# WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING

Tuesday, July 19, 2022

Wilton-Lyndeborough Cooperative M/H School 6:30 p.m.

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

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Present: Jim Kofalt, Alex LoVerme, Jonathan Vanderhoof, Dennis Golding (remote), Matt Mannarino, Tiffany Cloutier-Cabral (6:45pm), Charlie Post (remote) and Darlene Anzalone

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

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#### I. CALL TO ORDER

Chairman Kofalt called the meeting to order at 6:36pm.

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## II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

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## III. PRESENTATIONS

#### i. Lockdown Procedure Consideration

Superintendent introduced Fire Chief Don Nourse, Police Chiefs Rance Deware and Eric Olesen, Sergeant Olivia Siekman, and community representative Eddy Anzalone. He provided an overview of why they are here tonight discussing Alice training and showed a brief video which highlights why it may be a good idea to move in this direction. He expressed we are trained that when there is an active shooter we follow the lockdown procedures of locking doors, pulling blinds, moving away from doors and try to be as silent as possible. We have been doing it this way for years although he is not sure why as it is not a logical approach. We didn't question this until year 2000 when Columbine happened. There was video footage of that and when it was reviewed, they realized it was not necessarily the best decision that could have been made for those kids. They had to rethink procedures, protocols and how to engage a potential shooter in the building. The Superintendent has been exchanging emails with Sergeant Siekman about the need to seek a different way and have a more proactive approach with strategies and procedures to allow us to make good decisions and make it safer. School board members asked questions of the guests present. They were asked what training they have regarding this. Chief Deware responded none of us has training in Alice but he has taught active shooter classes, SWAT etc. and has a good background in training. Alice has criteria that needs to be met and certified. Their job is to get certified and teach staff how to do all of that. Chief Olesen spoke that most police departments rely on multiple active shooter training classes. He noted they did have active shooter training here at WLC. Sergeant Siekman added that they had training on how to respond to schools, this is about how staff and students act if a shooter came in, rather than hiding. We have all been through active shooter training; we all have had training to respond and are hoping to get everyone else onboard. Chief Nourse spoke that they deal with incident command; it is our role to treat patients and his role as Chief is running it for emergency services. He can't help engage or do anything in the building but will work with leadership to have a command post, triage patients; it is a mass casualty situation from their perspective. Once the incident happens, it is a crime scene and no longer your school. We will need to know who went where, with whom and why etc. and you need once central command to deal with all of that. Chief Olesen expressed as a result of the incident that happened in the past, you hear all of the information coming out and it is scrutinized on every level. Anything that has been learned new in the process will be rolled out on a federal level down to the states so we can adopt different strategies as a result of what happened in that situation. A question was raised regarding preparation and how to set up the school in a way to avoid a situation, is there anything like this included in the program. Eric Olesen noted this is just another tool, cameras key fobs etc. that will be up to the school board and school specific. For us, we have a specific goal, which is to get into the situation and put an end to it. Chief Nourse added we need to know what your folks will be doing and you need to know what we will be doing. Chief Deware spoke that they worked with the Superintendent and Homeland Security did inspections in the schools and tell us what do in regard to egress, alarms, windows etc. they have a punch list and they will come back before we incorporate Alice so that we get things where they need to be. We need to improve reaction and response and put those three things together. Superintendent spoke of the grants he has been writing to

support communication etc. They just need to be finished and will be submitted this Friday. He spoke of the updates he is asking for. He spoke of some changes at LCS that are recommended as well. A question was raised if it is possible to deputize a team of civilians to respond for this type of incident only with training. Chief Deware responded as of now it is not, it is all regulated through the state. Once someone is sworn in, we have 6 months to enroll into the police academy and we have no control with those rules. This was briefly discussed. It was noted that surrounding communities may also respond. Mr. Anzalone pointed out that it is not the police's response, you can't mitigate their response, it is how these folks (staff) will respond to the situation. Chairman Kofalt spoke wanting to shift to prevention. He spoke to the Commissioner of Education who had been to a school (not ours), and was able to walk around back finding a door open, and gained entry to the school. Chairman Kofalt noted many situations we hear of is someone is well known to law enforcement and they either crossed wires or did not have the power to do anything about it and were allowed to come back again and again and only intervene when a crime was committed. He asked if you feel you have the tools you need or are there thing that may help you mitigate in that scenario. Superintendent spoke that one of things that happens with lockdown procedures is it is a passive approach and breeds complacency. You are trained for years to sit quietly under a table and that breeds the possibility of doors not locked etc. Research shows it only works when there is no active shooter in the building. When there is, it never works. Once he had gone through this training (Alice) he learned we need to revisit all of those other systems we have become complacent with. He gave some examples and notes the kids should have an idea of what options they have. These are the things we need to think about so we can make better decisions. A question was raised if law enforcement has the tools they need if a known person keeps coming up and may make threatening statements. Chief Olesen spoke that they do not have the capability to monitor the dark web, they profess their hate and discontent on the dark web and there are agencies in the federal government that monitor that stuff, if they catch any chatter coming out of our region we may be notified. Sergeant Siekman spoke that when we get reports of students; we do our job and do investigations. She notes, this is a topic of conversation that would take us hours and we do not have time tonight. She spoke that the idea is not about our response, it is really wanting to focus to get in the mindset of how to react. Superintendent spoke that it is training our kids to inform and that it is ok to do so. Kids are good at ratting out each other but if there is a stranger in the hallway, they need to be good about telling someone. Alice is about keeping you safe, it shows them it is Ok to call 911, they won't be punished, it is ok, we are allowing them to change the environment. They may have a phone and are afraid to make the call. Alice is a piece of an overall perspective. In the spring it will take a lot of effort, we would need to do simulations and he recommends an evacuation, fold in the bus company, how to control traffic, how do we keep other homes safe, where is the reunification location and how we work that. We want to practice it and not when something happens. A question was raised to describe what training the students and teachers would have. Sergeant Siekman responded it is a process, it doesn't happen overnight and the idea is to take a couple officers and a couple administrative personnel and send them to training. Doing the train the trainer so that we can then train others. She gave an example of going to training going back to train local law enforcement and probably joining in any surrounding towns, then working with the Superintendent to train administrative staff and then training all staff and students, having one training day and practice. We want to change the way you are thinking and change our children's mindset; it is aggressive. We have to look at this as what can we do to protect our children and faculty. They are the protectors of our children and it is important that you have to be aggressive. Sergeant Siekman hopes the school board or select board make the right decision to go with Alice; it has been proven over and over. She cannot provide a piece by piece of what it will look like. Hollis-Brookline has this and Milford does something similar but is something they created. A question was raised what kind of training do we give our staff now. Superintendent reviewed this. Chief Deware added (currently) that we train them to be passive and not reactive. Mr. Post thanked the group for what they do for our communities and for coming tonight. The Alice program is good and questioned if there anything we can do in addition to supplement this. Chief Deware responded, train, train, train and train more. That is how you get good at it and that is how it starts and ends. The more you do it the easier it is and becomes automatic. Chief Nourse spoke of the Governor updating fire codes and other changes which include fire drills, active assailant, and at least a discussion on that which will force us to get in the room more. Mr. Anzalone spoke from an operational standpoint, the object is to get staff trained and students trained but it is too big, you need to break it down into phases, making improvements on the schools etc. will take time and money. The first place it starts is mindset. We need to make sure they have the wherewithal to get them to understand how to react. He recommends breaking it down, starting with teachers then kids and let the police do their thing. He notes the group keeps veering off and looking at the big picture and that doesn't work for this. The Chairman asked to focus on the proposal, noting it gives dollar figures but is not necessarily clear. He asked the Superintendent to review what he is asking for. Superintendent reviewed he is asking for 2 trainers, one internal and 1 law enforcement, the cost is about \$1,500 to get 2 certified over 2 night and 3 days but this doesn't include travel cost; there will be a cost for that. He would like to think we can use PD money and look at the title grants. The E-Learning is a requirement for every staff member to go through, virtual training

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and that cost is \$2,600, and it gives access to training modules for each grade. It looks different for the grades such as 114 Kindergarten and 3<sup>rd</sup> grade are different. It gives lesson plans and training for coaches, bus drivers and facilities staff. 115 116 Typically, the recommendation is \$2,600 per year for a 3-year period with an incremental CPI increase; if there is a 117 contract, that increase is about 3% but without a contract, it can average about 12%. We do not need to pay for the E-Learning over subsequent years if we have internal trainers but we need to be sure doing it repetitively and 118 consistently. He confirms the request is for \$1,600, \$2,600 plus travel a total of \$5,000. He confirms it would be for 119 the 2022-2023 budget. If it is approved, he is working with Sergeant Siekman to find the closest training location and 120 to determine the 2 internal people. Once approved he can schedule it. We would use the earliest PD day to start the 121 modules, get everyone on E-Learning and get everyone signed off on completing the training, train administration, 122 teachers and law enforcement after we get the trainers trained. Mid to late spring we would have enough time to 123 prepare for an all encompassed scenario with EMS etc. and maybe the surrounding areas. He sees it taking a year. 124 125 Part of the training for the instructors is how to switch to a proactive approach. We don't know if funding will come out of the grants but we will find the money and would like Board approval tonight. 126

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A MOTION was made by Mr. LoVerme and SECONDED by Ms. Anzalone to authorize/approve moving forward with the Alice program and training.

