

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

Videoconferencing: meet.google.com/bmh-fxoz-swb

Audio: [+1 319-553-6556](tel:+13195536556) PIN: 567 859 994#

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. Principal Report
 - iii. Curriculum Coordinator's Report
 - b. Letters/Information**
 - i. Board Member Stipend Form
 - ii. Enrollment
- VI. NHSBA PROPOSED/CONTINUING RESOLUTIONS**
- VII. YTD REPORTS**
- VIII. ESSER REQUEST/IT TECHNICIAN**
- IX. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
- X. POLICIES**
 - a. 2ND Read**
 - i. JIC-Student Conduct
 - ii. IJOC-Volunteers
 - iii. GBD-Employment of Non-certified Personnel
 - iv. GBJ-Personnel Records
- XI. COMMITTEE REPORTS**
 - i. Negotiations
- XII. RESIGNATIONS/APPOINTMENTS/LEAVES**
 - a. Resignation-Aimee Downen-FRES School Nurse**
 - b. Resignation-Dimitri Alexandrou-IT Technician**
 - c. FYI-New Hire-Jessica Radloff-FRES 5th Grade Long-term Substitute**
 - d. FYI-New Hire-Ken Garnham WLC PE Teacher**

XIII. PUBLIC COMMENTS

XIV. SCHOOL BOARD MEMBER COMMENTS

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

- i. Review the nonpublic minutes
- ii. Negotiations
- iii. Student Matter

XVI. ADJOURNMENT

INFORMATION: Next School Board Meeting-September 20, 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 Report
September 6, 2022

- We have had a good start to the school year. It was great to see the students returning to school and talk with them about their summer break! The opening day with staff was positive, energizing, and focused on supporting all of our students to make academic progress and achievement
- FYI: By January 1, 2023, the school board is now required to have at least one nonvoting student board member from the high school (HB 1381). We will work on a process to select a student(s) for that role
- Security Action for Education (SAFE) grants submitted:

○ LCS Video Surveillance	\$10,410.74
○ FRES Video Surveillance	\$16,764.55
○ WLC Video Surveillance	\$17,788.73
○ LCS Intercom/Public Address System	\$22,372.00
○ WLC Main Entrance Structural Enhancement	\$36,995.00
○ WLC Electronic Access System	\$ 8,798.13
○ WLC Main Entrance Electronic Access System	\$ 7,983.00
○ LCS Emergency Alerting/Portable Radios	\$18,483.82
○ FRES Emergency Alerting/Portable Radios	\$28,059.00
○ WLC Emergency Alerting/Portable Radios	\$26,064.00
○ LCS Secure Access	\$ 7,500.00
- We would like to recognize and thank **Tech Transport, Inc.** for their generous donation of conference chairs, shelving, server, and other items to our schools.
- We continue to work on filling our staff vacancies - several support staff positions, our interventionist position at FRES (funded via ESSER), and two Title I tutor positions. I am happy to report that we have saved approximately \$200,000 (see attached) with our new hires from what we had budgeted for, while also hiring the best staff possible for our students.
- We received a donation of 50 Chromebooks (wiped & reformatted) from the United Way of Greater Nashua. We will earmark these devices to our families in need.



Thank You,
Peter

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

Documenting all changes since March 1, 2022

Corrected steps 04.20.22 from 5 to 6

Updated as of 08.30.22



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

Dennis Pelletier, Athletic Director

WLC Principal's Report

September 2022



New Teacher Orientation

The newest members of the WLC family joined us on August 17 and 18 to get their bearings and discuss teaching and learning. The two days began with a welcome by our superintendent and a fantastic discussion of the attributes that we remember in our favorite teachers. Following this, teachers were introduced to technology that they will need and an overview of technology expectations from our Director of Technology, Nick Buroker. The group then worked with Sam Dignan on proactive classroom management, was introduced to the district mentoring program, and a curriculum and instruction overview. Our new teachers spent time in their classrooms and with their mentors. To cap the two days, they joined Linda

Draper for a tour of the community. A hearty welcome to our new WLC teachers Jesus Cantu, Ben Wiley, Georgia Hegner, Mike Naso, and Taylor Smith. We are so happy to have you!

District Wide Meeting and Teacher PD Days

Our professional development days to begin the year were headed by Superintendent Weaver and set us all into the right mindset. He spoke of student achievement and motivation as well as continuing to build a positive culture within our buildings. We were treated to a speech by WLC graduate, JJ Leblanc. In his speech, he reminded us that our interactions with our students have incredible lasting impressions. JJ took the time to talk about all the wonderful things he remembered from his twelve years in the district. Listening to him talk about his teachers and hearing how much he appreciated each one left few with dry eyes. Hearts were soaring when he was done. Thank you, JJ. You sent us toward the new school year with such joy.



The First Day of School!

This year at WLC we are focusing on the power of YET! The student body was addressed on this topic on the first day of school. WLC is working toward greatness. It's not that we are not there, it is that we are not there YET! Hard work and perseverance are always needed. We have all experienced the uplifting feelings that follow our successes. We allow ourselves to bask briefly in this sense of personal pride. We are also very aware that success doesn't come as a simple result of our "wanting, wishing, and day-dreaming." Success comes through study, practice, working, and giving our very best. If you do

your best and fail to reach a particular goal, do not be discouraged. You have not done it YET! It is at this point in life when we are all tested. Here we make the decision to confront the challenge: to square our shoulders and try again; try harder; never be too proud to admit the need for other opinions, new ideas, and new approaches! **YET** is a powerful word.



WLC Educators waited outside the front doors to greet the students as they entered for the first day of the 2022-2023 school year! We are off to a great start!



Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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

Samantha Dignan
Curriculum Coordinator

Curriculum Coordinator Report September 6, 2022

It has been a whirlwind of a start for me in my new role as Curriculum Coordinator. Having started in the position just a few weeks ago, there are many things already underway.

Professional Learning

New Teacher Orientation

Emily spent a significant amount of time preparing for this event. Thanks to her hard work and preparation, things went very smoothly. The new staff came in for two days in August to learn all about their new district and to have a little bit of fun. Staff from around the district took time out of their busy day to introduce themselves to the new members of the WLCSD. New staff learned about proactive classroom management strategies and how to start the new school year off on the right foot. They were also able to spend time with their building principals learning about the curriculum at each building.

On the second day of the orientation, new staff were also treated to a tour of the two towns by the famous Katie Gosselin and Linda Draper. It was a wonderful experience for all of our new staff. Linda Draper put on quite the spread for lunch, as she always does. It was great for mentors and mentees to have some time to socialize before getting to work. Mentors also spent time with their new mentee's, showing them the lay of the land in each building, getting acquainted with one another, and introducing them to other staff members.

This year our fabulous mentors include: Vicki MacPherson, Becky Hawkes, Ashley Ansara, Laura Bujak, and Stephanie Erickson.

This amazing orientation would not have been possible without the help and support of the WLCSD community. A big thank you goes out to:

- Katie Gosselin and Linda Draper for taking the new mentors out on a tour.
- Linda Draper for coordinating the lunch.
- The building principals for taking the time to share the curriculum with their new staff.
- Our amazing mentors for stepping up to support staff who are new to the district.
- Superintendent Weaver for coming and getting our new staff acclimated to the district and excited for the school year.
- All SAU office staff who came to meet our new teachers.

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Teacher Workshop Days

Superintendent Weaver kicked things off with a fun icebreaker to help staff get to know each other. It got staff moving around and talking to one another, it was a great way to build community and get everyone moving. Not only did we get to know some surprising facts about each other, but a WLC Alumni, JJ LeBlanc, came to talk to the staff about how invaluable our work is. It was truly inspirational to see how many teachers had an impact on one student over the years.

What would a back to school teacher training be without some technology training? Our new Technology Director, Nicholas Buroker shared with staff a variety of security measures. Staff was also introduced to our new Single Sign-On platform, Clever, and our new Professional Development tracking software, Vector.

iReady

We had a representative from i-Ready come into WLC and FRES to train staff on how to motivate and prepare students for the upcoming diagnostic assessments in order to get reliable data to inform instruction. Our testing window is open from August 30 through September 12th. We have our representative coming in again after our testing window closes to support our staff in reading and analyzing the different reports iReady has to offer.

Professional Development

A survey was sent out to staff to inquire about more specific areas of need across the district. This will help to shape future professional development.

Committee Work:

I have reached out to the staff members who were on the professional development committee last year, and many of them are enthusiastic about remaining on the committee this year. The next step is to reach out to more staff members to continue to build the committee with as many WLCSD stakeholders on the committee as possible.

Upcoming Events:

