisions. Ms. Lavallee clarified the difference between the procedure and policy. She did follow up with Attorney Phillips on this, the selection criteria we are discussing is not part of the policy. It is part of the administrative procedure, which is different from the policy and legally is held to a different standard. Although it is referenced in a policy and there are other procedures referenced in other policies but are not voted on by the Board and do not rise to the level of legal standing as a policy. It was noted that is the problem having a policy that doesn't specifically say what it is intended to do. Discussion continued. A question was raised if they would ban a book all together or just for a specific child and an example was given. Ms. Loiselle explained she thinks it's a conversation you have with your child, she can be included in the conversation and has been in the past if a child has tried to check out a book their parent would not want them to have. They don't want to ban books, but this policy is about removing books from the shelves and that is what is needed because it opens us up to lawsuits and other challenges and sets a precedent and we need to treat everyone the same and follow the same policy. The process should be a multistep process and involve others who are analyzing the book itself and determine if it is suitable for every student in the school. Ms. Lavallee reviewed some of the discussion they had in the policy committee; they have been working on this since the middle of winter. The development of the policy is to communicate the values, philosophy and culture of our schools, what are we saying, what is the message. The procedure/process is how that is carried out it is 2 separate things. When we developed this policy, we said we wanted to affirm the responsibility and right of all parents and guardians to guide their own children's use of the library and resources. The decision of what book is appropriate is subjective and not just to the professionals but to the parents. By removing a book from the shelf you may be appeasing a group of parents who want it removed but you may also be upsetting a group of parents who want that materials to their child. The policy is saying we are making unbiased decisions based solely on professionals not guided by any sort of predetermined agenda. Discussions continued including the policy specifically identifies the Superintendent or designee will create procedures necessary. It was clarified if there were to be an issue there would be a committee to discuss the issue of that book. Ms. Lavallee referred to policy KEC that specifically says a committee is set up to review all materials; it would be that same committee. It was noted this is establishing a framework for procedures, it is not outlining specific criteria, it is saying there should be a mechanism to express it. Discussions continued including when we make a policy we are saying this is what we shall do, there is no wiggle room. There was discussion regarding the language in the policy and the external sources referenced. Ms. Lavallee shared the Policy Committee had not met since the last board meeting and has consulted with Attorney Phillips to create an alternative version and the draft will got the committee before bringing it to the Board. The 2nd paragraph was taken out. She read the draft. The Attorney preferred this version but noted both are acceptable from a legal perspective. Mr. Vanderhoof wants to see something in the policy that in some ways states effectively that we acknowledge this is a school library and largely serving minors and with that in mind, acknowledging that there are other places to get materials such as town libraries, etc. Mr. Mannarino expressed the criteria is a larger discussion for another day and could change over time and the framework should be constant and there should be some mechanism in place to review or challenge and he does not think that should change over time. Ms. Lavallee expressed the Policy Committee needs direction. Mr. Post voiced his thought is that it goes back to the committee for review and bring it back to the Board to either approve or change it rather than just hearing it tonight. He does not want to vote on something that not be ready and we should take our time on this

and be purposeful. It was expressed the intent tonight was not to vote on it but the committee needs direction. Mr. Kofalt read the new version entirely. He recommended that the new version be emailed to the members and a date be given to provide feedback on it. He does not want the committee to be discouraged that they are taking a deep dive into this and believes the results will be a solid policy. This removes the ambiguity and external references. It also talks about balancing with age appropriate content for students. Ms. Lavallee will send this out and has a schedule conference call with Attorney Phillips; she will make sure we are not missing anything. No objection heard to the approach. The librarians were thanked for coming.

VI. BOARD CORRESPONDENCE

i. Business Administrator's Report

Ms. LaPlante spoke of all the work done on the grants; she is working on getting grant assurances for 3 other grants and is pleased with the progress. She spoke about the last meeting and a brief discussion about unspent balances remain and she wants to go back and see the history of funds and allocations for FY 22 and compare this with the FY 23 to see if the decrease has been picked up. A question was raised regarding the transfer to food service that is showing up at \$21,000. She responded we are running a great surplus due to the free and reduced lunch foods now. She confirms that number will look considerably better.