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134 135 It was noted that although it is a small district, it does not seem that 2 people getting trained to become trainers is enough, 4 seems more effective. Superintendent responded it was his recommendation and part of that was looking internally and at law enforcement. In 2024, we can have more. The second year out we would want to include additional round of trainers so that we have multiple instructors, for this cycle we can get away with 2. He is here along with Sergeant Siekman and he will be here to complete the training. Mr. LoVerme spoke that there should be one person for each building, do it right and spend the money now.

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MOTION was amended by Mr. LoVerme and SECONDED by Ms. Anzalone to authorize/approve the plan as proposed plus two additional trainers.

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It was noted the cost would be approximately \$7,000.

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Voting: via roll call vote, five ayes; one nay from Mr. Golding and one abstention from Mr. Mannarino, motion carried.

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## **School Data Update**

Ms. Stefanich reported this is a district wide approach, we started this process this year and none of us are happy with the scores. She reviewed the PowerPoint (a copy can be found with the minutes). She spoke of the change to 150 Iready being K-12. Students will participate in Iready math and reading 3 times a year. This is the first screening; it is not the solution but a tool to understand where students are at. We will continue to use data cycles. One of the issues with STAR is that not everyone was trained in how to use the tool. They will be with Iready. When we met we 153 discussed an appropriate goal would be that all student make at least one year of growth. Students have different 154 hurdles; we understand it is not a clear or fair race for all students. We expect one year in should equal one year out. We want to make sure those who can make more growth do. She confirms it is one-year growth for every kid in the district. A question was raised how you judge that, how do you judge one year of growth. Ms. Stefanich responded Iready will give us an assessment of where they are we are thinking those students will all end with one year of growth of where they are at. A question was raised; you expect them to learn at the same rate as they start. Ms. Stefanich responded we should be able to guarantee one year is gained at the end of a year. A question was raised if you have a student still below grade level do we keep them back. Principal Chenette responded that it should be considered. There is not a single child behind who will not get the additional intervention and support they need. 161 Principal Chenette reviewed the assessments used for reading noting we want to dig deeper. One says we may have a problem; the others dig deeper to tell us where to start. She reviewed the STAR 360 BOY (beginning of year) and EOY (end of year) data. Typically, you want the first two columns to decrease (urgent intervention and intervention). We want kids to move out of those and if they don't we have to dig to find out why. She reviewed the data in the grade 1 STAR 360 and early literacy assessments. She noted the leadership team has already met twice this summer. It was noted that on the elementary STAR 360 reading slide you have more students coming in taking the test graduating from the early literacy test. It is almost as if you have a bunch of new kids coming in bringing the curve down. Principal Chenette confirms that is exactly it. She reviewed the Heggerty data. She notes Kindergarten

didn't start until quarter 3; they had one quarter and look at the outcomes, 32 students, 73% proficient. That is

something to celebrate. She reviewed 1st and 2nd grade scores. She reminded everyone that since 2011, your elementary teachers have been given 4-5 math programs. She reviewed the BOY and EOY elementary STAR 360 data. NH State Assessment (NH SAS) scores were reviewed. In ELA, 3<sup>rd</sup> grade 45% at or above proficient, 4<sup>th</sup> grade 39% at or above proficient, 5<sup>th</sup> grade 71% at or above proficient. NH SAS math scores showed 3<sup>rd</sup> grade 46% at or above proficient, 4th grade, 53% at or above proficient, 5th grade 25% at or above proficient. A question was raised regarding the NH SAS math in the 5<sup>th</sup> grade where it shows proficient in the 3<sup>rd</sup> quarter going from 37% proficient to 15%. Principal Chenette confirms the bar is moving higher from the beginning of the year to the end. We also do not know if all the kids took the test. NH SAS science scores showed in grade 5, 31% proficient or above. It was noted regarding changing the math programs, the request comes from administration not from the school board and that is a trend that needs to end. Principal Chenette is agrees and suggests to get good at math as opposed to a page turning method. It was noted that there didn't seem to be the same set up for English as math and wondered why it is different. Principal Chenette responded, you are wondering about more of the diagnostic stuff, there is not a ton out there. We identified one tool we will implement in the fall to track data. She believes it is PD, not one and done and needs practice. A question was raised if there is anything regarding sending information home to parents. How do you get the information with what they need specifically? We don't have that information at home to help them. Principal Chenette spoke of being more public, you can jump on our website to see math etc. every teacher should be listing your child should be able to do x, y, and z etc. it is more communication. We can't make up 2 years alone. Principal Chenette confirms she did not dissect every PD, these are things for us to consider on the action plan. She reviewed the action plan.

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Principal Edmunds spoke of being excited about the way we talk about data, it is not something we are used to. WLC has less data than FRES. Some of that will be remedied with Iready. She and Assistant Principal Gosselin reviewed the STAR 360 reading and math data in grades 6-8 noting that we want to see it going from urgent intervention to the other levels (intervention, on watch, proficient or above). We are quite excited about the 7<sup>th</sup> grade math as urgent intervention is down 29% and proficient is up 35%. The NH SAS MS ELA data shows in 6<sup>th</sup> grade 60% are at or above proficient, 7<sup>th</sup> grade 57% at or above proficient and 8<sup>th</sup> grade 72% at or above proficient. NH SAS MS math data shows 6<sup>th</sup> grade 31% at or above proficient, 7<sup>th</sup> grade 28% at or above proficient and 8<sup>th</sup> grade 33% at or above proficient. Principal Edmunds spoke of the NH SAS math scores not being good enough and we need to look into the reasons; this is one of the things that has been so exciting, helping teachers dive into the data. Assistant Principal Gosselin reviewed the MS action plan, which is broken up into instruction, and PD including leveling 7<sup>th</sup> grade math, utilize Title I supports, weekly peer tutoring with NJHA and NHS, period 1/SEER will be a dedicated class, math concept embedded in non-content courses and enhance homework club. Principal Edmunds spoke of PD and needing to become better instructors in math. We need to look at how we are assessing students. We will continue to improve our outreach to families and making sure we are reaching out with scores and Iready will help us with that. We also want to point out our science scores are not where we want them to be, we will continue with PD for science teachers. There have been some gains but want to continue with that. The HS data is more difficult. She spoke of the HS SAT and reviewed the College Board information and how the color-coding score ranges are computed. (This not included in the slides.) She spoke of not being where we want to be in math and the need to look at math instruction is high. This shows where we need the most help. She confirmed the only SAT that counts for us is taking it the junior year. They can take it as much as they want but the school only pays for one. They take it twice in 11<sup>th</sup> grade, once in the fall for practice and in spring, it is go time. A question was raised that as a parent, you are throwing out a lot of numbers on assessments. What is the one to look at, the one the public should look at to see how a student and school are doing. Principal Edmunds responded I don't think there is just one. Superintendent explained the best data as a parent is pre and post, when we do Iready 3 times a year we control it so there is consistency in how we take it. If he wants to see how his child is doing, he looks at the fall, January and mid-May to see progress and wants him to see the progress too. You took the test 3 times and you are seeing improvements each time. With SAT, there is nothing to compare it to. As a parent, I would advise parents we have a lot of data, it is overwhelming. I want to see the data that shows progress. Discussion was had about seeing a time frame and a number goal to track it and really look at that. Something that says this is where we are and this is what we strive for, maybe you need to set numbers for each. What is the number that makes everyone happy? Ms. Stefanich spoke that the first piece is 100% growth of Iready from fall to winter that is our benchmark to start. The SAT test doesn't have a marker and they keep revising it. It is hard to set a benchmark now when the state issuing it are not. Principal Chenette noted those tests are different, one is multiple choice and one asks about knowledge. Mr. Vanderhoof spoke of hoping for a specific answer. He understands the goal and general direction, he wants to set and meet goals. This is an ongoing issue, can we set and meet expectations. Principal Chenette expressed when your core and instruction is where it should be then you should have 80% proficient; that is something we would strive for. Superintendent spoke of the SAT, he looks at that as the standardized measure in HS, not everyone is going to college and it is measuring college ready. If we are