- September 13th - iReady and Vector Training

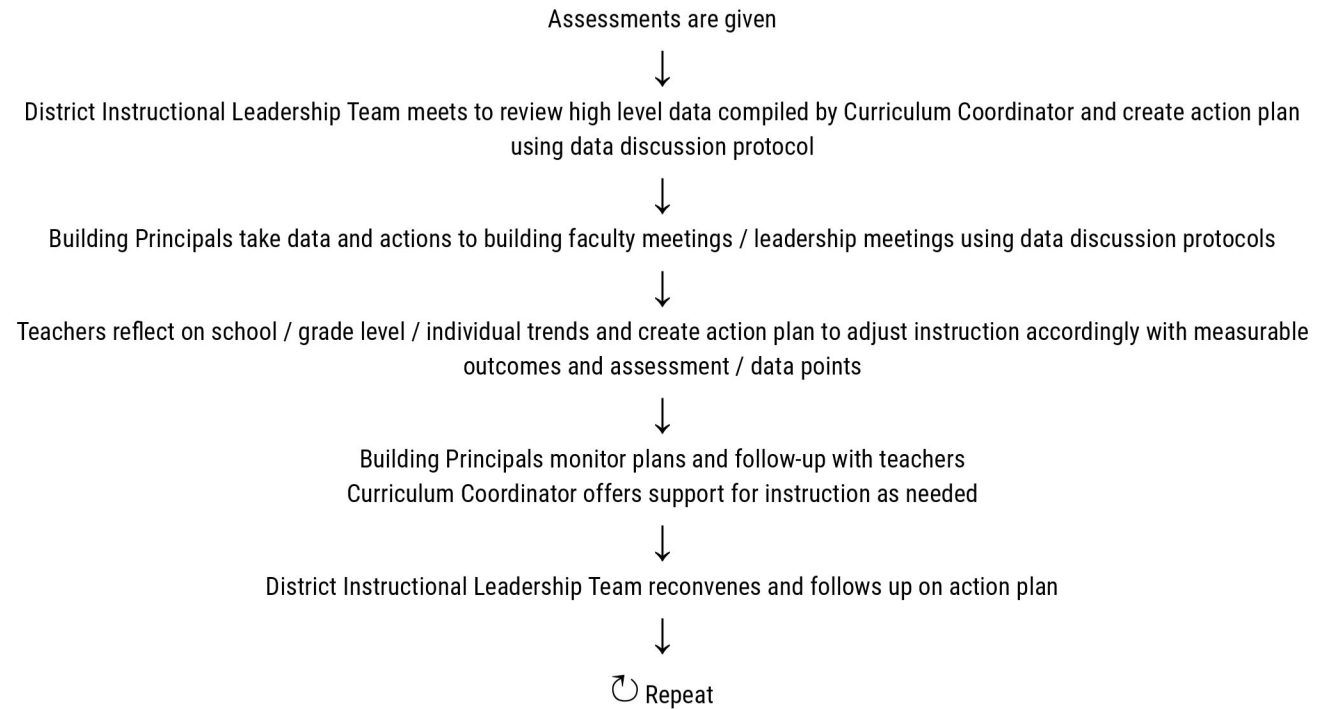
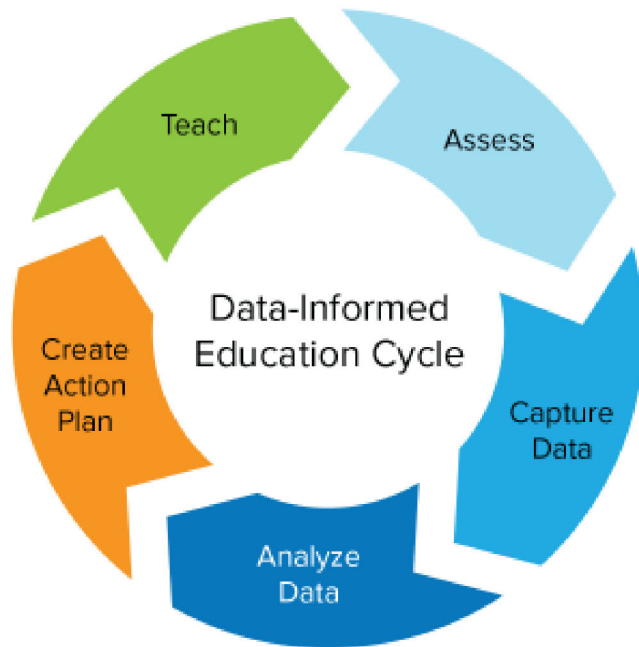
District Assessment Overview

2022-2023 Assessment Calendar

Month → Assessment ↓	September	October	November	December	January	February	March	April	May	June
iReady Reading and Math (K-12)	Fall Assessment Window August 30th - September 12th	<i>*Data Analysis Cycle</i>			Winter Assessment Window January 9th-19th	<i>*Data Analysis Cycle</i>			Spring Assessment Window May 15th-25th <i>*Data Analysis Cycle</i>	
State Assessment (3-8, 11)	Interim Assessment Window <i>*Data Analysis Cycle can follow any given interim assessments</i>									
							Summative Assessment Window Official Dates TBD - Tentatively April or May <i>*Data Analysis Cycle happens over the summer or as soon as data is released</i>			
PSAT (9th/10th/11th)		October 12 Grade 11			<i>*Data Analysis Cycle</i>		March 22			<i>*Data Analysis Cycle</i>
SAT (11th)							March 22			<i>*Data Analysis Cycle</i>
Dynamic Learning Maps (Special Education)							Assessment Window Dates TBD <i>*Data Analysis Cycle happens over the summer or as soon as data is released</i>			
NAEP <i>*If Selected</i>										

Updated June 8, 2022

Data Analysis Cycle



Sample Data Discussion Protocols:

[Data Driven Dialogue](#)

[Atlas Protocol](#)

[Results Driven Protocol](#)

More can be found at [National School Reform Faculty Protocols](#) List

Updated June 8, 2022

Roles and Responsibilities

	Responsibilities
Superintendent	<ul style="list-style-type: none"> • Develop and manage an assessment program • Seek professional staff input on evaluation of assessment tools as well as selection of new tools • Provide School Board with an ongoing evaluation of the assessment program, and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance • Evaluate instructional programs and assessments annually in accordance with the School Board's policies
District Assessment Coordinator (Curriculum Coordinator)	<ul style="list-style-type: none"> • Attend relevant assessment trainings • Provides relevant training and support before testing windows • Create district assessment calendar, with input from key stakeholders, that is shared with instructional staff before the start of the school year • Compile, analyze, summarize and report student assessment data to the School Board annually • Is responsible for scores of individual students and interpretations of test scores, including ensuring that scores are made available to appropriate personnel within the school in which the student is enrolled and to the parents/legal guardians as provided by law • Organize communication with parents and guardians regarding assessment results • Along with Director of Technology, maintains and updates rosters for students for accuracy
Director of Technology	<ul style="list-style-type: none"> • Attend relevant assessment trainings • Provides relevant training and support before testing windows • Support software and hardware during testing windows • Supports District Assessment Coordinator in compiling assessment data • Along with District Assessment Coordinator, maintains and updates rosters for students for accuracy
Building Principal	<ul style="list-style-type: none"> • Monitors testing procedures, including the distribution and collection of test materials, test security, use of test results and testing dates • Coordinate with special education case managers to ensure all accommodations and modifications are provided to students with documented IEPs • Available for support as needed during testing
Building Assessment Coordinator FRES/LCS - Tammy Cargill MS - Alice Bartoldus HS - Amanda Kovaliv	<ul style="list-style-type: none"> • Coordinates with Special Education team to ensure all accommodations and modifications are accurately reflected in the testing platform in accordance with documented IEPs and 504 Plans • Supports building principal in monitoring testing procedures, including the distribution and collection of test materials, test security, use of test results and testing dates • Available for support as needed during testing • Verifies roster accuracy and provides feedback to District Assessment Coordinator and Director of Technology

Updated June 8, 2022

Assessment Results

Per School Board Policy ILBA - Assessment of Educational Programs, assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum

References:

New Hampshire Statewide Assessment System, New Hampshire Department of Education

Using Student Achievement Data to Support Instructional Decision Making, National Center for Education Evaluation and Regional Assistance

Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santos

Wilton-Lyndeborough Cooperative School District
192 Forest Road
Lyndeborough, NH 03082
603-732-9227

SCHOOL BOARD MEMBER STIPEND

Date: _____ Fiscal Year: _____

This form shall serve as notice that I request the Wilton-Lyndeborough Cooperative School District payroll department to:

- ☐ Issue my yearly school board member stipend of \$100.
- ☐ Withhold the issue of my school board member current year stipend.

Name of School Board Member: _____

Signature of School Board Member

Date

For Payroll Use

Account Number: _____ Pay Period: _____

Wilton-Lyndeborough Cooperative School District



New Hampshire School Boards Association

Barrett M. Christina, Executive Director
Brenda Willis, President, Derry Cooperative
Holly Kennedy, First Vice-President, Hinsdale
Travis Thompson, Past-President, Exeter Regional Cooperative

25 Triangle Park Drive, Suite 101
Concord, NH 03301
Phone: (603) 228-2061
www.nhsba.org

**2022 Delegate Assembly
October 1, 2022
11:00am
Grappone Conference Center – Concord, NH**

2022 Proposed Resolutions

1. Submitted by the Raymond School Board on 6/24/2022

Proposed Resolution: To amend NH RSA 91-A:2 III (b) to exclude subcommittees and advisory committees from the requirement for a quorum to be physically present in order to hold a meeting.

Rationale: The small size of some subcommittees means that the requirement for a physical quorum may not be met if even just two members attend remotely. The membership of subcommittees are more varied than an elected School Board. They may often include staff and citizens who are not available to be physically present for a meeting but would be able to participate remotely.

NHSBA Board of Directors Recommendation: Support, with alternative language.

The NHSBA Board of Directors offers the following alternative language:

NHSBA supports amending RSA 91-A to allow committees, subcommittees, and advisory committees to hold meetings without having a quorum physically present, while still ensuring that full notice and full transparency requirements are satisfied.

Rationale: In October 2021, the Delegates adopted a Resolution stating that NHSBA supports amending RSA 91-A to allow all public bodies to meet via remote participation. This Resolution, while similar, is more specific than the 2021 Resolution. When the COVID pandemic struck, public bodies and committees met via remote means and were still able to act with transparency. NHSBA believes that current technology can allow this to occur.

2. Submitted by the ConVal School Board on 06/08/2022

Proposed Resolution: WHEREAS, it is the responsibility of each public school to ensure a welcoming, healthy and safe community for students and educators to thrive; and

WHEREAS, there have been an increasing number of threats to schools; and

WHEREAS, it is impossible for a single school district to monitor, react, and respond to these threats without significant cooperation from law enforcement, students, staff, and the broader community; and

WHEREAS, the need to respond to these threats in an immediate manner requires pre-planning, established protocols, and coordination among multiple federal, state, and local entities; and

WHEREAS, there is a need to provide training to staff and students, conduct drills, and potentially hire dedicated staff; and

WHEREAS, some of the preventative steps to be taken may require the installation of new security equipment, building access devices, or physical renovations to structures; and

WHEREAS, these threats can come from within a District or from around the world; let it be

RESOLVED, that the State of New Hampshire, in cooperation with the New Hampshire School Board Association and New Hampshire School Administrators Association and the federal law enforcement community develop a comprehensive threat assessment and response plan for New Hampshire public schools; and be it further

RESOLVED, that this assessment include a review of physical structures and recommendations on any modifications that may be needed; and be it further

RESOLVED, that the State of New Hampshire dedicate an appropriate amount of funding in addition to funding already provided - to assist local school districts in developing, deploying, and revising these plans on a regular basis; and be it further

RESOLVED, that the State of New Hampshire develop a manner to test these protocols for effectiveness.

Rationale: Most school districts are not equipped, staffed, or authorized to respond as needed to the increasing number of threats. Only a statewide effort in cooperation with the federal law enforcement community will be effective in reducing risk to our students and staff.

NHSBA Board of Directors Recommendation: Not support.

In 2019, the Delegates adopted the following Resolution:

VI:E• NHSBA calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)

The NHSBA Board of Directors believes this standing Resolution meets the intent and purpose of the proposed Resolution and is broad enough to support advocacy with respect to all of the more specific aspects.

3. Submitted by the Wilton-Lyndeborough Cooperative School District on 07/11/2022

Proposed Resolution: NHSBA will advise and confirm all member SAU's are paying and segregating dues/payments to NHSBA in accordance with RSA 15:5.

Rationale: NHSBA states that its member support services include providing legal information to members, and that its services cover all aspects of school board governance and board roles and responsibilities. New Hampshire statute (RSA 15:5) requires that School Boards must segregate state funds from any funds that are used paid to NHSBA for its lobbying activities, and that a mere bookkeeping separation is not sufficient. NHSBA should be advising its members of the law and seeing to it that the dues it collects are managed in a manner that is compliant with state law.