ii. Director of Student Support Services Report

Mr. Pratt reviewed his report is about student mental health. He provided a review of our school counseling caseloads and the part-time social worker and school psychologist caseloads. We range between 10.1% in elementary and 16.6% for counseling for general education students and 21% for special education (SPED) students. He spoke that when you look at the counseling caseloads it looks pretty reasonable. One thing we saw during the pandemic and now is these are the student who have more intense needs in general education or SPED. It does not account for the ones who touch-base once or twice a month. Everyone is focused on mental health and it is a situation that is taking up a lot of our counselors and part-time school psychologist and social workers time. We did have a contracted full-time psychologist this year but broke that up with a part-time social worker and psychologist. We have been really blessed to have 2 great people working with us who focus on students and families and collaborate with our staff. In his position as Director of Student Support Services and being in the schools almost daily, he sees a concern that it could become a greater number who are looking to access counseling or services. In the past, we referred student for outside counseling and there would be a waitlist. The waitlist is now is longer and in some cases months before a student can access any services. This doesn't help the schools. As your Director, I am asking you to help me solve this problem. He is taking a 2-prong approach, the first is to present the data to you and secure the additional services for school psychologist and social worker. He would like to use the current budgeted amount for the school psychologist and ESSER money to provide service to our school for all the kids, not just for SPED kids and be able to help these folks on a full-time basis next year. The second prong is the acknowledgement that we need to look at some sort of formalized program for students whether mental health or behavioral, this would be part of that approach. Whether SPED or general education or hybrid it is to address short and long-term needs in students in the area of mental health and address them in the schools. He will bring forward a more detailed plan in June. He was asked to clarify if he was asking for additional school psychologist or social worker using ESSER funds. Mr. Pratt responded he would like to make both the current part-time school psychologist and part-time social worker full-time next year. We have a number of other students who come and go and we have a 3rd group that is undetermined that really are not forth coming about the issues they are having. We know they are going through some stuff and we need professional folks to help us with those kids while those numbers look reasonable, the number of kids we need to address is really much higher based on discussions I have had with staff. A question was raised if he is linking it to COVID. Mr. Pratt responded he will provide a long-term plan on June 14, this would address one year only from ESSER and in the next budget cycle, he will address some problematic pieces. He confirmed this request is to use ESSER funds for something that was not budgeted, it would go into the budget moving forward, and he may be able to provide some cost savings at the same time. This is clearly a one-time request for next year and then it would be addressed through the appropriate budget process. He confirms the numbers are an increase from prior, at least 30% in SPED, he doesn't have the percentage increase in general education but knows it is an increase. We hear from parents and students that need services but are not getting them, some are waiting 6 months to see an outside counselor.

iii. Director of Technology's Report

Mr. Bouley spoke of this month being light on tickets mostly because there was a week off. They have done more work on closing new tickets and driving down old tickets, none are more than a year old and are things that need to be done in the summer such as requiring wires to be run in the hallways. He has been helping the new director Nicholas Buroker who was present and has come in to spend time on site so we can get him access to documents and technology and make it as smooth as possible for July 1. He has been great to work with him side by side and get him onboard with some of the documents created for the Technology Committee, making sure it is as much his as mine. The biggest thing in his report other than introducing Mr. Buroker is asking for an extension for the temporary help he has had through ESSER funding. He would like to extend this through the end of August; currently it is funded through end of June. There is a need for help with updating the new and existing Chromebooks while the director works on cybersecurity goals. He has been trying to work on a non-private version of security information so that we can have a way for the Board to see the progress being made on goals and discuss it. Chairman

welcomed Mr. Buroker. Mr. Bouley confirms it has been working out well having the extra person. He was asked at what point it becomes a non-COVID issue and just something that we need. Mr. Bouley responded we are in the same boat as Mr. Pratt, he thinks Mr. Buroker would advocate for needing the help. He feels we are just now getting the ticket counts down to a manageable level and if we lose that position, it will climb right back up. None of the tickets are complicated it just takes time. It is something that would need to be worked on with the Budget Committee. He confirms most tickets are around training on how to use technology. Superintendent Weaver clarifies the request to extend the IT position is to extend it to September 30 to get us through the summer and get school opened. It was expressed previously we were doing the day-to-day functions in the technology department but getting to other projects that need attention. Now, we are finally getting to them. An example of this is the single sign on; we don't have that in the district, single sign on doesn't make that go away but helps in the flow of those tickets. Mr. Bouley agrees it would help and it would reduce the number of passwords people have to remember. We are trying to automate some of this like making it less time consuming to create a new user. Mr. Bouley was thanked for his commitment and Mr. Buroker was thanked for attending.

VII. YTD REPORTS

Ms. LaPlante provided the percent remaining in the budget unspent and unencumbered. She spoke of some wages not being budgeted in the appropriate lines, which she has spoken of before. She provided a report of the percentage of unspent and uncommitted funds, which is what she will have more detail at a future meeting. The summery report is listed out by type and object. We are looking at 6.3% of the budget as of May 15 unspent and unencumbered. The heating oil allocation has helped us, those funds will remain unspent and they will start to get estimates for the FY 24 budget, what that might look like and what we are looking at overages on heating oil for next year's budget but it helps to account for some money unspent and uncommitted right now. A question was raised why principal on debt was over budget and interest on debt was under budget. Ms. LaPlante confirmed it was budgeted incorrectly. There is payment schedule published by Municipal Bond Bank and those numbers were not updated for the FY 22 process. Principal is overspent and interest is underspent she believes. It was noted this format was useful and it is helpful having the nonwage and wage broken out and color-coded. She notes it was budgeted for FY 23 moving forward.