at 32% math proficiency can we say if we get to 45% next year that is reasonable if we increase it every 10-15% is that reasonable every year, at some point the data plateaus. I don't know what too high or low is. That is why I look at the pre, post, fall and winter. Chairman Kofalt voiced that he agrees with Mr. Vanderhoof it is useful to put a stake in the ground. Everything you are doing is remarkable, I love getting this level of detail. He spoke of iExplore on the DOE website. There are a couple of numbers that seem to say to him how do we compare. He notes it is a horrible year to look at SAT scores, you will see a huge drop from 2019-2021 across the board with few exceptions. If you look at how we are trending in science, it doesn't look good and part of that is because we spiked up in 2019 and along with everyone else, dropped. There are 4 numbers he suggests looking at to say how we are doing, proficiency math, proficiency ELA, and the 3<sup>rd</sup> and 4<sup>th</sup> doesn't make much sense, student growth in ELA and student growth in math. Discussions continued about setting a goal. Ms. Stefanich noted the 2022 data will not be released until October. The group is encouraged as a part of the ongoing process to figure out what is the hard number we want to hit, it may be a stretch goal but to say what we are aiming for is motivational in some ways. It may be a growth number or an absolute number like a proficiency number. It was noted nationwide our state does pretty good with education. Principal Edmunds spoke that one of the things she wanted to talk about was looking at assumptions about the SAT and looking at the data to see if our assumptions were correct. We held a math forum after school got out. When we looked into the data, it was not the case. We have to start looking at another reason. She is proud of the math department and how they changed their mindset and are all looking at this, the English department as well but we are heavily involved in math this year. She reviewed the NH SAS 11th grade math data showing 39% proficient. Assistant Gosselin reviewed the HS action plan which included utilizing advisory and staff doing SAT prep, PSAT prep, elimination of basic algebra A and including a co-taught Algebra 1 course, 1:1 meetings with students to develop benchmark goals, completing practice tests within the regular classes making them part of the lesson. She spoke of Biotrek coursework in the science department, which will start in January, and instructors will be coming in. The PD action plan includes the math department completing a collaborative SLO, PLC focus on all assessments, department meetings and PD to align math curriculum 6-12, continue the Math Summit meetings on a quarterly basis, continue to improve outreach with families especially the need for students to take the NH SAS and utilize student response data. She spoke that if students do not take the NH SAS assessment, it gives us a zero. A question was raised if there is a way to look at grades, students may do poorly on a test but can we look at the grades along with the test scores to get a bigger picture. Principal Edmunds responded that is one our points of data, we look at attendance, testing data, and discipline data. Principal Chenette expressed that this is the first time your staff has been engaged at this level, they are just learning. Discussion continued about stabilizing the math program, the scores being a systemic problem, the culture, how we get the kids to take it seriously, how do we get parents to engage them at home and focusing on the data is important but there are other pieces which will take time to turn the corner and finding a balance. It was expressed this was a good presentation. It was suggested to see the same report at the same time next year but with comments and strike outs of this is what we thought it would do for us but didn't so that we can see the process more than just an additional report. Chairman Kofalt voiced that long-term it is good to see the trends. He has provided Ms. Stefanich an Excel file with charts, some of those lend to visualization, and perhaps they may want to add those. Overall, this is phenomenal, he applauds the work they are doing and it is putting us on the right track. Mr. Post commented this is great data. He thinks before it was anecdotal and he would like to see a "stake in the ground", we need to see what success looks like. We need to put down hard numbers, this is our goal, teachers and administration can set that and bring back to us a 1, 2, and 3-year goal. If you miss the goal, the school board owns that as much as everyone else. He would like to see this before school starts in the fall.

#### IV. ADJUSTMENTS TO THE AGENDA

Superintendent reported no adjustments to the agenda.

## V. PUBLIC COMMENTS

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281 282 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.

## VI. Letters/Information i. Enrollment

Superintendent reviewed enrollment with 13 less students at the end of the year (561) vs. the beginning (first day 574). The drop in enrollment in June was questioned, Superintendent will report back with information on this.

## VII. ESSER REQUEST

Mr. Pratt on behalf of special education is requesting \$40,000 of ESSER funding to enhance and address documented issues and concerns they have in terms of mental health services in the district. In prior years, we had a full time school psychologist position with benefits who left us a year ago. We could not find any full time candidates. We had a conversation earlier in the year that we were fortunate to find a part time psychologist and social worker. He spoke of 96 students in the district who are receiving substantial mental health services. One of the issue we are talking about is that although we are identifying mental health issues they are not able to address it outside of school. Students express their needs in a variety of ways. They can't get support outside of school and are waiting 4-6 months. As a director, I feel helpless to provide services. He is not suggesting taking on all society's woes, he has significant concern and is requesting to increase the school psychologist to .80 FTE and the licensed mental health worker (social worker) to 1.0 FTE. We have \$118.970 budgeted including full benefits. With your approval of the \$40,000 that will allow us to fund the 2 positions which will have a multi-focus, one to address SPED testing and counseling and 504's but also to work through and provide some needed mental health services and two we need to be thinking of providing a program for students who have significant mental health issues. In the past, we tuitioned students out, this group of counselors and psychologist worked together starting last year to look at the type of program needed to be proactive. Tonight we seek the ESSER funds for one year and if we want to continue this, address it through the budget process. He confirmed the number he has budgeted is \$118,970. A question was raised of the students who got counseling last year, was he able to reach out to them over the summer to see if they continued and if not are they going to need increased counseling for the school year. Mr. Pratt responded we identified through the ESY program that we do have students receiving some counseling over the summer. A question was raised for Mr. Pratt to be more specific about what he is seeing now vs. what he was seeing at budget time. It was noted we have 3 full time school counselors, a part time psychologist and a part time licensed mental health worker. Mr. Pratt responded he has seen this all along, students presenting with extreme issues, we have students' threat suicide, students who cut and reach out for extra counseling and not getting it due to a backlog of social services. As a director, we have money available to address a need to help our students. These are the students we know of, there are students not seeking any help. Mr. Pratt was asked to clarify the roles of the counseling staff. He reported the school counselors take care of the day-to-day needs, our school psychologist does testing, evaluations and any other testing on a 3-year basis that caseload can be high. The licensed mental health worker works with students' fortunate enough to have counseling outside of school and provides direct counseling with students who have significant issues typically. It was noted the requested amount seems low. Mr. Pratt confirms the contracted service salary is \$158,657 with no benefits. Mr. Pratt was asked if felt .80 FTE was sufficient. He responded it is a team approach; we are trying to figure out how to deal with the situations in front of us. He believes staffing would be adequate for this year and it gives us a good idea of what we may encounter. He notes there are lows and high with mental health, it is not flat. His concern as a director is to address our kids who are hurting. He will be able to address the finance piece better in September or October when he can see how it is going. He is fortunate to have the personnel he has. Many districts do not have the staff we have but at the same time, we need to address the issues. He is coming to you as a director saying we have an issue. He was asked if ESSER funding were not there what would his solution be. He responded He does not know, he has always tried to balance the budget and right now he doesn't have an option at this particular moment. Mr. Pratt was asked if this was a COVID driven event that we need to solve for the short time because of challenges documented that you are seeing and would you pull it back or is this the nature of society and we will have to continue this going forward. Mr. Pratt responded he does not know, as a director he has a group working together and they will be able to address the issues rather quickly but he can't answer that right now. Chairman Kofalt expressed his initial response is where do we draw the line, we increased the MS counselor at one point. It is hard to say no when there is an expressed need, he does not think this was foreseen or expected and it is outside the budget process. He is hesitant; he doesn't know where the line is, how much does the district do and how much are we responsible for. Mr. Pratt spoke of one of the difficulties of the budget process is figuring out what you need. It became evident and he believes he started talking to the Board about this in the beginning of 2022. One of the things we are looking at is mental health and programming for students when we typically send students out of district, we want to be fiscally responsible and keep the kids here as much as possible. Ms. Cloutier-Cabral spoke that this is important, we do the best we can, and if there is something we have, we give it. When there is a tragedy everyone says we need to get a handle on mental health but no one knows how to do it. For us what we can start doing is start working with the kids in our district. It is important we make those moves when they come up. Mr. LoVerme commented you should be asking for more money. Mental Health is the fastest rising issue out there and is starting with younger people. He spoke of the thing they worry about and they have more issues on a daily basis than we had to go through. He suggests asking for more money so we can protect the kids.

