Public Notice of Meeting WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING Tuesday, March 5, 2024 Wilton-Lyndeborough Cooperative M/H School 6:30 p.m.

Videoconferencing: <u>meet.google.com/bvj-gfar-hmb</u> Audio: <u>+1 321-418-6893</u> PIN: 713 312 828#

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

- I. CALL TO ORDER-Dennis Golding-Chair
- II. PLEDGE OF ALLEGIANCE
- III. STAFF ACKNOWLEDGEMENT
- IV. ADJUSTMENTS TO THE AGENDA
- V. **PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.

VI. BOARD CORRESPONDENCE

a. Reports

- i. Business Administrator's Report
- ii. Director of Technology's Report
- iii. WLCTA Report
- iv. Curriculum Coordinator's Report/Data Presentation

VII. POLICIES

a. 2ND Read

- i. JH-Student Absences and Excuses
- ii. KD-School District Media Websites
- b. 3RD Read
 - i. BBBE-Vacancies and Unexpired term Fulfillment

VIII. DISTRICT MEETING FINAL PREPARATIONS

IX. ACTION ITEMS

a. Approve Minutes of Previous Meeting

X. COMMITTEE REPORTS

- i. Facilities Committee
- ii. Strategic Planning Committee

XI. RESIGNATIONS/APPOINTMENTS/LEAVES

- a. FYI-New Hire-Thiago Ferreira-LCS Custodian
- b. Resignation-Holly Easter-FRES Elementary Teacher
- XII. PUBLIC COMMENTS

XIII. SCHOOL BOARD MEMBER COMMENTS

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

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

XV. ADJOURNMENT

INFORMATION: Next School Board Meeting-March 19, 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.



Peter Weaver Superintendent of Schools Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

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

> > Ned Pratt Director of Student Support Services

Kristie LaPlante Business Administrator

Business Administrator Report

February 20, 2024

In addition to the day-to-day responsibilities of the Business Office, the bulk of the last two months has been heavily focused on finalizing the FY25 Budget and completing calendar year end reporting requirements.

<u>Petitioned Warrant Article</u> – The SAU received one Petitioned Warrant Article prior to the February 8^{th} deadline. After consultation with the Town Clerks from our communities it was determined that the Petitioned Warrant Article did not have the appropriate number of signatures from registered voters. The Petitioned Warrant Article was *not* inserted in our final 2025 Warrant.

<u>FY25 Budget</u> - The FY25 Budget process was vigorous yet yielded what I believe is a responsible and respectable budget that supports the quality of our student's education, meets our student and staff needs, fulfills our statutory obligations, and maintains the integrity of our facilities.

District Meeting – With the FY25 Budget now complete, the Business Office has started preparing for the March 9, 2024, District Meeting. We will be working closely with Superintendent Weaver, the School Board, and Budget Committee to provide dynamic information to aid in accurately telling the District's story financially.

<u>Locker Rooms</u> – The Facilities Committee has been invited to meet with our architect on Friday, February 16^{th} to review possible floor layouts. An update will be provided at the February 20^{th} Board meeting.

<u>**Gym Windows**</u> – Granite State Glass is working to schedule replacement of the gym windows at WLC. The final bid was \$64,500. There is currently \$61,000 obligated in the Capital Reserve Fund for this project; the additional \$3,500 will come from the current Operating Budget.

<u>Food Service Debt</u> – As of the writing of this Report, the question of using District funds to pay off delinquent Food Service accounts remains unresolved but is an active work in progress; we are actively working with our partners at the Department of Revenue and Office of Nutrition.

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 Nicholas Buroker Director of Technology Kristie LaPlante Business Administrator

February 2024 SAU63 Technology Report

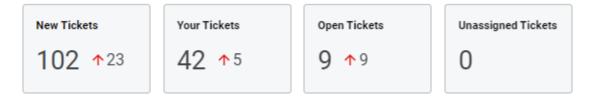


Figure 1 Last 30 days

Support:

In the last 30 days, we had 102 new tickets created, an increase of 23 tickets from the previous 30 days, and we are sitting at just 9 open tickets. The average close time is currently at 4 and a half days. This is what I expect for this time of year. With that being said, a four day average closure time is impressive given the ticket volume, and I hope to continue resolving problems at this pace. Staying under 10 open tickets and an average closure time of under seven days are my goals for support.