NHSBA Board of Directors Recommendation: Not support. The Board of Directors believes this is not appropriate for a Resolution, as NHSBA Resolutions are intended to guide NHSBA's positions relative to legislative advocacy. However, the Board also believes this matter is worthy of explanation discussion at the Delegate Assembly.

RSA 15:5 states:

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.

Relative to Paragraph I, NHSBA maintains that the Association is not subject to Paragraph I, as NHSBA is not a “recipient of a grant or appropriation of state funds.”

Relative to Paragraph II, whether this Paragraph applies to local school boards and the payment of dues to NHSBA is an open question. RSA 15:5 became law in 2006. A review of the legislative history yields no clarity. NHSBA is not aware of any instance since this statute became law when the bills’ sponsors asserted that RSA 15:5 was intended to apply to organizations such as NHSBA. Anecdotally, NHSBA is aware of only two or three school districts which segregates funds for NHSBA or other such association dues.

Nothing precludes school boards from segregating funds for NHSBA dues. Consistent with limitations on NHSBA’s legal services, NHSBA recommends that boards consult with their own local legal counsel for an interpretation of RSA 15:5, II. For the sake of argument, if we assume that Paragraph II does apply to school boards and their membership dues to NHSBA, local counsel, along with the superintendent, business administrator and district auditor should be consulted as to how such funds should be segregated, if possible. Local counsel should be involved to ascertain whether this statute would also apply to other professional organizations/associations, vendors, contractors, or other entities engaged in legislative advocacy.

As to the final point regarding NHSBA “seeing to” its members complying with the law, such statement inaccurately suggests a supervisory relationship of NHSBA, a non-profit association, over elected public bodies.

4. Submitted by the Derry Cooperative School District on 07/13/2022

Proposed Resolution: Food Insecurity - Whereas: Food insecurity happens when students do not receive enough food on a regular basis.

And whereas: Studies have found that breakfast affects students’ cognitive function and learning; and has shown it improves math and reading scores.

And whereas: Students who eat breakfast tend to have better attendance and fewer behavior problems, improved executive functioning, memory, and the ability to concentrate.

And whereas: school lunch programs provide nutritious meals that include whole grains, reduced saturated, trans fats and lower sodium that meet student caloric needs.

And whereas: We know that for many of our students, these are the only meals available to them. As of Oct. 1, 2019, the last year before the start of the Covid-19 pandemic which led to free meals, 24.77% of students qualified for free or reduced breakfast and lunch statewide based on family income.

Be it resolved that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students.

Rationale: NHSBA acknowledges good nutrition as a key component in creating healthy and productive individuals. NHSBA also acknowledges the serious need food insecurity creates. We recognize the significant increase in the number of school breakfasts and lunches served during 2021 and 2022 while all students were provided free breakfast and lunch.

NHSBA Board of Directors Recommendation: Not support. While the Board of Directors agrees with the purpose and sentiment of this proposal, NHSBA already has eighteen (18) current Statements of Belief relative to school funding and at least three (3) Continuing Resolutions that address school funding. The NHSBA Board of Directors believes our current Resolutions sufficiently satisfy and make clear NHSBA's position on all matters related to school funding.

5. Submitted by Chester Academy SAU #82 on 07/13/2022

Proposed Resolution: Be it Resolved: That the NHSBA should oppose any subsequent legislation that would modify an adequate education for the school approval standards set forth in rules adopted by the department of education by removing any of the following subject areas:

- (1) English/language arts and reading.
- (2) Mathematics.
- (3) Science.
- (4) Social studies, to include including civics, government, economics, geography, history, and Holocaust and genocide education.
- (5) Arts education, to include music and visual arts.
- (6) World languages.
- (7) Health and wellness education.
- (8) Physical education.
- (9) Engineering and technologies including technology applications.
- (10) Computer science and digital literacy.
- (11) Personal finance literacy.

Rationale: Whereas: Last Legislative session, HB 1671 would have removed art, health and physical education, engineering, computer science, digital literacy, and world languages from the core academic domains;

Whereas: Education research indicates the synergistic effects of a rich and diverse school experience that includes art, music, foreign languages, physical education, computer science, engineering, various trade, and life skill classes, etc. to increase access to, improve educational outcomes of, and increase understanding among the four basic competencies in the domains of math, English, science, and social studies;

Whereas: The combined effects of increased costs of post-secondary education, access to quality Career and Technical Education resources and availability of sustainable careers requiring access and fluency with varied and diverse modes of education;

Whereas: Access to quality post-secondary educational institutions requires demonstrated competency among a wide array of content areas and the ability to communicate creative and well-reasoned responses to complex subject matter;

NHSBA Board of Directors Recommendation: Support, with alternative language. The NHSBA Board of Directors offers the following alternative language:

NHSBA supports public school approval standards that encompass wholistic and comprehensive academic subject areas including: English/language arts and reading; Mathematics; Science; Social studies, to include including civics, government, economics, geography, history, and Holocaust and genocide education; Arts education, to include music and visual arts; World languages; Health and wellness education; Physical education; Engineering and technologies including technology applications; Computer science and digital literacy; Personal finance literacy.

NHSBA Board of Directors Rationale: The global landscape necessitates that New Hampshire's students have full access to numerous academic subjects. Student exposure to the full array of listed subject areas open students to the choices and possibilities of their own futures, while at the same time providing better understandings of the world around them. For these reasons, the NHSBA Board of Directors believes that these core subject areas should not be removed from the current Minimum Standards for Public School Approval under New Hampshire Department of Education Rule 306.

6. Submitted by Chester Academy SAU #82 on 07/13/2022

Proposed Resolution: A resolution relative to payment by the State of New Hampshire to political subdivisions of an amount equal to a portion of retirement system contributions of political subdivision employers.

Be it Resolved: That the New Hampshire Legislature provide viable financial solutions and State funding to resume responsibility for a fair and equitable share of the New Hampshire Retirement System Costs for Group I teachers.

In each year subsequent to the fiscal year ending June 30, 2024, that the state shall annually pay to each political subdivision an amount equal to or greater than 7.5 percent of both the normal and accrued liability contributions of each political subdivision for benefits under the retirement system on account of its Group I teacher members. The board of trustees of the New Hampshire Retirement System shall certify the amount required for each such state contribution based on actual payroll data from the prior fiscal year, and the total amount of the required state appropriations, to the New Hampshire Department of Revenue Administration.

Rationale: House Bill 1221 provided Local Property Tax Reduction effective July 1, 2022 via a one-time payment by the state of an amount equal to 7.5 percent of required political subdivision

employer contributions made to the state retirement system for Group I teachers and Group II members.

It was the intent of the legislature that this will result in a one-time reduction in local property taxes without increasing state or local baseline spending.

The state has, over the last couple of decades, incrementally downshifted their pension contribution to the Municipalities / School Districts. At this point, they have required an employer contribution but have completely opted out of any state-funded percentage. Meanwhile, to make up for this shortfall, they have increased both the employer and employee contributions. (Which have gone up year-over-year in real dollar value due to wage increases.)

NHSBA Board of Directors Recommendation: Not support. While the NHSBA Board of Directors agrees with the sentiment and purpose of this proposed Resolution, the Board also believes that current, existing NHSBA Resolutions address this matter. The following current, existing NHSBA Resolutions on this matter are as follows:

II:M• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

II:N• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

X:B• NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally stable. To achieve this goal, NHSBA supports legislation that will return state contributions to NHRS. (2019)

7. Submitted by the Dresden School Board on 07/14/2022

Proposed Resolution: Resolution Calling for Compliance with Federal Laws

Whereas, more than 311,000 students attending more than 331 primary and secondary schools have experienced a shooting on campus since the Columbine High School massacre in 1999 and;

Whereas, New Hampshire school children spend increasingly more time participating in lock-down and active shooter drills, detracting from time spent on critical classroom learning and invoking significant anxiety and fear among students and teachers that impedes learning and;

Whereas, all New Hampshire students have the right to attend school and live in a community free from the fear of death or injury as a result of gun-related violence and;

Whereas, all New Hampshire teachers and staff have the right to a working environment free from the fear of death or injury as a result of gun-related violence and;

Whereas, parents have the right to live in a community and send their children to a school in which they have confidence in their children's physical, psychological, and emotional safety and;

Whereas, we are local elected officials charged with ensuring the education, health, and safety of students on behalf of parents and our community, and therefore cannot accept the current status quo that allows firearms in our schools and;

Whereas, legislation in New Hampshire prohibits schools and towns in New Hampshire from enforcing any federal statute, regulation or Presidential Executive Order that restricts or regulates the right of the people to keep and bear arms;

We, the Dresden School Board and Hanover School Board, call upon the New Hampshire School Boards Association to advocate for legislative action that ensures local school boards comply with federal firearm laws and policies.

Rationale: School safety is a key responsibility of local school boards, and as a two-state school district, the Dresden Board is also under obligation to residents of Vermont to ensure the safety of children from that state.

NHSBA Board of Directors Recommendation: Not support. The NHSBA Board of Directors believes that the following current, existing Resolution addresses this topic:

VI:E• NHSBA calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)

8. Submitted by the Dresden School Board on 07/14/2022

Proposed Resolution: Participation in National Level School Board Organizations

Whereas participation in a national school boards organization may require NHSBA to pay dues and;

Whereas the dues paid to a national school board organization would utilize funds gathered from NHSBA member school boards and;

Whereas the federal advocacy of a national level school boards organization should broadly align with the positions of NHSBA and;

Whereas positions of the NHSBA are primarily determined through the NHSBA resolution process;

Therefore, be it resolved that NHSBA participation in a national level school board organization, including the payment of dues, shall require the simple majority approval of membership at a duly warned meeting.

Rationale: Given that membership must pay dues to a national organization, it seems reasonable to bring such a decision forward for approval. The rationale is clearly spelled out in the resolution itself.

NHSBA Board of Directors Recommendation: Not support. The NHSBA Board of Directors recognizes the rationale for this proposal and fully understands that the National School Boards Association (NSBA) issue from last fall still lingers for NHSBA, NSBA, and other state school boards associations. The Board of Directors does not support this proposed Resolution for the following reasons.

First, NHSBA was a member of the National School Boards Association for decades, prior to last fall. During the years of NHSBA membership in NSBA, dues to NSBA were never in question for NHSBA's member school boards. Membership in NSBA was never brought forward to the Delegates prior.

Second, NHSBA's previous membership with the NSBA was not based in any way, shape or form, on NSBA's legislative priorities. Rather, the benefit of NHSBA's membership in NSBA was based primarily in NSBA's offering of "work alike" groups – other school law attorneys across the country (Council of School Attorneys); other state association school board policy staff; general federal updates; and others. Membership in nation-wide organizations is intended to assist state associations providing information, support and services to NHSBA's member school boards.