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A MOTION was made by Mr. LoVerme and SECONDED by Mr. Golding to approve \$80,000 in ESSER funding for 339 340 expanding the positions.

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Mr. Vanderhoof expressed being on the fence, he points out to bump the funding up without Mr. Pratt's request is odd to him. A question was raised if he was saying if we had more people here, we may be able to keep some kids in district. Mr. Pratt responded he would come to the Board with a formalized program, we would look at a tier 1 structured program but that is at least a year off and would need to go through the approval process. Mr. Post spoke encouraging Mr. LoVerme to withdraw his motion and dwindling the ESSER funds. They can come back to ask for more if necessary. We have a heartfelt presentation from Mr. Pratt and doubling the amount is not proper use of these funds. They are for a specific purpose and we have access for now and need to be more judicial. He will vote no for \$80,000 in funding. He would like some consensus rather than a narrow vote. Ms. Cloutier-Cabral spoke that we started our meeting on how to teach our kids to react to an active shooter and an ask for \$40,000 is a really responsible ask, and it is responsible of us to approve the \$40,000. Mr. Vanderhoof voiced because he believes Mr. Pratt will be responsible with the funds he would reluctantly vote yes. He doesn't think this is the right avenue for it and doesn't understand it but would reluctantly support the \$40,000 request. If additional funds are needed, he would need to come back to the Board. Chairman Kofalt reviews it sounds like we have a consensus, the current motion is for \$80,000 and he asks Mr. Pratt if he has a plan for \$80,000. Mr. Pratt responds he does not; he has a plan for \$40,000 now. He is certainly comfortable coming back to the Board if there is a need for more. Mr. LoVerme is not agreeable to amending his motion.

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Voting: via roll call vote, five nays, from Ms. Anzalone, Mr. Vanderhoof, Mr. Post, Mr. Mannarino, Ms. Cloutier Cabral, two ayes; motion fails.

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A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Mannarino to approve the request of \$40,000 in ESSER III funding to expand counseling services in the 2022-2023 school year. Voting: via roll call vote, five ayes; two abstentions from Mr. LoVerme and Mr. Golding, motion carried.

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#### VIII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. Vanderhoof and SECONDED by Mr. Mannarino to approve the minutes of June 28, 2022 as written.

Voting: via roll call vote, five ayes; two abstentions from Mr. LoVerme and Mr. Post, motion carried.

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#### IX. **COMMITTEE REPORTS**

373 i. Policy Committee 374

Ms. Cloutier-Cabral reported the committee has a lot of work to do and has done a lot of work. At the last meeting, they looked at old business and there are some policies that need additional updates as changes were made after we updated them. There are new policies they are looking at as well. They reviewed parts of the policies to see if they are compliant. The next meeting is August 18 at 7:30pm.

#### X. RESIGNATIONS / APPOINTMENTS / LEAVES

Resignation-Michele Boette-LCS-Paraprofessional

b. Resignation-Stephanie Gaarder-FRES-RBT

Superintendent reviewed the resignations. 382

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## Appointment-Samantha Sappet-District Curriculum Coordinator

Superintendent reviewed the nomination for Curriculum Coordinator. He spoke of Ms. Stefanich doing a great job.

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A MOTION was made by Mr. Vanderhoof and SECONDED by Ms. Cloutier-Cabral to appoint Ms. Samantha Sappet as District Curriculum Coordinator at a salary of \$65,000.

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

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## **PUBLIC COMMENTS**

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

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#### SCHOOL BOARD MEMBER COMMENTS 395 XII. Mr. Post commented that this was a good meeting and apologized for not being able to attend in person. 396 397 398 Ms. Anzalone thanked the team for the data presentation and for those coming in; she congratulated Ms. Sappet on her new position. 399 400 401 Mr. Mannarino commented it was a great presentation. He thanked Ms. Stefanich for all she has done over the past 402 year, we gave her a pretty long list of tasks and she leaves us in a better place than she found us. He congratulated 403 Ms. Sappet on her new position. 404 405 Ms. Cloutier-Cabral commented the presentation was informative and very helpful; she wants to see more of that. 406 Ms. Stefanich has been great, we really appreciate that and she is proud of Ms. Sappet. 407 408 Mr. Vanderhoof commented that it was a good meeting, he thanked those who presented the data noting that is the kind of thing he enjoys hearing and discussing. The thanked them and appreciated all the hard work. 409 410 Chairman Kofalt spoke that sometimes people do not always take a step back and look at the big picture, we have an 411 412 amazing team in place right now and from where he is sitting, he sees that and saw that tonight. There is no 413 replacement for Ms. Stefanich, we are sorry to see her go, she did great things in the district and he is exciting to see what Ms. Sappet is going to do. Manifests need to be signed this week, he asked for a volunteer from 414 Lyndeborough. Ms. LaPlante noted they would not be ready until after noon tomorrow. Mr. Post volunteered. 415 416 Chairman Kofalt requested volunteers for August 2 and August 18 and encouraged members to sign up through the 417 shared Google document. 418 419 XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C) 420 A MOTION was made by Mr. Mannarino and SECONDED by Mr. Vanderhoof to enter Non-Public Session to 421 review non-public minutes. RSA 91-A: 3 II (A) (C) at 9:53pm. 422 *Voting:* via roll call vote, all aye, motion carried unanimously. 423 424 RETURN TO PUBLIC SESSION 425 The Board entered public session at 11:09pm. 426 427 A MOTION was made to seal the non-public session minutes by Mr. LoVerme and SECONDED by Ms. Anzalone. 428 Voting: all aye; motion carried unanimously. 429 430 XIV. ADJOURNMENT

A MOTION was made by Mr. LoVerme and SECONDED by Mr. Mannarino to adjourn the Board meeting at

*Voting: six ayes; one nay from Mr. Golding, motion carried.* 

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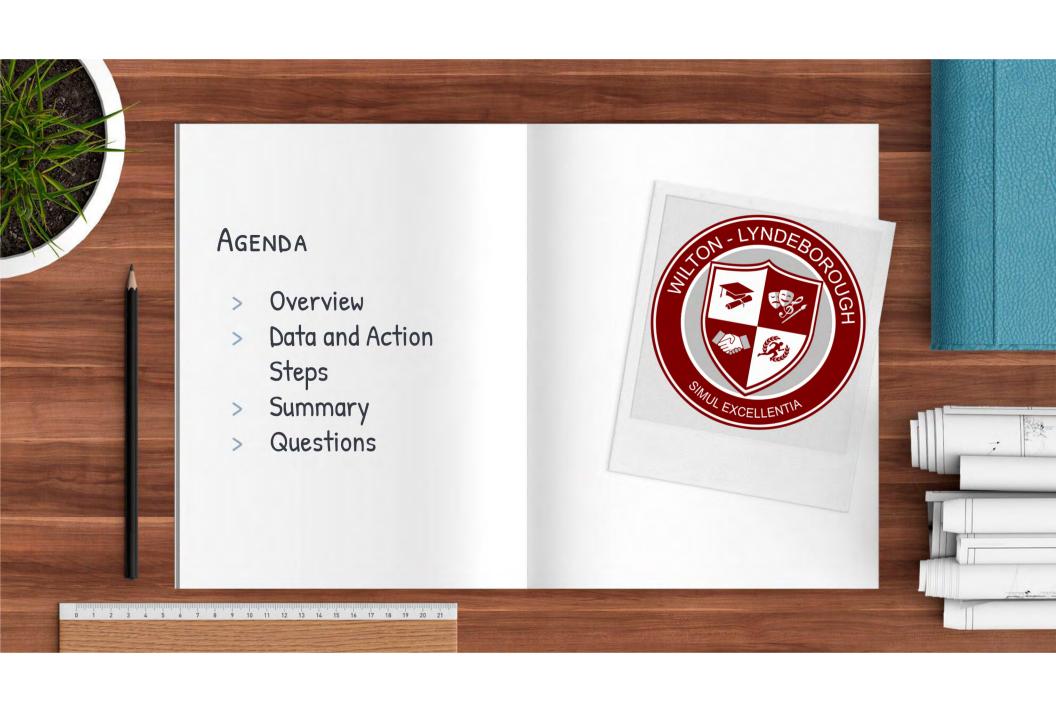
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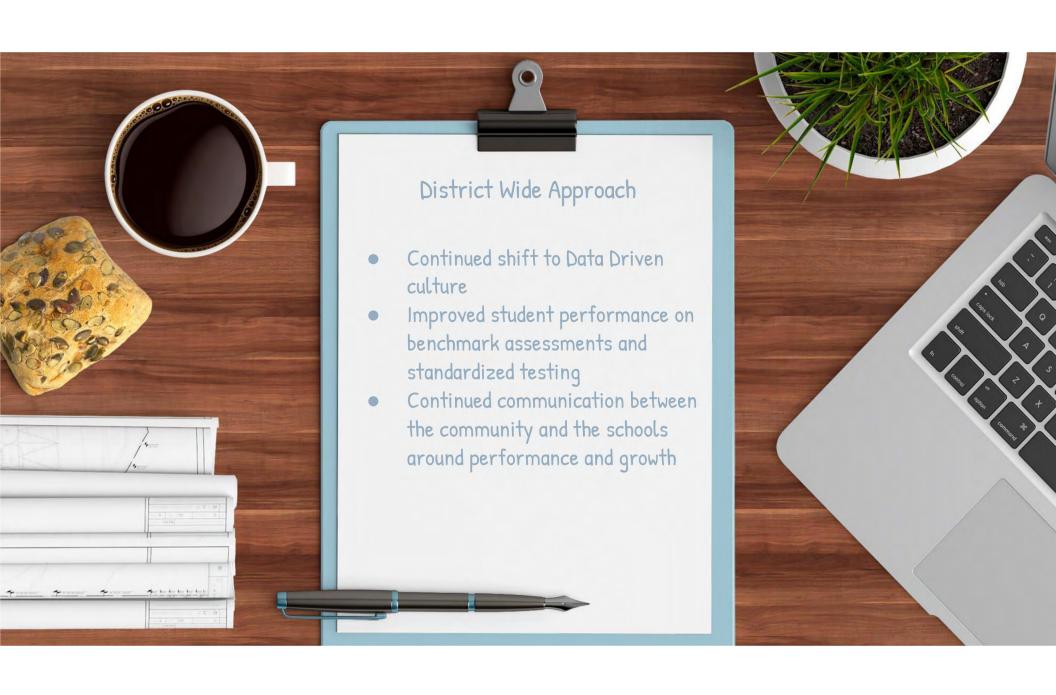
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Respectfully submitted,