Figure 2 Monthly stats



First Response Time Average 2 hours 6 minutes
Tickets Close Time Average 4 days 12 hours

Professional Development:

I had the honor of teaching a professional development session with the unfired arts teachers of WLC. Rather than performing training on a new system, I was challenged by the department head to demonstrate some of technology's time saving measures. With the gauntlet laid out I focused on automations in email and artificial intelligence. The last part of the class being devoted to hands on, one on one tech support with the goal implementing the automations covered.

On the flip side of professional development, we were awarded a seat in a state grant for cybersecurity. Our technician in Florence Rideout, is in the process of completing a correspondence course for the CompTia Security+ certification.

Projects:

Broadly projects are on hold until February break. We are gearing up for a consolidation of switch management as well as finally cutting over FRES and LCS from their current unmanaged router to a managed one. I also intend to complete the radio upgrade weather permitting.

One exception to the pause is the beautification of the curriculum website which is currently underway. The curriculum coordinator and I have been working closely to deliver a website that makes the vast amount of information related to assessment and instruction accessible and organized.

WLCTA School Board Report March 5, 2024

WLC:

- Spirit week was February 19-23– it was a lot of fun for both students and teachers. Teachers especially enjoyed the "Dress like a Student" theme day
- Semester is in full swing and teachers continue to work to set and uphold rigorous standards for academics
- The WLC art and music departments have rescheduled our Showcase to March 7th at 6pm. Just as it would have been before, this is an opportunity to see some of the wonderful talents that our students have. Performances will include original songs written by students, covers of familiar songs, instrumental works, and more. We are very excited to share this event with the community!
- WLC's drama club has hit the ground running with rehearsals for "Seussical the Musical". Our shows will take place on April 4th and 5th, both starting at 6pm. Tickets will be sold at the door and will be \$5 for students and \$7 for adults. This is a very fun show and we hope to see you all there!
- The Art department is planning a museum field trip to the Currier in Manchester, NH for all High School Art Students who took art this year in semester 1 and 2. We are aiming for mid May after the AP Art students turn in their final portfolios on May 10th.
- Shared last meeting, but sharing again– PTO has shared via social media:
 - In our ongoing effort to tailor the education at WLC to the needs and interests of the students, the Math and Science Department will offer two new classes next year: Intro to Geology and Math for the Trades. With regards to Math for the Trades, we are seeking any relevant charts, diagrams, technical guides, etc. that may be relevant to those entering the trades in the near future. Any townspeople currently working in the trades who have resources that may help, please contact Bill Comerford at b.comerford@sau63.org. We appreciate any help!
- Next year's HS students (current grades 8-11) will be making their class selections and schedules sometime in the next few weeks
 - Advisors will be working closely with students and communicating with parents to ensure students sign up for classes that are appropriately challenging, as well as meeting both state and WLC requirements to graduate
 - Students are encouraged to take high-interest electives plus courses that will set them up for their chosen future paths, in addition to their required "core" courses
- 16 HS students from WLC are gearing up for their trip to Italy in April– we will be holding a meeting for students and parents attending on March 20 at 6:00 pm to go over policies, travel tips, etc.
- Last spring, WLC started an initiative to recruit student teachers to the district, with an eye towards developing future educators who might help fill critical vacancies in the district. We built relationships with local teaching colleges and were able to recruit interns from Franklin Pierce, Keene State, Rivier, and Southern New Hampshire University. In addition to a math intern this fall, we are currently hosting 6 student teachers in the district -- 2 Social Studies interns at WLC; 2 Elementary Interns at FRES; and 2 Special Education interns who split their time between WLC and FRES -- bringing our total to 7 student teachers in the first year of our program!

FRES & LCS:

Read Across America is this week (¼ - ¾). Each day has a theme that connects to our CARES standards, as well as a dress-up option. Students are voting on their favorite books each day, having "Drop Everything and Read" time, and will get to host guest readers from the community on Friday. This is one of our favorite weeks of the year, and we are so thankful for the community members who have signed up to come and celebrate reading with us!