VIII. PTO UPDATES

i. FRES/LCS PTO

Ms. Alyssa Lavoie was present and reports the PTO has been really busy last month. A report was shared with the Board. She thanked those members who came in to popcorn for the students; we are a small group and anytime we can get participation takes the burden off us to allow us to focus on other things. The first week of May was Teacher Appreciation Week, we provided lunches, snacks, and desserts to FRES and LCS staff and sent home forms with kids the week before for them to write a note or draw a picture to show appreciation. One of their parents, Ms. Gomez did a chalk drawing on the front of the school as well. We tried to put the effort in to show the teachers how much we appreciate what they do for our kids. May 7 they had the second annual plant sale and raised \$859. The book fair was successful raising \$3,700 in scholastic dollars; they have an additional \$2,700 in scholastic dollars earmarked for Ms. Loiselle (donated to FRES) to increase the books. The 5th grade yearbooks are ordered and the PTO covered the cost 100%. The newly voted in Board includes Ms. Lavoie, President, and Ms. Ally MacFadden as Vice President, Ms. Megan Nantle as Secretary and Ms. Chrissy Morrissey as Treasurer. They are excited about Field Day if any of you are available, it is all day events, activities, relay races, the fire department, police department are coming. We will start a new tradition with the 5th grade vs. community members in a kickball game. She reviewed who the participants are. It will last about 30 minutes and we would love it if any of you can come out. The next meeting is June 7, 6pm and next year they will meet the 3rd Monday of each month at 6pm in the library at FRES. Chairman Kofalt had come to the April meeting and that was a huge help, she welcomes board members to attend at least one meeting next year. Chairman Kofalt thanked Ms. Lavoie and both PTOs and acknowledged how great it is to have that kind of support for staff and students.

ii. WLC PTO

Ms. Crystal Gill was present and reported May started pretty strong for them as well with Teacher Appreciation Week. They provided an abundance of food throughout the week. Lynn Crouse heads our banner program; we put up 7 more banners. She is taking it to the next level trying to grow it. It provides some money in and provides advertising for local businesses. We are trying to find ways to keep the banners up longer and make them more visible. The spring concert is this Thursday at 7pm; we will put our gear out for the first time. We were able to purchase come to have on hand instead of just having the 2 web stores. We have step-up night for the 5th graders and plan to attend that, answer any questions for parents and provide information, and show a friendly face. We have not been at graduation before and have been asked to provide concessions such as water, etc. Our main focus is to get as much involvement in next year as we can. We are a small group as well. We are looking into providing a scholarship for graduating seniors who excel in volunteering and community service above and beyond the normal hours they need. She still needs to learn a lot about it and will be talking to the guidance counselor about it and hopes to implement it next year.

IX. POLICIES

ii. IJL-Library Materials-3rd Read/Librarians Attending

See above, this was moved up on the agenda.