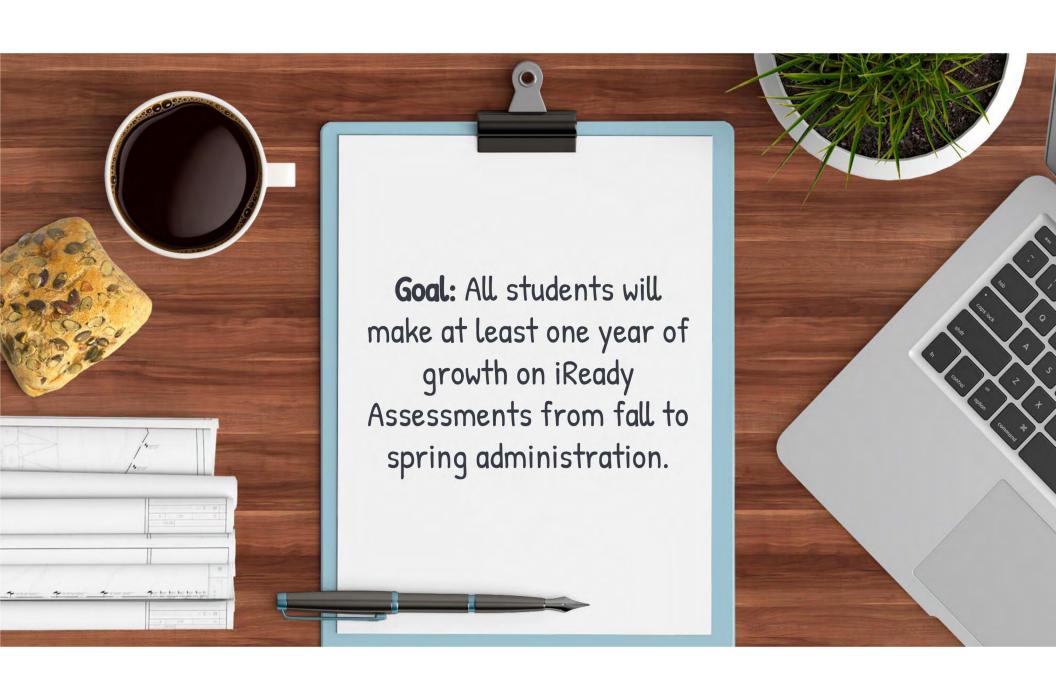
Kristina Fowler















# Overview of The Assessments used for Reading

## **STAR 360**

customized reading and one Math test for students to take on a computer. As a student takes the assessment, the software selects items based on the student's responses. If the student answers the item correctly, the software increases the difficulty level of the next item. We use this as a universal screening tool.

## Heggerty PA

The Heggerty Phonemic
Assessment is used to gather
information about students and
monitor progress with phonemic
awareness. Phonemic awareness is
the ability to understand that spoken
words are made up of individual
sounds called phonemes, and it's one
of the best early predictors for
reading success. We use this as a
diagnostic tool.

## **CORE Phonics**

The CORE Phonics Survey
assesses the phonics and phonicsrelated skills that have a high rate of
application in beginning reading.
Each survey presents a number of
lists of letters and words for the
student to identify or decode. We
use this as a diagnostic tool.

# Purpose of The Assessments used in Reading

**STAR 360** 

Heggerty PA

**CORE Phonics** 

## **Universal Screener**

Administered whole group at the Beginning (BOY), middle (MOY) and end of year (EOY) to all students K-5.

Used to flag students who may need intervention in reading or math and monitor growth.

## **Diagnostic Tool**

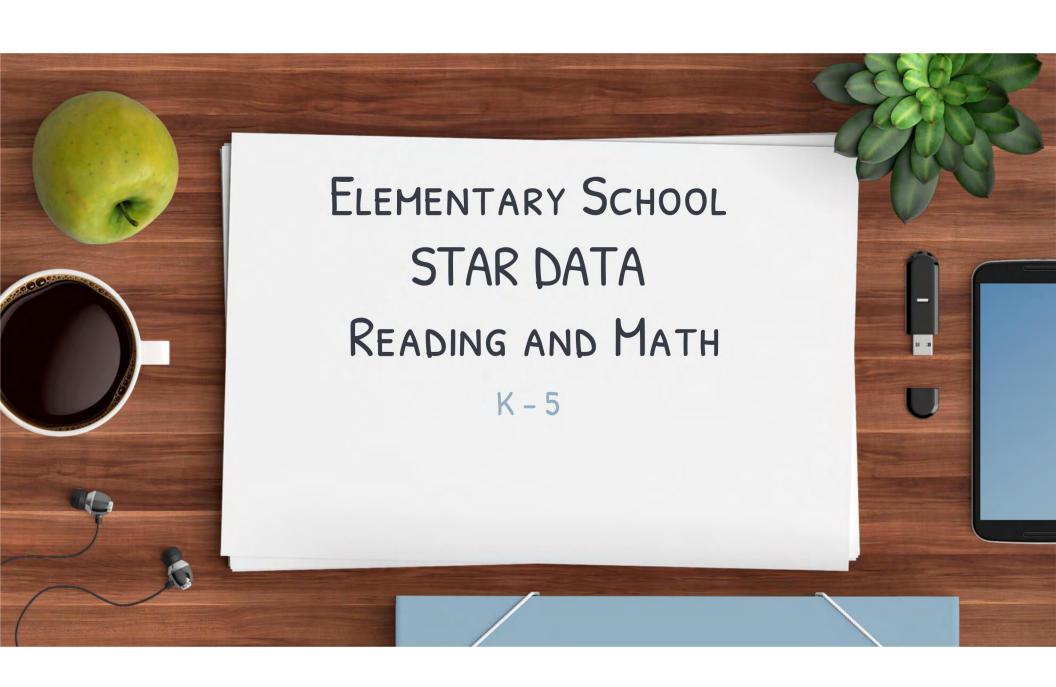
Administered 1:1 at the Beginning (BOY), middle (MOY) and end of year (EOY) to all students K-1 and select students in 2-3.

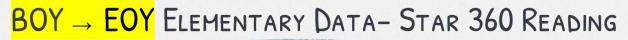
Used to identify the **phonemic awareness** skills to target during intervention & to monitor growth.

## **Diagnostic Tool**

Administered 1:1 at the Beginning (BOY), middle (MOY) and end of year (EOY) to all students K-3.