Third, membership in a national organization is more than advocacy. Such organizations provide training, webinars, federal updates, and numerous other services relative to communication, governance, and other school board governance issues. These services are provided to state associations, including NHSBA, so that state associations can better serve their

member school boards. For small state associations like NHSBA, such resources are crucial to our mission to serve local school boards.

In these contexts, NHSBA views NSBA or other national organizations as a “vendor” that NHSBA uses to obtain information, services, and assistance so that we can better serve our members.

Last, it should be noted that the school board members and the boards they serve are not members of the National School Boards Association or any other nationwide organization. NHSBA and 48 other state school board associations were the sole members of the national federation/NSBA. Local school boards and their members did not receive direct services from NSBA or any other national organization. By constitution, NSBA is a non-profit organization created to "work exclusively with and through its member state school board associations in carrying out their missions in a full partnership..." That did not occur.

Please know that the decisions of the NHSBA Board of Directors to withdraw from NSBA and to join the newly formed COSSBA (or any other national organization) were both consistent with the Association's bylaws, were not made in haste or taken lightly.



New Hampshire School Boards Association
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Continuing Resolutions for 2021
Adopted at the October 2021 NHSBA Delegate Assembly – October 16, 2021

1. WHEREAS, the COVID-19 pandemic required school districts to move to remote-only and hybrid instruction models; and

WHEREAS, the availability of broadband Internet services varies from town to town or city to city in New Hampshire; and

WHEREAS, lack of access to adequate broadband creates an equity concern for students in towns or cities without 100% broadband coverage; and

WHEREAS, parents who may have elected a remote-only option, did not have that choice based on a lack of access to broadband Internet; and

WHEREAS, the availability of cellular coverage is also poor in many areas of state negating the ability of cellular hot spots to fill the void; and

WHEREAS, state initiatives like the SB170 bonding option are only financially viable for towns or cities with little to no existing broadband coverage; and

WHEREAS, prior to the availability of CARES Act funding, New Hampshire had spent less than \$100,000 in the last 10 years on broadband Internet projects; and

WHEREAS, a hybrid or remote learning option is likely to continue to be needed in the short and long term as a response to public health concerns, weather events, and evolving service delivery models, let it be

RESOLVED: that the state seek to provide viable financial solutions and funding models to assist municipalities in completing the true “last-mile” broadband Internet networks throughout their towns or cities or establish a regulatory framework that requires providers to complete the networks, so that broadband Internet access is available along every public way in the state. (January 2021)

2. NHSBA supports equity and inclusion in all aspects of education. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021)
3. The Nottingham and Strafford School Boards oppose changes in the IDEA allocation calculations resulting in funds being disbursed directly to the school/district in which the child is registered (in towns which do not have high schools) and not to the student's residence. The Nottingham and Strafford School Boards calls for the immediate return of prior method of calculations for IDEA federal and state funds, as well as maintaining this commitment in the future to keep any and all funds distributed to the student's town of residence. (January 2021)
4. School districts should be held harmless for pandemic related reductions in enrollment that may negatively impact differentiated aid. Differentiated aid should be based upon free and reduced numbers from pre-pandemic enrollment or current enrollment, whichever is greater. The NHSBA will make this a priority in its lobbying efforts. (Adopted January 2021 – Amended October 2021)
5. NHSBA supports diversity, equity, and inclusion in all aspects in our schools, is committed to the concept that free and open dialogue around such concepts as racism and sexism is a vital component to education, and opposes any actions which limit this free exchange of ideas. (October 2021)
6. The New Hampshire School Boards Association supports amendment of RSA 91-A to allow for remote participation of all public body members in official meetings of full boards and committees. (October 2021)
7. School districts should be held harmless for pandemic-related functions in enrollment that may negatively impact differentiated aid. Differentiated aid should be based upon free and reduced numbers from pre-pandemic enrollment or current enrollment, whichever is greater. NHSBA will make this a priority in its lobbying efforts. (January 2021; amended October 2021)

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

ESSER USE OF FUNDS PROPOSAL
September 6, 2022

Since January 2021, the School District has been awarded three phases of Elementary and Secondary Emergency Relief Funds (“ESSER”). The first two phases of funds totaling \$374,041 have been spent or committed. The NH Department of Education has increased the District’s allotment for the final phase (“ESSER III”) to \$684,010 for use by September 30, 2024. Of the \$684,010 funded in ESSER III, the District is required to commit at least \$136,800 to address learning loss.

At the School Board’s September 28, 2021, meeting, the Board directed all ESSER expenditures in excess of \$500 to come before the Board for approval.

Since September 28, 2021, the Board has authorized the following projects, with actual expenditures totaling \$354,930:

- Enhanced sound set up for Board meetings
- Nurse stipends in 21/22 School Year
- IT Help Desk Support from January 2022 through September 30, 2022
- Embedded long-term substitutes in 21/22 School Year
- Extended School Day / After School Academy programs at FRES and WLC in 21/22 School Year; continued After School Academy program at FRES for 22/23 School Years
- Replace the boiler at WLC
- Storage container for LCS
- Instructional Interventionist at FRES for the 22/23 School Year
- Summer 2022 WLC Competency Recovery Program
- Expanded Counseling Services in the 2022-2023 School Year.

We are requesting the Board’s consideration and approval for one project:

1. Extend our IT Help Desk Support Technician/IT Generalist through June 30, 2023 - Not to exceed \$47,750
 - Position is ESSER funded through September 30, 2022.
 - This position has enabled a faster turn-around on repairs and has provided backup support, which has resulted in less IT overhead and allows our IT staff to allocate more time for students, teachers, staff, and infrastructure.
 - Where repairs are not feasible, the additional Technician has been able to complete time intensive disassembly and reclaiming parts that in turn are used to repair other devices, saving the District time and money that would have otherwise been spent on components and shipping.

If this project is approved there will be approximately \$281,330 remaining in ESSER III.

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, August 23, 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, Alex LoVerme (6:38pm), Brianne Lavallee, Jonathan Vanderhoof, Dennis Golding, Tiffany Cloutier-Cabral, Charlie Post (6:43pm) and Darlene Anzalone*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principal Sarah Edmunds, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, 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. BREF PRESENTATION-WILTON ALLIANCE

Principal Edmunds has been working with the Wilton Alliance group. Present are Jennifer Beck and Deb Waldo from Wilton Alliance who spoke about a project they would like the Board to “give a green light on”. Ms. Beck spoke of warrant articles and town meetings being a hard way to get things done and decided a nonprofit would be a good idea. They voted about 3 months ago on a series of project ideas. This group is all about investing in the Town of Wilton. They realized the HS did not have high tech, good performance technology. When we realized upgraded technology does things for kids but also allows the facility to be more of a community service. We looked at all the things we could with this facility to benefit kids and community such as town meetings here, planning board meetings here, and community theatre. We liked that and plan to take a workshop experience to the community, parents etc. to validate many of our assumptions. Bringing “Lights, Camera, Action” so that the performance curriculum theatre has a place to perform. Ms. Waldo spoke of meeting with Ms. Edmunds and Mr. Bouley to hear what would mean the most to them. Ms. Edmunds said sound and lights would help the kids with performance and drama, give vocational experiences and opportunities. On Saturday, the team working on this project talked about what happens in this building now, who comes and what their needs are when they come. A question was raised how to get Lyndeborough involved. Ms. Beck responded the Wilton Alliance is about Wilton but realizes with the school, Lyndeborough is a part as well. She expressed they are looking for a green light from the Board to do community workshops to validate their assumptions. You can do matching funds from our fund raising. It will take time and they will need to get the electrical folks in here and a general contractor. She notes we are “revved up on it” and want to keep moving and get the green light. Ms. Lavallee noted the idea of sound and light improvements is a great one and will touch a lot of people in the community. She questioned if they have funds already raised and if so what is the amount. Ms. Beck responded not for this project. We have some money in the coffers but have not started for this yet. Ms. Lavallee questioned if there are members of the Lyndeborough community that want to help and join, are you open to that. Ms. Beck confirmed there would be project teams with Board sponsors; she is looking to build the Board out more. They want participation from Lyndeborough for projects. We want to be sure we understand what the needs and wants are. Projects like this can be \$100,000 who knows. Before we decide what we need we want to be sure we know all the potential uses. Chairman Kofalt spoke that there has been some good work done in school around video programming, he likes the fact there is lights and camera in there. He spoke of Milford’s videography program. We have been discussing technology and skills in the district and aligning curriculum for kids to take advantage of that. He spoke of some hesitation, you want a green light but he is not sure what he is giving that for. He spoke of there being often unspoken commitments. Schools are a community resource and sometimes we have constraints around that. There may be expenses such as keeping custodians late etc. His concern is that there are unspoken expectations. If we say yes to the green light, what did we just commit to? He doesn’t think you need our green light formerly speaking. His personal opinion is to investigate further. Ms. Edmunds spoke that we cannot take donations without school board approval and would not move forward without their understanding of the project and what we want to do. Ms. Beck noted we need to understand the need so we don’t raise money for the wrong things. Mr. Vanderhoof expressed what we are talking about is what is the scope of the project; you are not sure exactly what you want to do. Does it hang up or go on the stage etc. when would we have a clear plan. Ms. Beck responded they have a draft project. The Board would have sign off on project plans as we go through this process. We are not rebuilding stages but looking at the technology infrastructure to put sound, lighting and cameras in this facility and gym. We are anticipating having to make some electrical foundation changes, she is not sure what you have is up to code. We have some experts on other committees who have experience. We have some “techies” that have already come and checked this out. Mr. Vanderhoof voiced his concern is if we give you a green light, you start fund raising on the project and that is a different level. Ms. Beck responded we are a long way from fund raising. There are a number of steps; Ms. Edmunds is committed to keep you apprised as we go. It was noted if we move forward how do we make

sure it does not disrupt school and if you are talking about community events and saying yes to it do you anticipate any controversial issues. Ms. Edmunds spoke that we have a facilities use form and prices for facility use are on that, it is always up to the principal and superintendent. Ms. Beck confirms it is up to the school board, and your process how you manage the facility, who comes, who doesn't that is your call. We bring the funds. Ms. Lavallee added we have policy KF for facility use and a facility use form. Chairman Kofalt expressed he would want to have our facilities director and technology director be very involved with the process. When you talk about adding technology presumably, it integrates and would need to isolate that for security etc. Ms. Beck responded, Mr. Buroker will be at the next meeting and she knows Mr. Erb well. Chairman Kofalt asked if they anticipate making a budget request from the school board. Ms. Beck responded not at this time. We are not there yet; we don't know how much it will cost yet. We are in the very early stages of what will happen, after that, we will determine if we need matching funds, a warrant article etc. She added one of the benefits she can tell you is school taxes are a huge deal and if people start seeing the school as more than just doing for the kids it would go a long way. Mr. Post asked if they would down the road be coming to the Board for funds. Ms. Beck responded maybe, but would look elsewhere first. This is an informative meeting; there will be more of them as we get more green lights. We didn't want to do a community workshop without Board approval. Ms. Waldo noted we will want to talk to teachers, students and community about this with your blessing. Ms. Lavallee thanked them for the hours they already put into the project. Ms. Cloutier-Cabral thanked them for taking an interest and keeping the board informed of all the ideas. Mr. LoVerme questioned what they are looking for in return. Ms. Beck responded I was put on a path to do good work that's it. Chairman Kofalt again voiced hesitation and concern. It is a commendable project but he is concerned with the lack of a plan, and what is going to be needed down the road. Ms. Beck responded she is happy to address the concerns down the road; the Alliance has nothing to do with what you do with your facility. Ms. Waldo noted next time we will come with needs we identified and what is needed to address those needs. Ms. Edmunds spoke of technical theatre being another career opportunity for kids. Ms. Beck spoke of one of the mandates with the Wilton Economic Development Committee was to make Wilton a destination and put us on the map. If you lay the groundwork for that, you can make things better for the community. They will work on the workshop with parents, teachers, students and community members that would be targets for them in terms of fund raising. They will bring results back to the Board. It is up the Board how much they want to be involved. They can speak with Ms. Edmunds about this. They spoke about Andy's Summer Playhouse looking for a vendor. Chairman Kofalt expressed not wanting them to interpret any of his statements as being negative, he applauds them for what they are doing, and it has potential.