X. NARCAN DISCUSSION

Ms. Cathleen Bertoncini, School Nurse was present. Superintendent voiced she has been the go-to in terms of nursing things and health needs and we really appreciate her. He reports most districts do not have Narcan and the ones that do have clear policies with specifics. Ms. Bertoncini has done some research on this. Our police department in Wilton does not carry Narcan. Ms. Bertoncini reached out to school nurses in area districts such as Milford, ConVal, Souhegan and Mascenic. Milford does not have it and there is nothing in their policies or procedures. The other 3 all have it, it is kept locked in the nurses office, only the nurse administers it, it is part of their first-aid policy and not available for after school hours or activities, nothing outside the school day. They also have 2 nurses at each site in those schools. She looked into how we get it and how do we get training. There is a place in Nashua that would come out, provide it, and train the nurses. The police department does not have it; they felt confident in the response time of EMS. They are seeing mostly non-opioids and mostly alcohol. Superintendent spoke to Primex to discuss exposure to liability; she said it is a local decision but if you do it, you will have to be clear in policy and procedure, who can use it, who has access, what do you do when you dispose of it etc. Implement the policy clearly and consistently. She said less than 50% of schools in the state have it on their campus. Ms. Lavallee asked for confirmation that the other schools had 2 nurses on site so someone can assess and administer, Ms. Bertoncini confirmed that is correct. Ms. Lavallee asked if she found out any information of effects of when a patient comes to. Ms. Bertoncini responded that is one of her concerns, based on what she has read and her own experience the patient can be violent. Ms. Lavallee asked if the training goes over that. Ms. Bertoncini does not know. Superintendent spoke it is a critical issue, if it is 7 minutes before help arrives, what happens in that 7 minutes do we shelter in place, does it happen outside, if so who is covering the nurses station if the nurse out on the baseball field. He thinks some of these issues is what has prevented some districts from having it. Coming out of Narcan and being violent creates another set of circumstances that we are not prepared to deal with as administration and staff and securing the students etc. A question was raised if we got data on the prevalence in our community. Ms. Bertoncini did reach out to EMS but did not get a call back. There is drug monitoring in our state that goes over dose deaths and breaks it out by town. The most recent publication is August 2021 and says Narcan administration in Lyndeborough is under 0, Wilton is 1-10, it is not clear if that is 1 or 10 and it would have been helpful to hear from EMS. A question was raised what are the safety concerns other than what was discussed, what danger are we creating by just having it around, what are the side effects for someone other than unpleasant side effects giving someone Narcan if one has not overdosed. Ms. Bertoncini did not know the answer to this. Discussion was had the cost is not terribly high more or less per dose, concern was raised that we hear of Fentanyl being unintentionally used, examples were given. Looking at all of that it seems cost etc. is not very high compared to saving a life. A question was raised if there is a cost associated with training. Superintendent spoke of the withdrawal process being unpredictable and we don't know what those look like person to person. For us, we are fortunate that the police, are just down the hill, EMS is just down the hill and the fire department is just down the hill; he would like to think the response time is quick and believes that is why the police department chose not to deal with Narcan. Ms. Lavallee spoke of having a discussion with a community member talking about when we look at resources and time what are we directing them to do in the district, and keeping those things in mind, what are we doing from a preventable standpoint and an education standpoint. Perhaps having a community wellness committee and what resources can they help in regard to education. Discussion was had it is a good idea to have it, we have AED's and other stuff we hope not to use but we have it, cost is not prohibited, training sounds reasonable. Superintendent notes if the Board directs us to have it, part of the process should be how we handle withdrawal. Ms. Bertoncini asks that if we have it we have it clearly outlined as what is the expectation, she asks that exceptions be made because although it is in good supply now, that may not always be the case. We stock Epi-Pens and we are still waiting for them for this year due to a supply chain issue. She wants to be sure we are not always held to having it, she wants some flexibility. Mr. Vanderhoof believes it should be added to the policy that was just approved. Ms. Bertoncini expresses she sees the benefit of having it but as the sole clinical person in this building, she wants to be protected and prepared. She thinks about visitors who she knows nothing about and being put in that situation, she wants to be sure that we have covered our basis. A question was raised if nonclinical people could be trained to administer Narcan. Ms. Bertoncini responds you could but that's a bigger discussion if you want to put that on administration and teachers. She thinks that is a big ask. Ms. Lavallee did speak to Attorney Phillips about that and he gave specific wording to include from his experience working with other districts who have it and the nurses were ones who would administer, he did not see any others trained. Mr. Post spoke that it was a comprehensive presentation and he agrees with Mr. Vanderhoof. He understands there are some things we didn't think about it but thinks we should provide the training if the nurses are willing to participate in the program. Chairman asked for a straw poll of where members are at with this. Mr. Post and Mr. Vanderhoof are for it, Ms. Anzalone is on the fence and spoke of concern that if people knew we had it would they try to steal it. Ms. Bertoncini responded that ConVal did have an issue with theft with that and the AED and now they are under lock and key. Superintendent notes there is no high benefit but can see it happening. Mr. Mannarino is open to having the discussion and exploring it, the training was his biggest concern. Ms. Cloutier-Cabral is interested in having it if the training is good and there is some kind of uniform training that everyone gets, some kind of certificate or it is backed by something with some kind of protection like the Good Samaritan Law should it go wrong. Ms. Lavallee would like more information, there are a lot of assurances she would like before she was OK to go ahead with it. She is on the fence and would like to thoroughly research it so staff has a sense of support and assurance from the Board. She has some concerns like Ms. Cloutier-Cabral brought up, and would need to do research. She has concerns during the day with events being held with the public attending, we don't know the persons history. Chairman Kofalt is leaning toward being in favor of it but is concerned about protecting staff. He has concerns about Fentanyl showing up in unsuspected things and people not knowing it is in there. He believes it is worth exploring. Mr. Golding is not in favor of having it at all. Hearing that Milford doesn't have it and they the size of their district and the lack of statistics. Chairman Kofalt suggests next

step is that it is worth exploring further and questions if we can have the training done without making a commitment. He asks the Superintendent to research it all and come back to the Board with additional information.