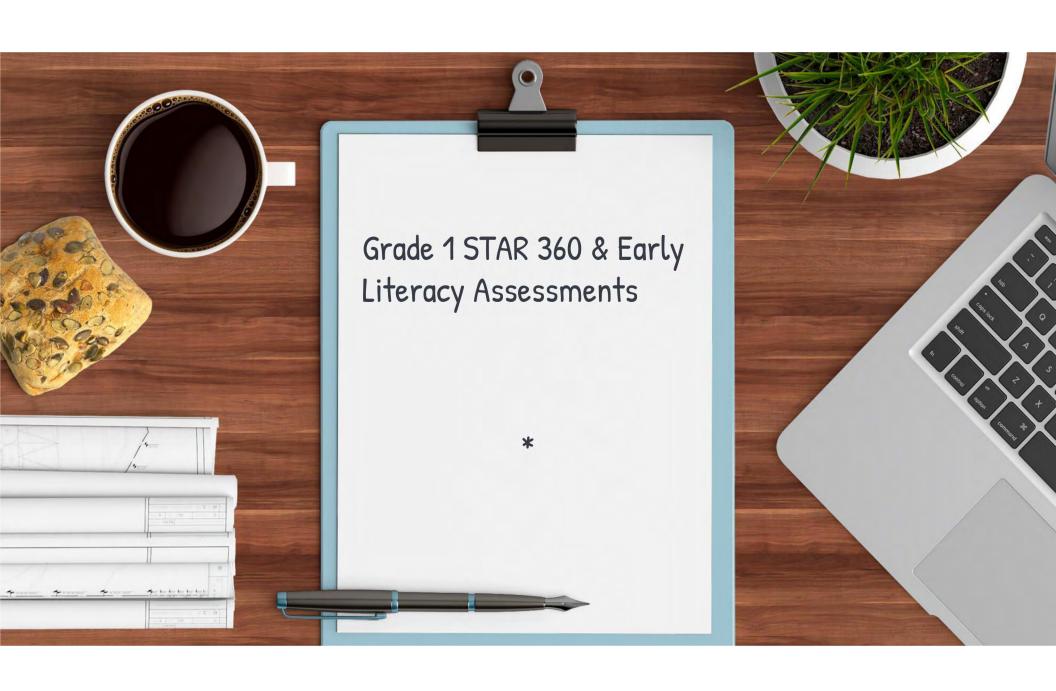
Used to identify **phonics** skills to target during intervention & to monitor growth.



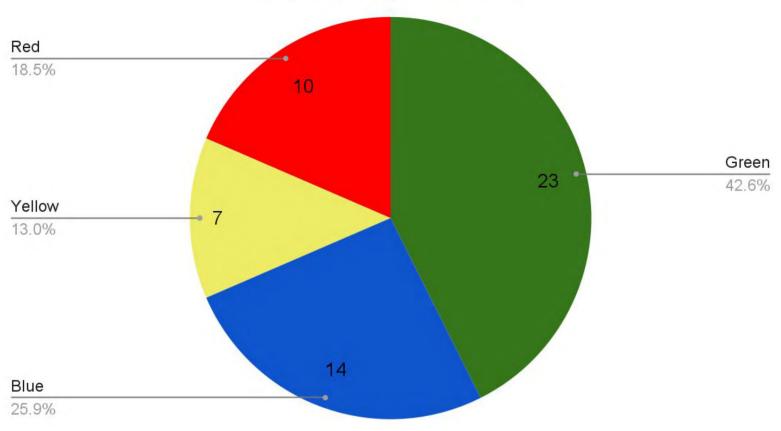


<mark>OY → EOY</mark> rade	1-Urgent Intervention	2- Intervention	3– On Watch	4– Proficient or above
K (ONLY EOY)	28%	26%	6%	40%
1	22%→28%*	13%→26%*	24%→6%*	39%→40%*
2	25%→13.5%	13.5%→13.5%	28%→16%	33%→57%
3	27%→19%	13%→5%	20%→25%	40%→51%
4	9%→0%	14%→3%	34%→49%	34%→48%
5	10%→9%	22%→9%	24%→35%	44%→47%

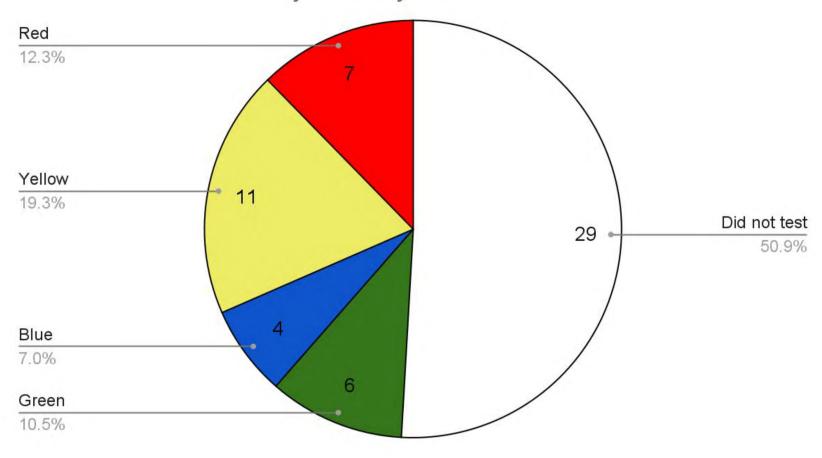
<sup>\*=</sup> DATA IS FURTHER DISAGGREGATED