IV. ADJUSTMENTS TO THE AGENDA

Superintendent reported the following adjustments, two FYI new hires and removing one FYI new hire temporarily while they work out logistics for certification.

*A MOTION was made by Ms. Lavallee and SECONDED by Mr. LoVerme to accept the adjustments to the agenda.
Voting: all aye, motion carried unanimously.*

V. PUBLIC COMMENTS

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

VI. BOARD CORRESPONDENCE

a. Reports

i. Business Administrator's Report

Ms. LaPlante expressed thanks for Mr. Erb and his crew who went above and beyond doing regular maintenance, took care of kitchen needs, tennis court quotes etc. She wanted to take the opportunity to commend them for their work. A round of applause was given. Mr. Post commented the floors are so squeaky clean and look beautiful. Ms. LaPlante reported we took delivery of a 2022 GMC Sierra 2500 truck; it came in at \$1,400 more than original projection. It has been insured already and will be inspected next week. It is parked at WLC overnight under lights. Accounting transition from 2022 to 2023 is going very smooth thanks to good data in, good data out. She is hoping to report financials on September 6. The grease trap repairs discussed in June are near complete, plumber is coming tomorrow and final tile work will be done over Christmas break. They are working on how best to identify fuel/energy rates, keeping a frequent eye on the market. She will review transportation packets and hopes for "no unknowns" on what the impact will be for our transportation budget. A question was raised if she will have a new transportation bid sheet. Ms. LaPlante responded she will use the same format used in the past, is looking for a 3 year contract. She will review it to be sure it is appropriate and make any adjustments needed. A question was raised if there are any kitchen repairs remaining open. Ms. LaPlante responded no, now that we have an idea of where are ESSER funds are at, we may look at some kitchen projects but nothing urgent and pressing. All the preventative maintenance and as needed maintenance is being taken care of. Ms. Cloutier-Cabral commented the truck looks great. Ms. LaPlante informed the group we are getting magnets for the truck so that it is identifiable. A question was raised if we have an audit date from the CPA firm. Ms. LaPlante responded we should be getting the finalized document once they remove the draft from that they can give us the go ahead for the FY 22 audit.

ii. Director of Student Support Services Report

Mr. Pratt reported doing a great deal with staffing this summer although it's a bit of a challenge right now; we have been able to attack some great staff. We are still looking for a couple paraprofessionals. ESY was awesome this summer; they did a great job

considering how hot it was. He thanked all those involved, staff, parents and students. We had 51 students, down 2 from last summer. Preschool and Pre-K will start Tuesday after Labor Day. We are starting with 4-6 students in the 3-year-old program and 8-10 students in the 4-year-old program with 1 model student in the 3-year-old group and 2 in the 4-year-old program. Just today, we were notified by Early Intervention we have some more students who will be filtering in for the school year as we always do: the 3-year-old program will be filling up more. He spent a lot of time with Ms. LaPlante this summer; it is a joy to work with her and the department. We talked about priorities before, the counselors, building administrators have been meeting over the summer, and that has been going well. Finally, school transportation on SPED side we are splitting it with LA Limo and Durham. LA Limo was not able to do the in-district transport they were able and willing to do our out-of-district. Mr. Post commented he is glad that we were able to include LA Limo as they really helped us last year when we were in a bind. Mr. Pratt agreed and they are transporting 4 of our students. He confirmed he has 2 paraprofessional openings.

iii. Director of Technology's Report

Mr. Buroker reported in the last month we implemented Vector PD tracking and Clever Single Sign-on. He has been here 7 weeks and believes we are in a very good spot and most of that is because of his 2 technicians. They did an incredible job preparing this district for the summer and fall. If it were not for them, we would not be ready to start the school year without their efforts. We have around 15 tickets with 8 days to close them out. He wants to decrease that to 10 tickets in 7 days. Beyond this, he will have some policy recommendations, which he will forward to the Policy Committee. A few institutional solutions he feels are probably necessary that will be coming which will be filtered through the Policy Committee. Ms. Lavallee thanked him for taking the initiative to look at the policies before being asked. Chairman Kofalt welcomed him.

VII. STRETCH GOALS FOR DATA ASSESMENT

Superintendent reviewed they problem solved and tried to figure out what progressions make sense for us. Is it too high, too low, etc.? We felt 15% was a starting point. As a district, I am not sure if we have ever been goal driven in terms of student achievement in an explicit way. It is part of the overall approach around looking at data and collaboration and really working hard with our teachers to see what we are doing between data points to see if it makes a difference. Ms. Dignan reported by June of 2023 51% of the student's grades 3-8 will score at or above proficiency in math as measured by the SAS (NH State Assessment). By June of 2023, 72% of student's grades 3-8 will score above proficiency in reading as measured by the SAS. She reviewed the graph provided noting each year it increases by 15%, for example math proficiency in 2024 is 66% and 2025 is 80%, in reading proficiency in 2024 it is 87%, 2025 it is 90%. As we assess each year if we meet our goals early we can always reassess. Superintendent commented those are the initial goals for 2023 and they exceed our benchmark pre-pandemic. He feels this is a reasonable goal; we should get back to where we were pre-pandemic and above that. He has no doubt we can be above state average. Mr. Vanderhoof questioned how we reached the goal of 15% and is it reasonable to expect the same amount of growth in both subjects. Why are we so much higher in reading and not math do we need to switch some focus on math vs. reading. This is nice and linear and he does not know it should look like that. Ms. Dignan responded the reading is higher than math and the reason is that it starts higher. Ms. Gosselin spoke that the thing we are trying to hone in on is not losing sight of reading, most of our focus is on math but we don't want to lose ground on reading. We don't want it to seem lesser than, we want to keep reading just as robust as it has been and didn't lower the expectation. Superintendent added this year we just have to start, it may be a little messy but we will make those adjustments. Reading is taught across the curriculum and that is not the case with math. Math exposure becomes narrower and narrower. Mr. Vanderhoof expressed that is his concern, we just throw out 15% vs. what the actual expectation is. These are the goals; we need to put a hard line in the sand. If we are reassessing something went wrong. Those adjustments need to happen on the fly and during the year to hit that goal. Superintendent responded that we have 3 assessments during the year and at that point, we will probably adjust them. We will report that out to you. The pace may be a little different, the grade is a little different and we will have to make those adjustments. Mr. Vanderhoof added that is one of his concerns is that the goal being a district goal vs. a class goal. I want to see every class over 50% I don't want to see 80%, then 30% etc. I don't want to see one outstanding class. Superintendent responded he thinks that would be a mistake to report it in aggregate and not recognize that each grade will learn at a different pace and each student. At one level, we will report it out as a whole and you can see it for each grade too. We know this is the beginning and we will have to make adjustments. These are arbitrary target points and at the end, we will report out where we landed and start to set those targets. Ms. Lavallee thanked the group for this. She spoke of it reminding her of the IEP process and having targets and if we are not meeting the targets that is a trigger to see why we are not meeting them and what can we do. Chairman Kofalt pointed out that in response to the question about math vs. reading, at a state level they are separated by about 10% as well. A question was raised why the state reports show science as well, why are we not looking at science. Ms. Gosselin responded she thinks that is a good point, what is troubling with science in terms of a goal is that it is only assessed 3 times. We can make a goal it is just that we would not see the corresponding data for 3 more years. The others are more annual. Mr. Post voiced appreciation for this and thanked everyone who worked on it. This gives us a direction of where we are going; you will have to tell us how to get there and what you need from us when it is not working. What resources and focus you need and when we need to bring in the community. We need to know what winning looks like; this is what it looks like. It is a stretch and will require some work. Ms. Anzalone expressed wanting to be more involved in curriculum and wants to learn more about how curriculum is chosen. She was on the Curriculum Committee as a parent but is not any longer. Yes, part of this is COVID but is it part of the curriculum we are using. She doesn't think the teachers are doing anything wrong but thinks it may be due to the curriculum we are trying to teach the kids. How do we find the right curriculum to get the test scores up? Ms. Dignan spoke that the committee has a draft outline of the whole process of how we do just that. It is still in draft form and needs one more pass before it is released. Ms. Anzalone asked how do we get the parents involved, she thinks making it easier would help if we can show them what the