XI. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. Golding and SECONDED by Mr. Mannarino to approve the minutes of May 10, 2022 as amended. Voting: via roll call vote, all aye; motion carried unanimously.

b. ESSER Request

Superintendent reviewed there are 3 requests for ESSER funding, 1 is to extend the IT help desk support through September 30, 2022 not to exceed \$15,000, 2 is to add an instructional interventionist at FRES. This is for a one year teaching position targeting the 3rd and 4th grade whose early learning growth was most disrupted by the Pandemic. Cost associated is not to exceed \$85,015 including wages and benefits. The 3rd is for after school tutoring at FRES for the first semester of 22-23 (about 60 sessions) not to exceed \$19,325. Principal Chenette spoke to the group regarding the request for the instructional interventionist teacher and provided graphs including outcomes of spring tutoring, phonemic awareness and phonics in grades 1, 2, and 3. The data is laser focused it is not averaged or scaled scores; these are actual skills and the response to that instruction. She explained what phonemic awareness is. She reviewed each of the graphs. First grade phonemic awareness shows what they look like when arrived and outcomes after intervention, which shows progress. Phonics for 1st grade should be in place by the end of 1st grade, the data is not completely finished. The assessments are individually administered and take more time. Second grade we knew some came in with issues in phonemic awareness; we took STAR assessment data, which is really a screener to find out if there is something wrong and you then can dig much deeper to find out what is wrong. We have not completed the end of year. She reviewed the graphs, which showed some 2nd graders who could not identify letters or sounds that should've been in place in Kindergarten. The graphs show pretty good growth by spring. In the 3rd grade graphs shows significant need in phonemic awareness in the fall. Intense intervention was provided. In 3rd grade we needed to do a deeper dive in phonics, there has been significant growth in her opinion. Some are not at grade level still and she is asking for the interventionist to continue the work and work with letters and numeracy. She expressed if you cannot ready by the 3rd grade your chances are significantly decreased to become a successful reader. A question was raised if this is something that would go back to normal or is it saying this may be a permanent need showing that something is not working. Principal Chenette responded something is not working and we are working on that at FRES. She cannot guarantee 3rd grade or 2nd grade will be spot on when they leave. What she does know if we were able to make up this kind of ground in a year then another year makes a lot of sense as well as pairing it with tutoring. Concern was raised after the ESSER funds are gone what does that look like and does the community support that budget if we want to keep all of it. Its something that was supposed to be related to a COVID issue and it becomes a budget issue. Principal Chenette acknowledged that and questioned if they have seen the students be this significantly off. Mr. Vanderhoof responded yes. Principal Chenette voiced that the data left in her office was all put together by percentages or grade level equivalency of all children. She does not know if it was dug into deeper and if that was shared with the Board. A question was raised what the interventionists week would look like, what kind of work specifically look like. Principal Chenette responded pulling groups from the moment they arrived until it was time for the children to go home, no group typically larger than 3 but it would depend on grade level, attention and need. Ideally, they could come early and do pre-work or stay after and do additional. They would need planning time and be part of the grade levels IMPACT Team. She needs a certified person. Chairman Kofalt confirms it is not to exceed \$85,015 wages and health combined. Ms. Lavallee thanked Principal Chenette and believes she provided information that has been lacking and a few gifted students can skew the data and doesn't let us see the struggling students. She is happy to see quite a bit of growth and acknowledges the teachers for this. The data is helpful and highlights what they have been hearing about in relations to the Pandemic and good to see the data on our district specifically. Principal Chenette confirms she has this for every grade level in math and reading. Ms. Lavallee noted we did discuss this during the budget season, we had initially said we needed another teacher and then backtracked saying we could use ESSER funds for an interventionist. Principal Chenette agrees. A question was raised would this be similar to someone working in W.I.N. program. Principal Chenette explained it would be much more intense collaborating with the teacher, far more intimate. She confirms this is not based on STAR it starts with STAR. These are assessments are well done and she has used them for years. It does not make it difficult to transfer to a new assessment system. It was noted the STAR data would fully integrate into the next platform. A question was raised how many students were invited to attend tutoring and was it consistently attended. Principal Chenette confirms tutoring is voluntary, the attendance was good, and a few families opted to not attend. Summer Academy will be based on the tutoring model. Superintendent expressed that we are also looking at curriculum; there are other conversations and decision-making discussions. Our Title I tutors will likely shift to MS in the next 2-3 years. It depends on Free and Reduced lunch. The way it looks based on data now it will be LCS and MS. That will mean FRES will lose close to 75-80 hours a week of adult intervention during the school day. It is a huge issue for FRES and we are looking at the data again, he wants to recalculate it. It only takes a couple of students to shift that and it is not clear if FRES will make the threshold. Principal Chenette expressed we need to work harder to everyone to fill those Free and Reduced forms out. Principal Chenette reiterated we have the best chance of closing those gaps before MS. She confirms there are plans for teacher training as well. Superintendent added this is an important one, it has not been discussed if it will become a budget issue or not yet. Right now, it's a one-year trajectory. Teachers are looking at the data, Principal Chenette has a good plan and facilitates those meetings, and they are consistent because we have the same facilitator. We wouldn't ask you for this if we didn't think it would make a difference for the kids.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding to extend our IT helpdesk support technician/IT generalist for an additional 3 months through September 30, 2022 not to exceed \$15,000.