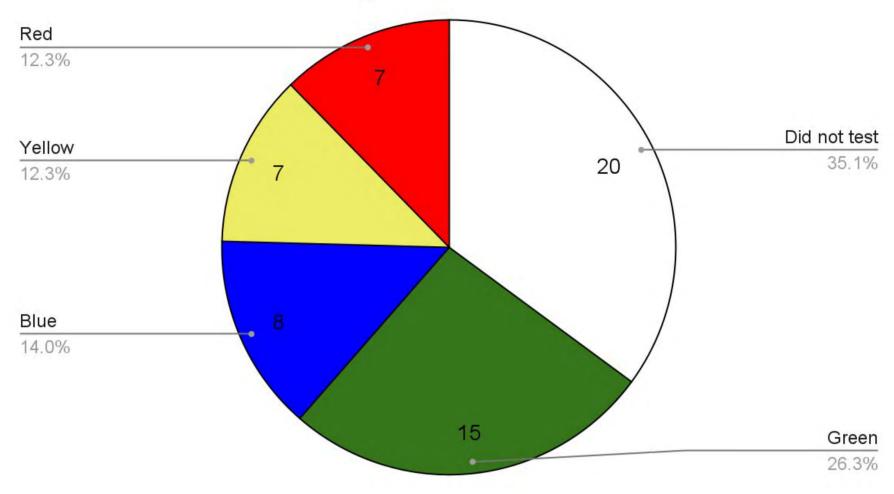




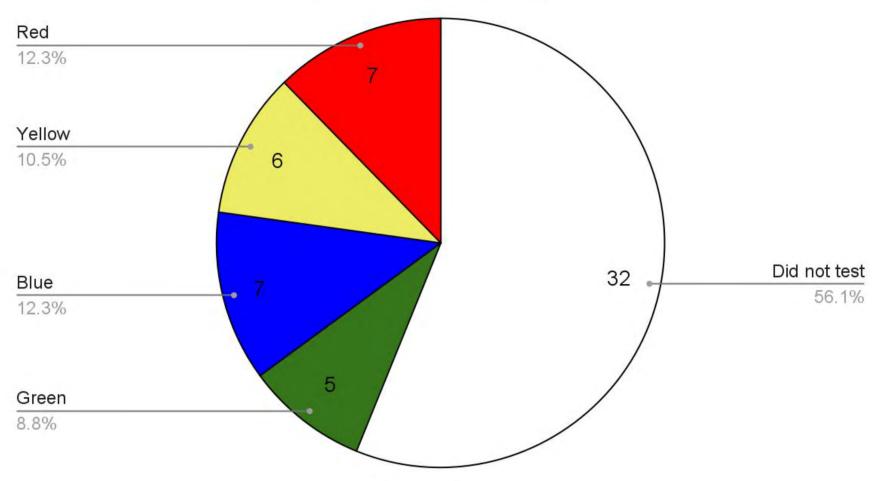
# Early Literacy - Winter 2021



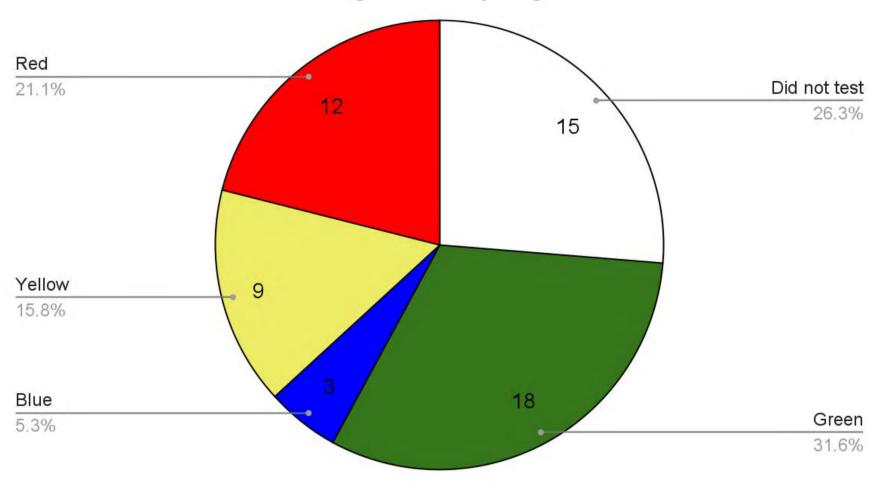
# Reading Test - Winter 2021



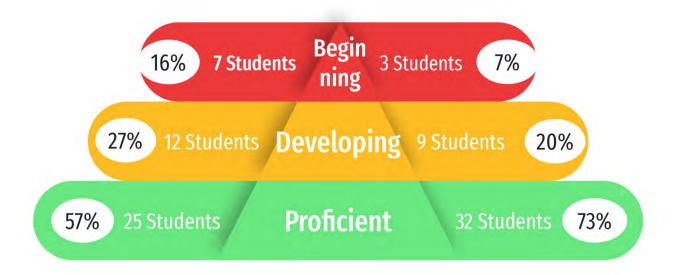
# Early Literacy - Spring 2022



# Reading Test - Spring 2022

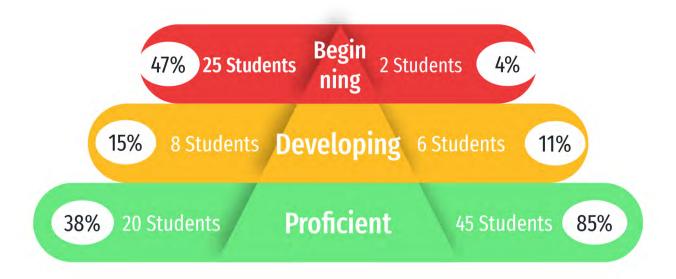


# Heggerty Phonemic Awareness Composite Q3 and EOY Scores Kindergarten (44 Rising 1st Graders)



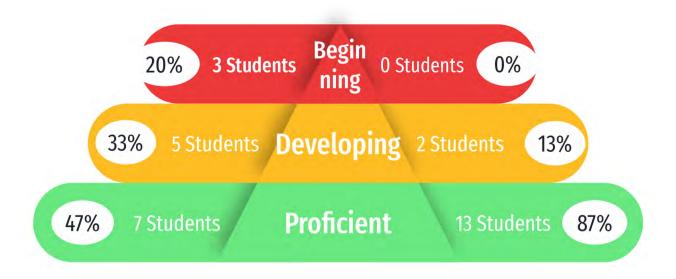
Heggerty classifies levels of need as: Proficient, Developing, and Beginning

# Heggerty Phonemic Awareness Composite BOY and EOY Scores Grade 1 (53 Rising 2nd Graders)

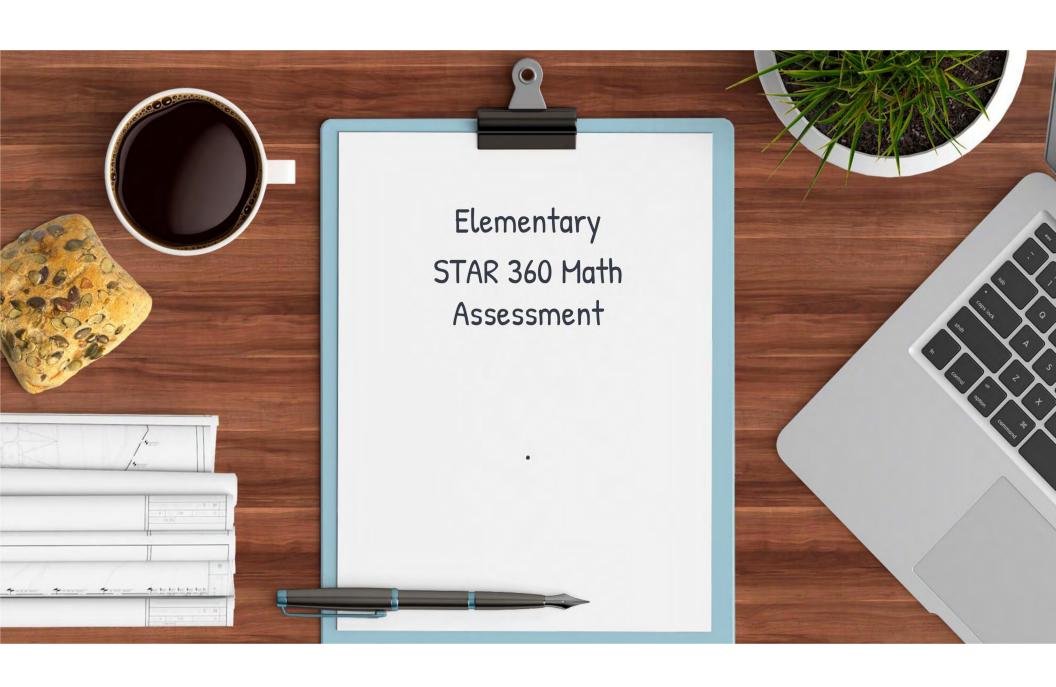


Heggerty classifies levels of need as: Proficient, Developing, and Beginning

# Heggerty Phonemic Awareness Composite BOY and MOY Scores Grade 2 (15 Rising 3rd Graders)



Heggerty classifies levels of need as: Proficient, Developing, and Beginning



# BOY - EOY ELEMENTARY SCHOOL DATA- STAR 360 MATH

$ extstyle{BOY}  o  extstyle{EOY}$	1-URGENT INTERVENTION	2- Intervention	3- On Watch	4– Proficient or above
1 (EOY ONLY)	5%	12%	19%	64%
2	3%→3%	10%→5%	30%→16%	55%→76%
3	16%→11%	16%→15%	22%→25%	45%→49%
4	6%→6%	3%→6%	34%→20%	49%→68%
5	15%→12%	17%→14%	24%→14%	44%→60%





## 2021 → 2022 ELEMENTARY SCHOOL - NH SAS ELA

<mark>2021 → 2022</mark> ELA Grade	1- BELOW PROTICIENT	2- Approaching Proficient	3- Proficient	4- ABOVE Proficient
3	35%	20%	29%	16%
4	9% → 19%	48% → 42%	24% →23%	18% →16%
5	18% → 17%	24% →12%	34% →49%	24% →22%