students are learning, here are the textbooks etc. so they can familiarize themselves with it. Ms. Dignan said one of the goals is to get it on the website as well. Chairman Kofalt noted these are stretch goals, they are aspirational and he thinks it is motivating to have everyone ending high. They may seem a little out of reach but it is good we are setting stretch goals. Superintendent added we would report out regularly, we want to keep this conversation going. The data is not about finding fault but about what we are doing well and keep that going and what we are not doing well and making adjustments. He spoke to the staff about it this morning. He gets a sense from talking to people that accountability and having open conversations have not been part of this district. We want to have a good robust conversation, we have nothing to hide if they are not good we won't be happy about it and neither will the staff. It was suggested that it would be useful to see a timeline although not urgent as we have iReady. We had spoken of a data dashboard. We saw some really good data a few weeks ago, some was hard to understand. He would like to see this laid out in a big picture content, where we are, where we are going. It will come to life for people if we present it on a timeline. Ms. Gosselin reviewed with the SAT's we did the same thing, pulled the 2018 and 2019 scores, added the 15%, it is the same model as the SAS. Mr. Vanderhoof expressed when he asked for a goal, he meant an expectation. Let's set a number and this is what we expect to happen. Mr. Post questioned what would be a goal for Mr. Vanderhoof. Mr. Vanderhoof is fine with the number but not the language around it and the discussion. He wants to see it as the expectation not the hope. Mr. Post commented you have a target goal and stretch goal, the target goal could be that we meet the state averages, we don't right now. Mr. Vanderhoof sees it as a reasonable expectation not a stretch goal. Superintendent commented that he agrees with Mr. Vanderhoof and the language is something we have to change also. If we have a culture that we don't talk about evidence of student learning and good teaching. When we start to look at the evidence the language we use starts to change and the language we need to use is we are not going to accept anything short of this, we need to be more determined, more strategic and more specific and that is part of changing a culture in a district. We expect it, we have community support, great kids, great community, great staff and we expect to be at the state average and in fact to exceed it in two years. He also agrees with Mr. Post regarding target goals and stretch goals. Part of the learning process is also for the district to use clear language. We are capable of doing better and we know this. When we are determined with our language and clear about where we are headed that has an impact. Chairman Kofalt, noted the other side of the coin is if you say this is it, do or die, it potentially leads to teaching to the test and he is not saying that to disparage anyone, it is human nature that if I have to make that number and everything I do is built around that you get into the arguments of who has the more talented kids in their class. He is not disagreeing with you; he is just saying that there is a delicate balance. Mr. Post's way works well to have target goals and stretch goals and maybe that needs to be revisited. Mr. Vanderhoof spoke of hearing constantly about teaching to the test; that is what you are supposed to know, the stuff on the test is what we should be teaching. We need to be more firm with everything as far as the expectation from the Board, to the students, to parents and teachers. If we want to call it a stretch goal or set different goals. He is fine setting it as a goal and anything above and beyond is great.

VIII. HANDBOOK CHANGES

Superintendent reported Principal Chenette was not able to attend however wanted the Board to be aware the only changes she has for FRES or LCS are staffing.

Assistant Principal Gosselin reviewed there are 4 primary changes. A question was raised regarding staff using cell phones during class. Superintendent responded that we set expectations with our staff; sometimes adults have to use their cell phones and he provided an example of a sick child. He noted we have as few exceptions as possible. Questions were raised regarding E-Hall Pass. Assistant Principal Gosselin explained we wanted to minimize the traffic flow in hallways and provide teachers with more time for instruction. It is a structured system to alleviate time spent on passes. It supports other areas such anti-vaping and the number of students out at once and several other schools have implemented this. She explained it is like Google Suites, it is not an app and explained how it works. The student makes the pass request on their Chromebook; the teacher can approve it on their screen and enter a PIN. This system is also helpful in situations like fire drills as it very quick to see if students are out of the room and how long they have been out. Superintendent voiced long ago there would be sign in and out sheets, he would collect those on Fridays and look for any patterns or if there were an issue with vandalism you can see who was out of the class, it is an accountability measure. He is excited to see what kind of data this produces. Ms. Lavallee spoke of there being vandalism in the past and some was significant. Given this is a trial year, has there been any data to see if this technique stops some of the vandalism or help determined who is responsible. Assistant Principal Gosselin responded that is one of the primary things they discussed. That it has been one of the biggest turnarounds in other districts. A question was raised how long the data is kept for. Mr. Vanderhoof voiced it is potentially problematic for him, in some cases it makes sense but not for long-term. Assistant Principal Gosselin did not know when the data is wiped; her guess is a year but can find out. Mr. Vanderhoof does not see a need to hold it long-term. There was discussion about the addition of 9th grade to the zero tolerance policy of cell phone use. Assistant Principal Gosselin spoke about this noting that in the HS, it is at the teacher's discretion and grades 6-8 had been zero tolerance. We are adding the 9th grade, as since we are 1:1 there is a more of a blurred line when it is allowed and when not. It has been more difficult for them to put it away and we are trying to make a more cohesive transition. Mr. Vanderhoof noted teacher discretion is a terrible way to have a policy. It should be based on merit if you tell the 6th grader this is the rule, if they violate it, you lose the privilege, set the expectation for everyone whether you are in 6th grade or a senior. He questions if clubs and organizations have grade requirements to participate (like athletics). Assistant Gosselin responded yes. She will check if it is exactly the same but she believes it follows the same criteria. It is up to 2 classes and you are only on probation for 1 year. She gave an example. She confirms it is based on the previous marking period. The probationary period is to get done what you need to. Mr. Vanderhoof felt it should be if you fail, you are not allowed to participate. Assistant Principal Gosselin confirmed this is

an FYI no formal approval is needed. Superintendent added that we would report to you with how the processes are going and conclusions we have made. Chairman Kofalt asked for a report back to clarify the criteria for the requirements of participation in athletics or clubs. Ms. Anzalone asked what kind of information will the E-Pass company have or are they collecting personal information about our kids. Assistant Gosselin responded she believes it is a name and email but will check on that. Chairman Kofalt noted it would be interesting to see what they are doing to comply with FERPA as well, presumably they are selling to schools and probably follow FERPA but it would nice to see that. Mr. Post voiced appreciation for addressing some problems we know or heard about. It is a great solution and these are moving parts where people have concerns but its great work. Chairman Kofalt spoke that yes there is the issue of cleaning up and repairing damage but there is a detrimental effect to the student population and having control over that is a move in the right direction. He is generally concerned about privacy issues. Ms. Lavallee noted one of the policies they are bringing tonight is that the code of conduct will be reviewed by the Board every year. Board members need to be aware of what is in the code of conduct.

IX. TENNIS COURTS

Ms. LaPlante reviewed we know the insurance company recommended we close the courts until the repairs are completed. We have only one quote for repair and fences; we are calling everyone we can. We wanted to let you know where we are at to make them safe we are still fact finding. They are closed at this point. Mr. Post spoke that we talked about this over the years. He questioned if it is for 3 courts or 2. Ms. LaPlante confirmed we need 3 to play competitively. She doesn't know the number of courts that are out of commission but there are significant repairs needed to 2 or 3. The proposal is to repair them all. Mr. Post is trying to figure out the scope. Ms. LaPlante confirms this proposal is to patch and them into playable condition and fix the fences excluding site work. Mr. Vanderhoof spoke that the Board needs to decide, we put \$20,000 in the budget to remove them. If we are not going to do that we can safely wait until budget season to start talking about putting a plan in motion to fix them. Chairman Kofalt agrees the Budget Committee should be involved once we have all the information. Mr. Vanderhoof recommends moving on from this topic until budget season as it has been discussed many times. We do not have enough information to make any decision. Ms. LaPlante notes this is just to bring it up to baseline; those costs are not in there for any future repairs. Chairman Kofalt suggested we gather all the information and it makes sense to have the discussion with the Budget Committee during budget process if we can get the information we need this year. A question was raised what have we done to close the courts so far. Mr. Erb responded you are missing 3 gates. He has covered it up with plywood no one can get in. He has not put signs up. He questioned if the community had been informed. Ms. Lavallee noted it would be helpful to have a public notice up saying, public notice the courts are closed at this time. She thinks the insurance company told us we needed to post it. If we don't it could be a liability if someone gets in there. Superintendent responded we will spray paint on some plywood before the long weekend. Ms. Lavallee added the Board voted on it, you could add per the School Board. A question was raised if the AD was working on a plan of where they play in the spring. Superintendent responded Principal Edmunds and Assistant Principal Gosselin are working with Mr. Pelletier and will gauge interest. If we move forward this year, we will move through the budget season and consider this; in the meantime do we repair this so kids can practice on it. We don't know what will happen through the winter, the water has seeped underneath for 20 years, even though we patch it, the cracks get larger etc. In the meantime, we need a contingency plan. He is not interested in denying any kids the opportunity to play or the coach. We will work on that.

X. POLICIES

a. 1st Reading

i. JIC-Student Conduct

Ms. Lavallee reviewed our current policy was last updated in 2010, there were legislative updates in 2021, 2018, and 2011 that had not been completed. The most recent changes also reflected the 2020 RSA requirements. The detail of those are included in the Policy Committee minutes. This is a first read.

ii. IJOC-Volunteers

Ms. Lavallee reviewed this policy in May of 2022 there were some minor changes. We started working on it for changes that occurred in 2021. The definitions are changed and it was completely reformatted. Our current policy was last updated in 2010. The specifics in regard to all the wording changes are in the Policy Committee minutes.

iii. GDB-Employment of Non-certified Personnel

Ms. Lavallee reviewed this policy did not have as many changes in it, we were able to go through and strike out things in the previous policy and things added are in red. It was revised to take out the protective classes in the introductory paragraph and instead it just refers to the equal opportunity policy. One of the intents of doing this was to decrease the intent of having outdated policies because there are several legislative changes that reflect what protective classes are. There were minor changes that had to do with specific language. Mr. Vanderhoof questioned in the annual notice section (no later than 10 days prior to school year) if it was in line with the CBA, it says it is for noncertified personnel. Ms. Lavallee responded it is noncertified, non-collective bargaining employees. He notes he wouldn't want it to be more restrictive, if we have an agreement it should be aligned with this if it affects the support staff. Ms. Lavallee will check on it. Chairman Kofalt added language could be used to say if there is a contract it would supersede the policy that way you don't have to worry about discrepancies.

iv. GBJ-Personnel Records

Ms. Lavallee reviewed this was updated because in Sept. 2015 there were legislative changes that required it. We added the 2 legal references below as well.