Voting: via roll call vote, seven ayes; Mr. Post did not vote-technical difficulties, motion carried.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Mannarino for an instructional interventionist at FRES not to exceed \$85,015 wages and benefits combined.*

Clarification was asked if this was the plan prior or if this is something new. Principal Chenette clarified we will have 19 students in each 3rd grade next year, she is asking for an additional teacher, not an additional classroom teacher.

*Voting: via roll call vote, seven ayes; Mr. Post did not vote-technical difficulties, motion carried.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding for the afterschool tutoring program at FRES for the first semester of the 2022-2023 school year not to exceed \$19,325.

Voting: via roll call vote, six ayes; one nay from Mr. Vanderhoof, Mr. Post did not vote-technical difficulties, motion carried.

XII. COMMITTEE REPORTS

i. Finance Committee

The Finance Committee did not meet.

ii. Technology Committee

Chairman Kofalt reviewed the committee met this evening. A draft document was sent this afternoon and a copy has been handed out. He encourages members to read it following the meeting. He spoke about what they talked about this evening and what he wants to focus on and we go from here. There are some recommendations in the document but they don't stand out well. The committee really wanted to focus on a couple of areas including Infrastructure and Security, How does technology support academic excellence, How do we support technology competency specifically, and the fourth had to do with administration, internal systems like accounting and purchasing etc.. We are looking at refining some of the recommendations into something we are making asking the staff to either implement something or explore an idea further and develop it further to come back with some kind of plan of how it might roll out. In the area of security, Mr. Bouley has already started working on the infrastructure and security piece. He reviewed some examples. One of the things that seems to be missing is a lot of those things are not reflected in Board policy. Although he is hesitant, adding more to the list there is a need to do so in this case. We have a computer and IT policy, which was revised in 2010 and seems very basic and antiquated. He provided an examples and notes one of the recommendations is that we encapsulate some of the recommendations in this document into Board policy. We may also want to look at end of life, end of service policies and set some parameters around what we intend to do in terms of replacement equipment, have compliant equipment and keep us in compliance. Regarding security, we need some governance in place to mirror what Mr. Bouley has in place. Ms. Lavallee will send him policies EHAA and EHB and will check to see if there are any updates since 2010 as well as follow up with Attorney Phillips. The Policy Committee can put it together, and then have the Technology Committee review it before it goes to the Board. He reviewed the bullet points (4, and 5, 6 in particular) that point to some of things that we need to have in a policy. Superintendent notes for the next Policy Committee the technology directors can weigh in virtually. Chairman reviewed the second category, "we support academic excellence" and one recommendation is regarding keyboarding which Ms. Stefanich is working on a plan for implementing that. Regarding "align professional development more closely with needs for the staff to understand how best to utilize these tools and standardized that", Mr. Bouley has already started working on this so that staff doesn't have to grapple with 5 different tools that do the same thing etc. standardization and professional development is another recommendation in that category and is in fact already being done but we want to be able to track progress overtime. The third is more of an overall directive, for the staff to engage in meaningful integration into the classroom. One of the things we heard from the survey was people feel like technology is used a bit too much in math in particular. This is a directive for the staff to engage intentionally in that conversation and come back with their findings and recommendations as to what they are doing to fine tune the approach to using technology in the classroom. Ms. Lavallee thanked the committee for all their hard work. Ms. Stefanich and Mr. Bouley were thanked for their efforts. The category of "technical education" this is one that has been interesting and exciting. Chairman spoke of touring Milford's CTE program to see what kind of offerings they have there and it is pretty remarkable, video production, accounting, drone photography, business etc. they have advanced machining equipment, a full commercial kitchen and restaurant. There is a difference in scale, they have over 700 students in their high school and we don't have that many students in our entire district. We are not really thinking of wanting to a CTE here necessarily and certainly not in the short-term. A practical approach may be to align coursework to create a path to CTE education and doing more to promote awareness of those options for parents and students. Students need to complete certain coursework before they can get into those programs. It would require aligning the curriculum here to make it possible, it is possible today but people have to jump through some hoops. We also wanted to ask the staff to explore opportunities for hands on education. One of those would be robotics programs, a maker-space etc. to introduce students to the tools such as 3-D printers, CNC machine and other tools to open the door to creativity and could be integrating with some of the other technology, art, science etc. Under "technical education", this includes exploring partnerships in the industry and others to foster practical hands on career relevant activities. He spoke about having a conversation with some people at UNH; they have an advanced manufacturing program where they host the robotics competitions for the HS. Under the "technical evaluation", most are in the category that they are asking the staff to explore these and come back with concrete ideas