3th Grade- 45% at or above proficient

4th Grade- 39% at or above proficient 5th grade- 71% at or above proficient

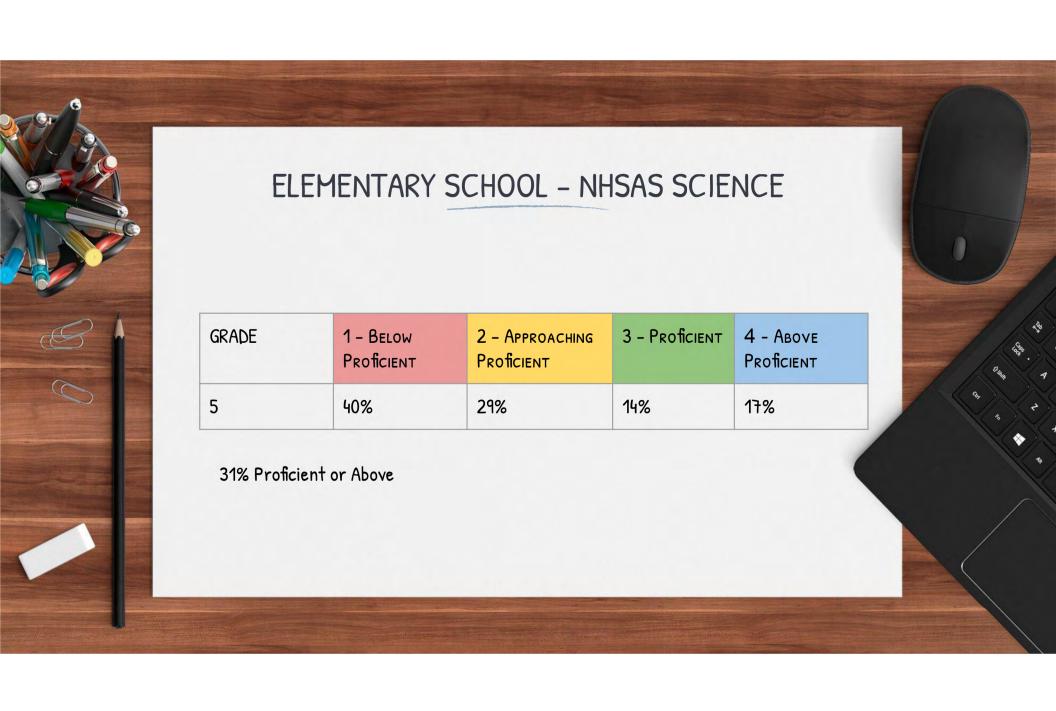


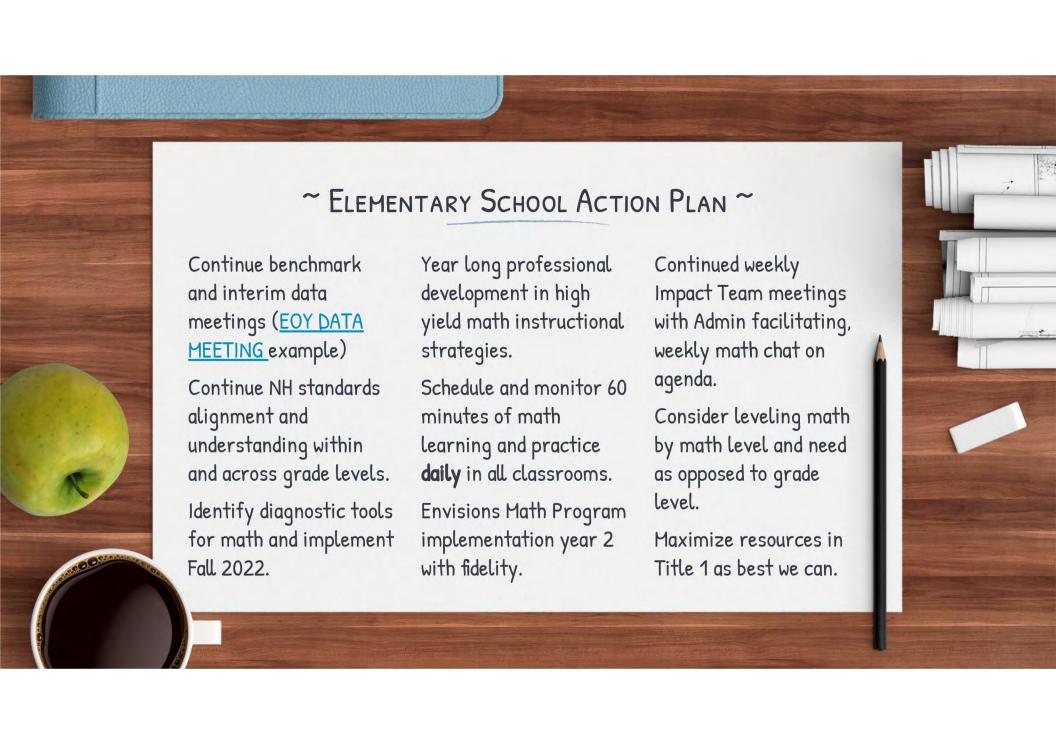
# 2021 → 2022 ELEMENTARY SCHOOL - NH SAS MATH

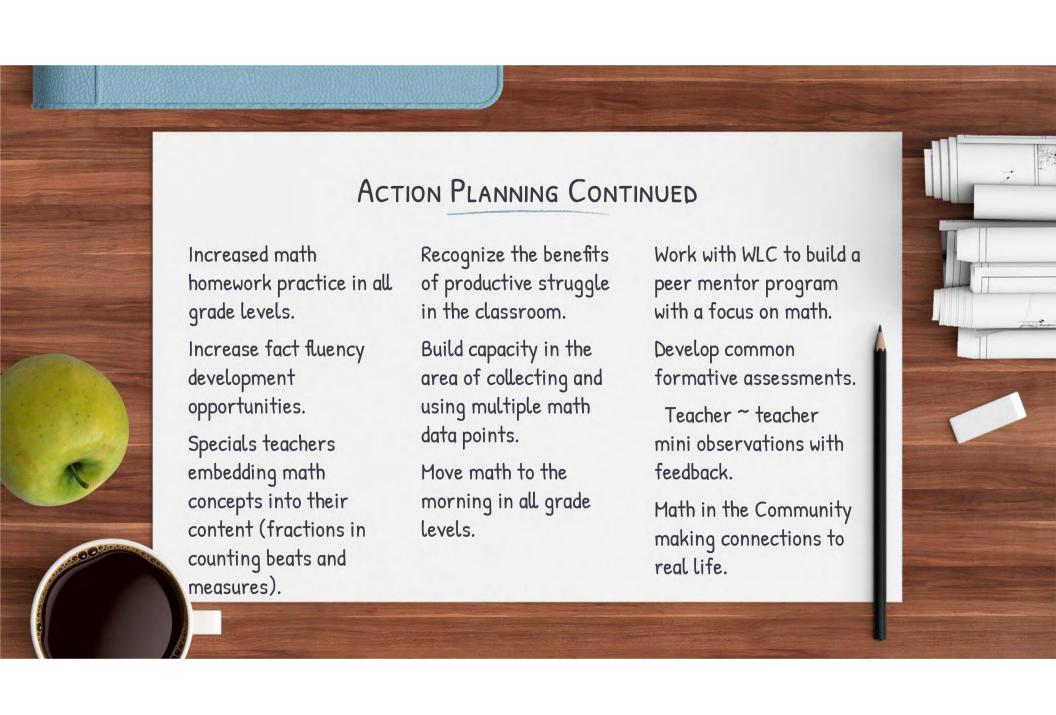
<mark>2021 → 2022</mark> MATH Grade	1- BELOW Proficient	2- Approaching Proficient	3- Proficient	4- ABOVE Proficient
3	29%	25%	32%	14%
4	15% →13%	33% → 34%	39% →31%	12% → 22%
5	24% → 22%	32% → 54%	37% →15%	8 % → 10%

3th Grade- 46% at or above proficient

4th Grade- 53% at or above proficient 5th grade- 25% at or above proficient









# MIDDLE SCHOOL DATA- STAR 360 READING

SPRING and (Spring to Fall Growth) Grade	1-Urgent Intervention	2- Intervention	3- On Watch	4- Proficient or above
6	2% (0%)	15% (↓27%)	24% (0%)	59% (†12%)
Ŧ	7% (↑43%)	13% (↓31%)	39% (↓5%)	41% (†2.5%)
8	5% (0%)	13% (†39%)	41% (↑5%)	41% (†10%)

## MIDDLE SCHOOL DATA- STAR 360 MATH 4- Proficient or 1- Urgent 2- Intervention 3- On Watch **SPRING** Intervention **MATH** above Grade 24% (↓14%) 15% (†40%) 7% (0%) 54% (↑9%) 7% (↓29%) 13% (↓31%) 40% (↑35%) 40% (\1%) 7 8% (0%) 5% (↓60%) 33% (†12%) 54% (\12%) 8



# 2021 → 2022 MIDDLE SCHOOL DATA- NH SAS ELA

<mark>2021 → 2022</mark> <b>ELA</b> Grade	1- Below Proficient	2- Approaching Proficient	3- Proficient	4- Above Proficient
6	10% → 11%	23% → 29%	51% → 42%	<b>15%</b> → <b>18%</b>
7	21% → 5%	44% → 38%	23% → 49%	13% → 8%
8	6% → 9%	30% → 19%	52% → 59%	12% → 13%

6th Grade- 60% at or above proficient

7th Grade- 57% at or above proficient

8th grade- 72% at or above proficient



# 2021 → 2022 MIDDLE SCHOOL DATA- NH SAS MATH

<mark>2021 → 2022</mark> Grade	1- Below Proficient	2- Approaching Proficient	3- Proficient	4- Above Proficient
6	13% → 26%	33% → 42%	28% →26%	26% → 5%
F	36% → 30%	46% → 53%	15%→18%	3% → 10%
8	18% → 15%	56% → 42%	15% →30%	12% → 3%

6th Grade- 31% at or above proficient

7th Grade- 28% at or above proficient

8th grade- 33% at or above proficient