309 **v. ADC-Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes, And**
310 **E-Liquids In and On School Facilities and Grounds**

311 Ms. Lavallee reviewed this has quite a few edits; it is mostly related to new technology of nicotine ingestion; e-cigarettes and
312 liquid tobacco. This policy is coded into 3 sections, students, employees and all other persons. If we adopt this, it is the
313 recommendation of the committee that we withdraw the related policies because it will now be contained in this one policy.
314 Chairman Kofalt, spoke he is not in favor of kids having nicotine in their cars but the way he reads this is that they are prohibited
315 from having it in their car. He gave example of the student driving their parent's car to school and the parent left their cigarettes
316 in the car, they don't touch them but they are in violation of this policy. He questioned if he is reading this correctly. Ms.
317 Lavallee confirmed he is. He confirmed he is referring to section B, Students, "in any facility, any school vehicle or anywhere on
318 school grounds maintained by the District". He notes it sounds a bit vague, "school grounds maintained by the District", if
319 someone were walking through the woods on a weekend if it is owned by district would they be in violation. He knows these are
320 outlier scenarios but is someone going to be in violation of the policy; if this is policy, we have to enforce it. Ms. Cloutier-Cabral
321 spoke that we put policies into place and when they are violated, we would go through the process, and Principal Edmunds may
322 take that on a case-by-case basis. It is a good policy to have because the less we have it going on the better. Mr. Post spoke that
323 he would expect and is confident that Principal Edmunds would be reasonable. The problem is this policy will be in place for
324 years from now and we will likely be off the school board. Students have been suspended for having a pack in their car. He
325 thinks it is something we should consider and be reasonable about. Mr. Vanderhoof spoke that he does not have any real issue
326 with it as written. He questions if we can just simply put, you can't smoke on school grounds. He understands the legal stuff, the
327 spirit of the law but if we get too detailed, we have to be restrictive in those details. It stuck out to him as a very laborious
328 process when we could simply say no smoking on school grounds. Ms. Lavallee reviewed in section E; it states the rules and
329 procedures should be made in consultation with the Principal. She noted the specific consequences are not listed it just says there
330 will be consequences if there is a violation; we added that part in. She noted her personal opinion is we need to have a hard and
331 fast rule regarding nicotine on school grounds. Nicotine use is a problem that has gotten significantly worse. The Superintendent
332 noted it is important that the Principal have some discretion. Although he agrees with what everyone said, he likes that it is clear,
333 zero tolerance but there are sometimes we need to make adjustments and follow up. Ms. Lavallee asked for some direction from
334 the Board that is specific so she can do research for the next meeting which is September 15. In order for us to discuss it, specific
335 language is needed. Mr. Vanderhoof expressed it was a good idea to try to combine the policies but it may be part of the problem
336 maybe separating them and being clear about tobacco use in schools vs. possession, student vs. teacher so we have those
337 delineations. This is his suggestion. Chairman Kofalt suggested being clearer about the Superintendent/Principal having
338 discretion. It does say, "the Principal will develop regulations which cover disciplinary action to be taken". We may want to be
339 more explicit that the Principal and or Superintendent have the discretion as to whether or not take disciplinary action based on
340 the actions. It still leaves the door open for 10 years from now if someone wants to crack down on every instance but that is a
341 conversation for a different Board and at least it does tie the hands of this administration to enforce this policy. Ms. Lavallee
342 will look to the minutes for the specific wording. Mr. Post has an issue with B, where it says the "the Principal will develop
343 regulations which cover disciplinary action" if we have a policy why are we saying that the Principal will develop regulations.
344 That is contrary to a policy. If the purpose was to have the Principal show discretion, that is appropriate but why would we have
345 develop regulations. Ms. Lavallee questioned if Mr. Post feels the language in section E is more appropriate then rules and
346 procedures relating to student violations as opposed to using the wording of regulations. We could even take that whole
347 paragraph out since it is in section E. Mr. Vanderhoof suggests, "less is more". He thinks everyone understands the spirit of the
348 policy we shouldn't over complicate it. As much as possible, anything that could be pared-down we should, even if you wanted
349 reference an RSA etc. at the bottom. Ms. Lavallee questioned if we remove that last paragraph. Mr. Post will look at it and send
350 it to Ms. Lavallee. Ms. Lavallee will look at it and do some investigation. It will be left off the agenda for September 6 and will
351 return for the 2nd meeting in September.

352
353 **b. Withdrawals**

354 There was no discussion on the withdrawals.

- 355 **i. BED-Tobacco Products Ban Use and Possession In and On School Facilities and Grounds**
- 356 **ii. JICG Tobacco Products Ban use and Possession In and ON School Facilities and**
357 **Grounds**
- 358 **iii. GBEC-Drug-Free Workplace/Drug-Free Schools**

359
360 **XI. ACTION ITEMS**

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

362 *A MOTION was made by Mr. Post and SECONDED by Ms. Lavallee to approve the minutes of August 9, 2022 as written.*
363 *Voting: six ayes; two abstentions from Mr. Golding and Chairman Kofalt, motion carried.*
364

365 **b. Appoint Board Member to NHSBA Delegate Assembly**

366 Chairman Kofalt asked if Mr. Vanderhoof would be interested in representing our district again. Mr. Vanderhoof accepted.

367
368 *A MOTION was made by Mr. Kofalt and SECONDED by Mr. Golding to appoint Mr. Vanderhoof to serve as our delegate for*
369 *the NHSBA Delegate Assembly in October.*
370

Mr. Vanderhoof questioned if the expectation was the same as last year. He questioned if the Board wanted to wait to read through all the proposals before we talked about them. Last year it was to vote no to all of them except ours. Chairman Kofalt felt that personally he wanted to wait to see what the proposals are. Mr. Vanderhoof responded they are out. It was suggested to put it on the next agenda. Mr. Vanderhoof will register himself.

Voting: all aye, motion carried unanimously.

XII. COMMITTEE REPORTS

i. Finance Committee

Chairman Kofalt reported the committee met last week. They discussed what they want to do at these meetings as previously they looked at reviewing finances and they are feeling pretty good about the state of finances now. They still want to review them but there are a couple other things they want to be intentional about. One is to look at the financial policies and review those for a first pass before they go to the Policy Committee. They spoke about the audit and in the draft; there are a number of findings. Generally, findings are points that require management attention, Board attention in this case. Most of those are routine. There was one material finding which concerns him when he sees this in an audit. He spoke to the CPA and he informed him that it was already addressed and is not a concern on an ongoing basis. It has been resolved, we didn't lose any money in those grants and it is all tied out. Other things are minor for example we do not have a policy for crowd funding. This is recommended by the GASB. The reason is if the PTO for example sets up a "go-fund-me" page we need to ensure if it is being done on behalf of the school or it is a school program that we have control and oversight over that money and what happens to it. It is not urgent or prompted by any problems or incidents. The GASB says we should have this. There is a list of things like this we will be going through and looking at. We are meeting less than we were initially. We looked at fiscal policies and they were prioritized. Some pertain to bonding employees or officials such as the Treasurer and state law requires them for up to \$100,000. He wonders if this is too low. There are also some thresholds for purchases and those were written by NHSBA for districts across NH. What is a small purchase for Manchester or Nashua could be a large purchase for us. Mr. Lavallee had brought up we may want to talk about potential revenue sources. We discussed it but no definitive action.

ii. Policy Committee

Ms. Lavallee provided a written report. The committee met in June and July. They completed a review of the subsequent policies. She keeps on ongoing list. This is a new practice; she hopes it will turn in to a routine committee practice. They went through the DOE required policy audit, they completed that and reported results to the business office. The policies identified are being worked on. They completed a tech audit through the NHSBA database. She cross-referenced them with what we have and found we are missing some that are required and some are outdated. She learned Mr. Buroker was working on reviewing these. He is invited to the next Policy Committee meeting to discuss. The committee completed edits on 5 policies, which are planned to come the Board after this round of policies we looked at tonight, are completed. They reviewed the legislative update. They did not find any areas where we need to make immediate changes some need minor changes. Administration and school nurses are working on some of those. We will wait until the legislative policy review webinar to see what needs updating. The next meeting is scheduled for September 15 at 7pm.

iii. Technology Committee

Chairman Kofalt reported the committee met this evening to recap and bring Mr. Buroker up to speed. They will do a reset given the changes in staffing and look at how to operationalize the technology vision going forward.

iv. Negotiations Committee

Mr. LoVerme reported the WLCSSA Negotiations Committee met, the next meeting is scheduled for August 30 at 7pm. The target goal to finish is October 24.

XIII. RESIGNATIONS / APPOINTMENTS / LEAVES

a. Resignation-Andre Garner-WLC HS English Teacher

Superintendent reviewed the resignation of Andre Garner and asked for the Board to make a motion to accept it. He spoke about wanting to talk to other Superintendents about what kind of language they use to help people who sign contracts honor them. We spend a lot of time interviewing; checking references etc. and it is very close to the start of the year. In the CBA, it is clear there is a 30-day requirement that we can hold them to but at the end of the day, he is not sure what we can legally do if they leave before that. In this case, we have other applicants we could look at immediately. Discussion was had regarding honoring the contract that was signed and if the receiving district contacted us. Superintendent confirms he did speak with the other district. Many school districts are dealing with many openings. Some Superintendents will not hire a teacher that has signed a contract with another district until they fill the position. He feels good about where we are with staffing and the quality of people who chose to work with us. He noted Mr. Garner is an outstanding educator and that is why they hired him. There was discussion if the Board would accept the resignation or take no action. Superintendent expressed in general it is not beneficial for us to keep a teacher who is on their way out, students start to build relationships with them and in terms of staff morale. He would like to talk about how we can strengthen the language about resignations. We need to keep advocating with other Superintendents that this is not acceptable but it is happening all over the state.

A MOTION was made by Mr. Golding and SECONDED by Mr. LoVerme to accept the resignation of Mr. Andre Garner.

Ms. Lavallee noted it is disappointing and would like to see a return to professionalism. Mr. Vanderhoof agrees and feels the WLCTA should fight as hard to make teachers stick to what they agreed to.

Voting: six ayes, one nay from Mr. Post and one abstention from Mr. Vanderhoof, motion carried.

b. New Hire FYI-Ken Garnham WLC .80 PE Teacher

Mr. Garnham was removed from the agenda and will be brought back at a later time.

c. New Hire FYI Cheryl Rosenthal-WLC Title I Tutor

• New Hire FYI Jack Gregg-RBT-WLC

• New Hire FYI Carolyn McEntee-PCA-LCS

Superintendent reviewed the new hires.

d. Appointment-Heather Roberts-FRES SPED Case Manager/Teacher

Superintendent reviewed the recommendation for nomination.

A MOTION was made by Mr. Post and SECONDED by Ms. Lavallee to accept the recommendation to appoint Ms. Heather Roberts, SPED Case Manager/Teacher at FRES, Bachelor Step 1 \$37,500

Voting: all aye, motion carried unanimously.

e. Appointment-Valarie Bemis-FRES 1st Grade Teacher

Superintendent reviewed the recommendation for nomination.

A MOTION was made by Mr. Post and SECONDED by Ms. Lavallee to accept the recommendation to appoint Ms. Valarie Bemis, 1st Grade Teacher at FRES, Bachelor Step 8 \$47,000

Voting: all aye, motion carried unanimously.

f. Appointment-Georgia Hegner-WLC HS English Teacher

Superintendent reviewed the recommendation for nomination.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding to accept the recommendation to appoint Ms. Georgia Hegner, WLC HS English Teacher, Bachelor Step 6 \$44,000

Voting: all aye, motion carried unanimously.

g. Appointment-Alison Hobbs-Wozmak-FRES 3rd Grade Teacher

Superintendent reviewed the recommendation for nomination.

A MOTION was made by Mr. Post and SECONDED by Ms. Lavallee to accept the recommendation to appoint Ms. Alison Hobbs Wozmak, Bachelor+30 Step 7 \$46,900

Voting: all aye, motion carried unanimously.

Superintendent reviewed what we have for teacher vacancies. He confirmed the 3rd grade positions are now all filled.

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 was no public comment to report.

XV. SCHOOL BOARD MEMBER COMMENTS

Ms. Cloutier-Cabral thanked the Wilton Alliance for their offer to help. She congratulated the new hires and looks forward to seeing what they are going to do. She is happy with the mood in the schools; great work everyone.