and implementation plans and how to roll it out. Throughout the process we talked about this district not having unlimited funds and need to be mindful of what we are spending but want to look at ways to work with organizations offering these things and seeing how we can leverage that. Superintendent spoke about the visit to Mascenic's CTE program. They only have the auto technology program currently, it used to be larger and it is a nationally recognized program; it is an impressive place. It was initiated through community and school interest and they found a way to fund it. When it was built, the community members built it. It is a good model on how a school can take an idea and bring people together to make it happen. Now it is a recognized CTE program that receives Perkins money to support it and has a good robust budget. It is a money generator for the school as well. Chairman reviewed the last category was "administration"; they did not touch on this one much. What do we need to do with technology to advance administrative functions of the district. There were no recommendations at this time. That is the general direction we are going. He invites feedback on the document that was shared. The goal is to refine the list of recommendations and incorporate that into the document to have a roadmap we can return to and follow up on those specific recommendations, where are we, what are the next steps. As far as the detailed implantation plan, that is where we draw the line between the board activity governance and the staff coming up with the implantation plan and carrying it forward. This will be revisited at the next meeting.

XIII. RESIGNATIONS / APPOINTMENTS / LEAVES

- a. **Resignation-Joshua Bartsch-WLC Paraprofessional**
- b. **Resignation-Candace Heinemann-LCS Preschool Teacher**
- c. **Resignation-Zachary Frament-MS Science Teacher**

Superintendent reviewed the resignations.

- d. **Appoint-Alison Dee-FRES Elementary Education Teacher**

Superintendent reviewed the recommendation to nominate Ms. Alison Dee, as Elementary Teacher at FRES.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding to appoint Ms. Alison Dee, Elementary Education Teacher at FRES, salary of \$41,500, Masters, Step 2.

Voting: via roll call vote, all aye; motion carried unanimously.

XIV. PUBLIC COMMENTS

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. There were no comments to report.

XV. SCHOOL BOARD MEMBER COMMENTS

Ms. Cloutier-Cabral thanked the PTO at FRES for inviting the Board members in to make popcorn for the kids; it was fun and great to be in the schools. Principal Chenette did a great job with the presentation were great tonight and showing us the need in such a specific way and gave us a lot to reflect on.

Mr. Vanderhoof reiterated his request that as much as possible, to get the board packet information in the board packet. There were 2 documents here tonight waiting for them and there is no way to process this while they are in the meeting listening while it is being talked about. It is difficult to take part in the conversation or fully understand what is being presented and it seems to be happening a lot.

Ms. Lavallee thanked all the staff members who came in to present and all the work they did to prepare. She thanked the senior class for allowing her to come and see some of the senior presentations. She felt fortunate she was able to participate and thanked the staff who help coordinate that.

Mr. Post thanked the staff at FRES for the popcorn component, it was great to be in the school and see the seriousness with which the students and staff took the testing. It was fun for him and he thanked them again. He thought the presentations tonight were great. Mr. Vanderhoof makes a good point, calling in remote he did not have some of the relevant material that was being discussed.

Chairman Kofalt acknowledge and apologized for the late arrival of the technology committee document. He also wanted to acknowledge and thank the librarians for coming in and the PTO for everything they have been doing to support the schools.

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

A MOTION was made by Mr. Golding SECONDED by Mr. Mannarino to enter Non-Public Session to discuss personnel matters RSA 91-A: 3 II (C) at 9:26pm.

Voting: via roll call vote, all aye, motion carried unanimously.

RETURN TO PUBLIC SESSION

The Board entered public session at 10:46pm.

487 A MOTION was made to seal the non-public session minutes by Mr. Mannarino and SECONDED by Mr. Golding.
488 Voting: via roll call vote, all aye, motion carried unanimously.

489
490

XVII. ADJOURNMENT

491 A MOTION was made by Mr. Golding and SECONDED by Mr. Mannarino to adjourn the Board meeting at 10:46pm.
492 Voting: via roll call vote, all aye, motion carried unanimously.

493

494 Respectfully submitted,
495 Kristina Fowler

496

DRAFT



IJL: Why We Need a Policy and Procedure

Wilton-Lyndeborough Cooperative School District
Library Media Specialists:
Stephanie Loiselle and Mary Beth Wiley

What Will a Policy Do for Wilton-Lyndeborough?

- Empower students, parents, and the community
 - Community members will feel that they have an outlet to express their opinions
- Promote transparency
 - Everyone will be able to access the procedures in place if there are concerns
- Prevent bias in handling any situations
 - All people and materials will be treated the same way during any reconsideration of materials process

- Prevent negative incidents or bad press
 - A procedure will prevent any mishandling of issues and create a well-documented accounting of the district's response
- Removing or restricting access to books in the school library can rise to a violation of a student's First Amendment rights if the removal was done to prevent access to ideas, viewpoints, or opinions. *Board of Ed., Island Trees Union Free School Dist. No. 26 v. Pico*, 457 U. S. 853 (1982)

Book Challenges are Increasing

- ALA's Office for Intellectual Freedom (OIF) tracked **729 challenges** to library, school, and university materials and services in 2021.
- This resulted in more than **1,597 individual** book challenges or removals. (American Libraries)
 - This is the highest number of book bans in any year since this process began 20 years ago

Book Challenges are Increasing

- PEN America, a nonprofit that advocates for freedom of expression, found there have been **1,586 book bans** in schools over the past nine months. (Washington Post)
- “What is happening in this country in terms of banning books in schools is unparalleled in its **frequency, intensity and success.**”- Jonathan Friedman, PEN America

Where are Book Bans Happening?