Mr. Vanderhoof commented it was good to talk about goals and to follow up on the presentation from the last meeting. He hopes we can continue this as a core goal in education. We should take a closer look at the student handbook and hopes it will move toward that and reaching those goals and expectations.

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

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding to enter Non-Public Session to discuss a student matter, negotiations and review non-public minutes RSA 91-A: 3 II (B) (C) at 9:26pm.

Voting: all aye; motion carried unanimously.

RETURN TO PUBLIC SESSION

The Board entered public session at 11:30pm.

494
495 *A MOTION was made to seal the non-public session minutes by Mr. LoVerme and SECONDED by Ms. Anzalone.*
496 *Voting: all aye; motion carried unanimously.*
497

498 **XVII. ADJOURNMENT**

499 *A MOTION was made by Mr. LoVerme and SECONDED by Ms. Anzalone to adjourn the Board meeting at 11:30pm.*
500 *Voting: all aye; motion carried unanimously.*
501

502 *Respectfully submitted,*
503 *Kristina Fowler*
504

DRAFT

JIC-STUDENT CONDUCT

Category: Priority/Required by Law

Related Policies: JICD, JICDD, JICI, JICK

See also Appendix: JICD-R

A. General Policy.

The Wilton Lyndeborough Cooperative School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules are included in the Code of Conduct section of the official Parent/Student Handbook for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional, and social success, while at the same time assuring safety of all students, staff and school visitors. With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness (“MTSS-B”) as the framework for the Code of Conduct. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board policy *JICD*.

B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, and reflects the three-tiered support prevention of framework of MTSS-B: school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:

JIC-STUDENT CONDUCT

- parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules.
2. Graduated and age-appropriate disciplinary consequences such as:
- restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion.
3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
- the nature and degree of disruption caused to the school environment.
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.
- All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board policy JICD.
4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website.

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

JIC-STUDENT CONDUCT

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposely or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

First Reading: September 14, 2010, August 23, 2022

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

Revised:

Legal References:

RSA 135-F:5, System of Care for Children/Duties of Commissioner of Dept. of Education

RSA 193:13, Suspension and Expulsion of Pupils

RSA 193-D:4, Written Report Required

RSA 631:2-a, Simple Assault

NH Code of Administrative Rules, Section Ed. 306.04(f)(4), Student Discipline

NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion

NH Code of Administrative Rules, Section Ed. 306.06, Culture and Climate

NH Code of Administrative Rules, Section Ed. 317.04(b), Disciplinary Procedures

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

IJOC - VOLUNTEERS

Category: Recommended

Related Policies: ABA, GBCD & IJOA

See also: Form IJOC-R

A. General Policy. The Wilton Lyndeborough Cooperative School Board supports and encourages the use of parent and community member volunteers in our schools to assist school and District staff in meeting the needs of students and serving the school community at large.

B. Definitions

1. Volunteer. Under the Fair Labor Standards Act ("FLSA"), "volunteers" are persons who perform service (1) without promise, expectation or receipt of compensation for the services rendered (reimbursements, and modest stipends excepted); (2) have offered their services freely and without pressure or coercion from any employer, and (3) are not otherwise employed by the District to perform the same type of services for which the individual intends to volunteer.

This expansive definition includes such services whether for classroom or other student programs or activities, or for services such as committee work, chaperones, trades work, etc..

2. "Designated Volunteer" as used in this policy shall have the same definition as in Board policy GBCD - Background Investigation and Criminal Records Check. Before a person may volunteer in a position or perform a function falling within the definition of Designated Volunteer, such person must undergo a background investigation and criminal history Records check as described in policy GBCD. Additionally, as required by RSA 189:13-a, XII, all Designated Volunteers must receive training and information relative to child abuse prevention.

C. Coaches. All coaches, including assistant coaches, whether receiving a stipend or not, are Designated Volunteers as defined in paragraph B above. Additionally, head coaches of team or individual sports must be in compliance with all regulations and certification requirements for that sport as set by NHIAA or the applicable organization within which the athletes/members compete or participate. Assistant coaches must meet the same requirements as head coaches or be under the direct supervision of the head coach.

D. Volunteer Application, Selection and Assignment. Persons wishing to volunteer at the District should complete a Volunteer Application form describing their skills, interests and availability. Such forms will be made available at the Principal's or SAU office.

Volunteer selection shall be made based on the qualifications and availability of the volunteer.

Volunteers shall be provided appropriate training at the building level consistent with their tasks, existing District standards and applicable laws and Board policies. This training shall be coordinated under the leadership of the principal or other supervising administrator. At a minimum, such training will include (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; (4) expected relationship to regular staff; and (5) information on non-discrimination and prohibition against teaching or advocating discriminatory concepts.

Volunteer assignments shall be made by the building or administrator responsible for that program, or the appointing authority in the event of a committee.

Volunteers shall be assigned only to those staff members who have requested volunteer assistance through their administrative supervisor (e.g., principal, athletic director, facilities director), or to administrative or district level committees.

E. Supervision. Volunteers may not be assigned to perform any services within school buildings or during school activities during times that students may reasonably be expected to be in attendance, unless the volunteer is either a Designated Volunteer (i.e., has undergone a background investigation and Criminal History Records Check, or is under the immediate direction of a staff or administration member within the pertinent program).

F. Volunteer Responsibilities and Duties. Other than committee volunteers, and head coaches/directors, volunteers may only serve in the capacity of assistants. Instructional services shall be rendered only under the supervision of certified staff.

All volunteers will sign a confidentiality agreement provided by administration, and shall refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district employee who has a legitimate educational purpose for discussing such information.

Volunteers with special talents, hobbies or experiences may share those with students in a suitable educational setting scheduled by the staff or administrative member responsible for supervising the class, activity, program or project.

Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.

G. Volunteer Termination. Volunteers serve at the pleasure of the District. Except as may be provided in an individual volunteer's agreement, services of a volunteer may be terminated, without notice, at any time when circumstances in the judgment of the supervising administrator warrant termination.

H. Implementation. The Superintendent is authorized to develop and administer any regulations or procedures s/he deems necessary or appropriate to implement this policy.

Legal References:

29 U.S.C. 201-219, Fair Labor Standards Act

29 C.F.R. § 553.101, "Volunteer" defined (state and local governments).

RSA 189:13-a, School Employee and Volunteer Criminal History Records Check

RSA 193:40, Prohibition on Teaching Discrimination

RSA 354-A:32, Prohibition on the Content of Government Programs and Speech

RSA 508:17, Volunteers; Nonprofit Organizations; Liability Limited.

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

First Reading: May 11, 2010, August 23, 2022

Second Reading: June 2, 2010

Final Adoption: July 13, 2010

Revised:

GDB- EMPLOYMENT OF NON-CERTIFIED PERSONNEL

Category: Recommended

Related Policy: AC

It is the policy of the School Board to recruit and select for employment the best-qualified applicant for each position within the school district. ~~without regard to race, color, national origin, religion, age, qualified handicap, marital status, or sexual orientation.~~ Hiring and other employment decisions shall be made in accordance with applicable law and Board policy AC Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan.

The District will employ, as necessary, non-certified personnel to work in non-instructional capacities. Non-Certified personnel are those people whose employment status does not require certification in accordance with rules and regulations of the State Board of Education. Non-certified staff includes, but is not limited to, the following types of positions: secretaries, technology coordinators, driver education instructors, speech therapists, maintenance staff, cafeteria workers, instructional assistance, transportation employees, etc.

Applications

Written applications will be made at the SAU office for those persons seeking employment with the school district. The application will contain information concerning job experience, personal references, and other details as may be required. The superintendent will coordinate the hiring procedures for all job applicants. Hiring will be in accordance with Policy GDF, Hiring of Non-Certified Personnel.

Definitions

Salaried Employee: personnel under written contract for a specified period of time, whose compensation is set and determined on a per-pay-period basis, and whose normal workday coincides with that of the regular school day.

Hourly Wage Employee: personnel not under written contract for any specified period, whose compensation is calculated according to time spent on the job, and whose workday may vary according to specific assignment.

Wages

Compensation for salaried non-certified, **non-collective bargaining employees** will be determined on an individual basis, and will be recommended by the Superintendent to the Board each year.

Compensation for hourly employees will be according to a salary schedule approved annually by the Board.

Workday

Each non-certified employee's supervisor will establish the employee's work schedule, including starting time, break time, lunchtime and ending time.

Non-certified employees working more than 20 hours per week will be provided no less than 2 paid fifteen-minute breaks during each regular workday.

Payroll Deductions

Appropriate payroll deductions will be made from the compensation of all personnel. These will include federal income tax and social security. Other deductions may be made on a voluntary basis **if permitted under rules of the Department of Labor.**

Leave

Requests for leave by non-certified personnel will be handled individually by the superintendent and may be allowed for reasons such as illness, death of a close relative, maternity, personal time and vacation.

Grievances

All grievances should be settled with the employee's immediate superior. Appeal may be made to the Superintendent.

Annual Notice

~~Non-certified employees will be notified of the District's intention regarding employment for the following year no later than ten days prior to the end of the current school year.~~

The Superintendent will notify all educational support staff and non-certified employees by no later than ten days prior to the end of the current school year of the District's intent to continue or not continue their respective employment for the following school year. The notification will be in writing.

The notification may state that the intent to continue or not continue the employee's employment is contingent on special circumstances, including but not limited to fiscal considerations, staffing needs, staff re-organization, student enrollment, and others.

Note: This policy may be affected if non-certified personnel are represented by a bargaining unit established under RSA 273-a.

Legal References:

RSA 189:14-h, Notice to Education Support Personnel and Non-Certified School District Employees Required

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to*

enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

First Reading: September 14, 2010, August 23, 2022

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

Revision:

DRAFT

GBJ – PERSONNEL RECORDS

Category: Recommended

The Superintendent is authorized and directed to develop and implement a comprehensive, confidential and efficient system of personnel records that is in full compliance with all state and federal requirements.

The District will not disclose any teacher personally identifiable data or information to any person outside of the District, except as may be required by law. Such data or information may be shared to District employees, as necessary.

Legal Reference:

RSA 91-A:5, Access to Public Records

RSA 189:65, VII-a, Student and Teacher Information Protection and Privacy

RSA 189:67, Limits on Disclosure of Information

Appendix [GBJ-R](#)

First Reading: May 11, 2010, August 23, 2022

Second Reading: July 13, 2010

Final Adoption: July 13, 2010



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: Aimee Downen
FROM: Peter Weaver
DATE: September 6, 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 letter that you intend to resign your position as School Nurse effective September 15.

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.



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: Dimitris Alexandrou
FROM: Peter Weaver
DATE: 9/6/22
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 August 30 that you intend to resign your position as IT Technician effective September 16.

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.