Total States and Districts with Bans

- **States with Bans: 26**
- **Districts with Bans: 86**
- *Texas*: 713 bans, 16 districts
- *Pennsylvania*: 456 bans, 9 districts
- *Florida*: 204 bans, 7 districts
- *Oklahoma*: 43 bans, 2 districts
- *Kansas*: 30 bans, 2 districts
- *Indiana*: 18 bans, 3 districts
- *Tennessee*: 16 bans, 4 districts
- *Virginia*: 16 bans, 7 districts
- *Missouri*: 15 bans, 6 districts
- *Georgia*: 13 bans, 1 district
- *New York*: 12 bans, 3 districts
- *Utah*: 11 bans, 2 districts

No Plan in Place: New Hampshire Example

- Jessica Gilcreast, librarian at Bedford High School, faced a new challenge last year when someone wanted to remove a book from her district's library. She didn't know how to respond on her own because, as she said, "I didn't have a procedure." (NHPR)
- Jessica realized this was happening throughout the country, and the state, but she struggled to protect First Amendment rights because she "didn't necessarily have a checklist." (NHPR)
- Schools are a nonpublic forum that is protected by the First Amendment, so a book removal can't happen for everyone in the building without a proper procedure.

No Plan in Place: Unethical Decisions

- A *Washington Post* report found that 98 percent of over 1,500 book bans took place when school district administrators attempted to avoid controversy and simply took books off the shelves. (*Washington Post*, March 2022)
- PEN America supported these findings; most bans occurred when school authorities avoided existing policies by deciding for themselves what books should be banned. (PEN America)
- These decisions violated students' First Amendment rights
- In a 2016 survey of school librarians, School Library Journal found that **81% of public schools had a book challenge policy in place**. (School Library Journal, 2016)

New Hampshire School Districts With Reconsideration Policies

All of the following schools have materials reconsideration policies in place:

- Jaffrey-Rindge Cooperative School District
- Monadnock Regional School District- follow procedure KLB
- Hooksett School District- has a procedure to follow
- Bedford School District- has a procedure to follow
- Hampstead School District- has a procedure to follow
- Mascenic Regional School District- has a procedure to follow KEC
- Milford School District
- Nashua School District
- ConVal School District
- Souhegan School District
- Kearsage Regional School District
- Pelham School District

Works Cited

- Book bans a focus of State of America's libraries 2022 report.* American Libraries Magazine. (2022, April 4). Retrieved May 19, 2022, from <https://americanlibrariesmagazine.org/blogs/the-scoop/book-bans-a-focus-of-state-of-americas-libraries-2022-report/>
- Friedman, J., & Johnson, N. (2022, April 8). *Banned in the USA: Rising school book bans threaten free expression and students' First Amendment rights.* PEN America. Retrieved May 19, 2022, from <https://pen.org/banned-in-the-usa/#policies>
- "Libraries: An American Value", American Library Association, June 30, 2006. <http://www.ala.org/advocacy/intfreedom/americanvalue> (Accessed May 19, 2022)
- McIntyre, M., & Ganley, R. (2022, March 14). *There's been an uptick in book challenges. how are N.H. Librarians preparing?* New Hampshire Public Radio. Retrieved May 19, 2022, from <https://www.nhpr.org/nh-news/2022-03-14/theres-been-an-uptick-in-book-challenges-how-are-n-h-librarians-preparing>
- Natanson, H. (2022, May 11). *More books are banned than ever before, as Congress takes on the issue.* The Washington Post. Retrieved May 19, 2022, from <https://www.washingtonpost.com/education/2022/04/07/book-bans-congress-student-library/>
- Natanson, H. (2022, March 23). *Schools nationwide are quietly removing books from their libraries.* The Washington Post. Retrieved May 19, 2022, from <https://www.washingtonpost.com/education/2022/03/22/school-librarian-book-bans-challenges/>
- School Library Journal Research (2016). *SLJ controversial book survey: Data and findings.* School Library Journal. Retrieved May 24, 2022 from https://s3.amazonaws.com/WebVault/SLJ/SLJ_ControversialBooksSurveyReport_2016.pdf

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

To: Haleigh Abell
FROM: Peter Weaver
DATE: May 25, 2022
RE: Resignation

In accordance with Policy GCQC:

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

I am in receipt of your email dated May 20 that you intend to resign your position as ABA Therapist effective June 10. Thank you for your service and we wish you well in the future.

CC: WLC School Board
Personnel Folder

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

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.