- We will be recognizing our Assertion Ambassadors on Thursday as part of our CARES Initiative. Assertion is shown through the following actions:
 - Doing what is right
 - Solving a problem
 - Having materials you need
 - Asking someone for help
 - Getting an adult when needed
- 2nd grade students will be going to the Colonial Theatre in Keene to see "Dot Dot Dot: A New Musical", which is based on books by Peter Reynolds.
- Stephanie Loiselle has started the first round of math clubs at FRES and already has full waiting lists for the next round. Kids are loving working together and expanding their math skills in different ways.
- FRES and LCS will be doing NH SAS testing starting in March, and our fourth graders have been selected for NAEP (National Assessment of Educational Progress/Nation's Report Card) testing this year. Our kindergarten, first, and second grade classes have each adopted a grade to help support and cheer on during this strenuous time.
- Girls on the Run is back and will be starting on April 1st. This is a program for girls in third, fourth, and fifth grade. It is a girl-empowerment organization that inspires participants to be joyful, health, and confident using evidence-based lessons that combine relationship building, community strengthening, and goal setting with physical movement. Registration will open February 23rd, and any questions about the program can be directed to Julie Lemire.
- Spring concerts are coming up fast! Kindergarten, first, and second grade will have their concert on April 18th at 6pm, and third, fourth, and fifth grade will be after April Break on May 2nd at 6pm. Fliers will be sent home this month with more details on these exciting events.



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Curriculum Coordinator Report February 13, 2024

Professional Learning

Professional Development

Teachers participated in a professional development day on 2/5/24 offering several different options for professional development. There was Crisis Prevention Intervention (CPI), CPR (and first aid), tailored training in iReady, time to vet and update curriculum, and specific special education training.

The Vocabulary Playbook: Learning Words that Matter K-12, book study mentioned in the previous report will begin shortly. We are working on getting the materials necessary. The book study was offered K-8 with ten seats available, when this report was written 9 out of the 10 seats were filled. Teachers from LCS, FRES, and WLC Middle School are all represented in the book study. This will make for rich and diverse conversations for building vocabulary development across the district.

New Teacher Program

We had our third New Teacher Meeting in January where we focused on two aspects of Teacher Clarity, learning intentions and success criteria. These two aspects should be shared with students so they know the exact target and expectations of each lesson. Research supports that when students know their intended outcomes, their academic performance will increase.

Curriculum

Our Curriculum website continues to develop. Nicholas Buroker and I have been collaborating on updating the entire curriculum portion of the website. We have updated the initial page which is the "welcome page" of sorts, added an assessment calendar, removed some outdated information, and reorganized some of the links along with some other changes. You should see changes weekly moving forward. If you're curious about what it looks like, check it out <u>here</u>. While this is happening, teachers are continuing to develop their Unit Plans so they can be put up on the database.

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Instruction

I have continued to do classroom observations at FRES. These observations include a pre and post-observation conference where we discuss what students will be learning, discuss instructional strategies for this lesson at the pre-observation conference, and then feedback and the formative assessments used at the post-observation conference.

Assessment

As you know, our fourth-grade students were selected to participate in the National Assessment of Educational Progress (NAEP). This assessment is also known as "The Nation's Report Card". Our testing date is in March, and students will either take reading or math as selected by the NAEP coordinators. Letters went home to parents in the fourth grade the week of December 8th to notify them of our selection. There is a list of requirements from the technology department and myself that need to be compiled for this to be a successful testing environment. We have been working collaboratively to ensure that these tasks are completed. A special thanks to Dan Lasala at FRES for working so diligently to get everything squared away in advance of the testing session.

FRES

I continue to support FRES by coordinating with the Accelerated Learner team, attending 504/IEP meetings, and supporting with discipline. This program continues to provide math enrichment opportunities for students who qualify based on a rubric. The Accelerated Learner team meets about every six weeks to monitor the progress, and success of the pilot program, and to make adjustments as necessary.

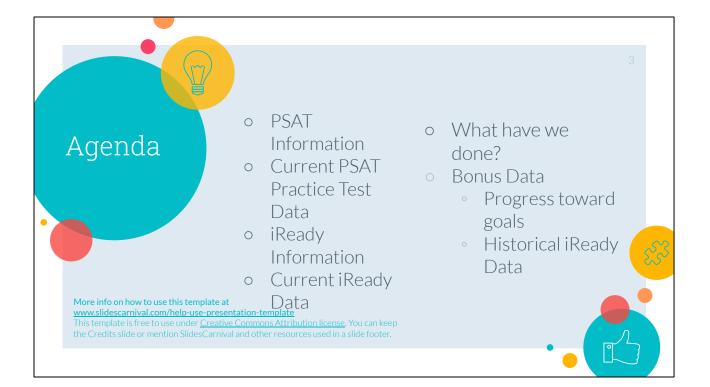
Upcoming Events:

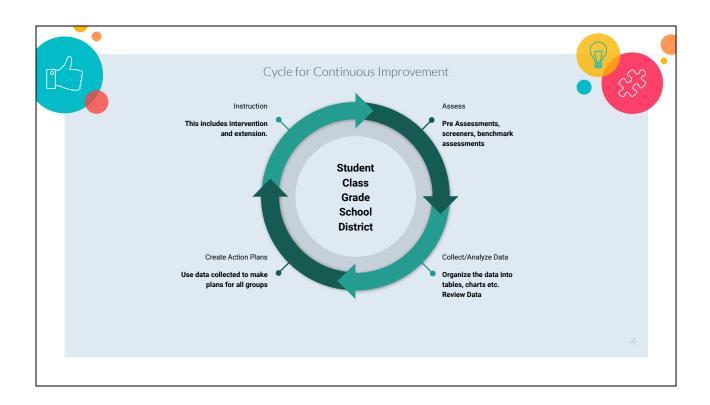
- 2/12 Professional Development Committee Meeting
- 3/4 Curriculum Committee Meeting





This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.



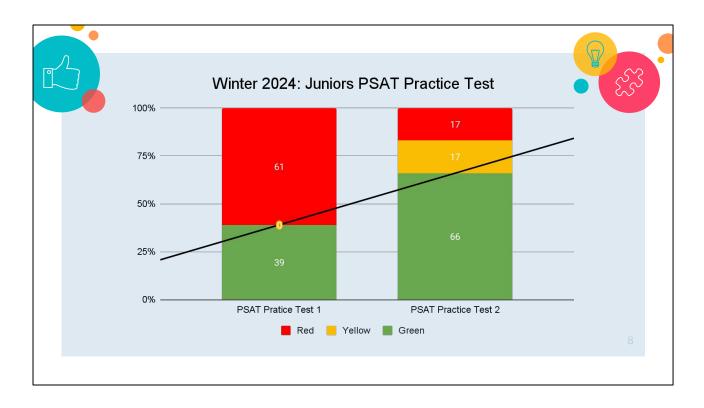


As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.



	PSAT/SAT Timeline				
PSAT 9	PSAT 10	PSAT/NMSQT	SAT		
Taken annually in March by students in 9th grade.	Taken annually in March by students in 10th grade.	Taken annually in October by students in 11th grade.	Taken annually in March by students in 11th grade.		





I am sure you've heard this several times already, but this year we have a teacher dedicated to supporting our students in raising their SAT scores. Stephanie Erickson has been dedicated to providing resources to staff and students. She provides weekly lessons around SAT prep, whether that's knowing the SAT vocabulary, or greek/latin roots, she is sending out the material weekly. Additionally, teachers at the high school are dedicating time to providing students with these lessons and resources. These scores are a direct result of this collaboration and continued dedication from the WLC-HS staff. The staff truly appreciate the students recognizing the need for higher expectations and continued work ethic. This joint effort is clearly impacting the learning environment at WLC.



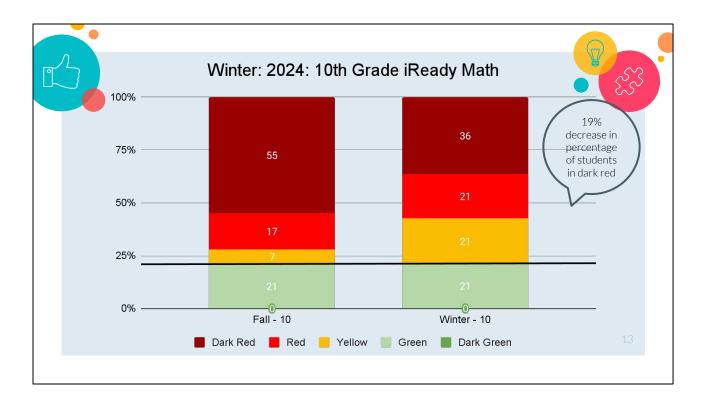
iReady I	Benchmark Testing	; Windows
September 2023	January 2024	May 2024
iReady fall benchmark data is collected. Teams meet to analyze data and develop plans for students.	iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.	iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

We take our iReady benchmark assessment three times a year, K-10.

	iReady Scale				
Deep Red	Red	Yellow	Green	Dark Green	
Deep red indicates students are 3 or more years below grade level.	Red indicates students are 2 years below grade level.	Yellow indicates students are 1 year below grade level.	Light green indicates students are early on grade level.	Dark green indicates students are mid-grade level or above.	

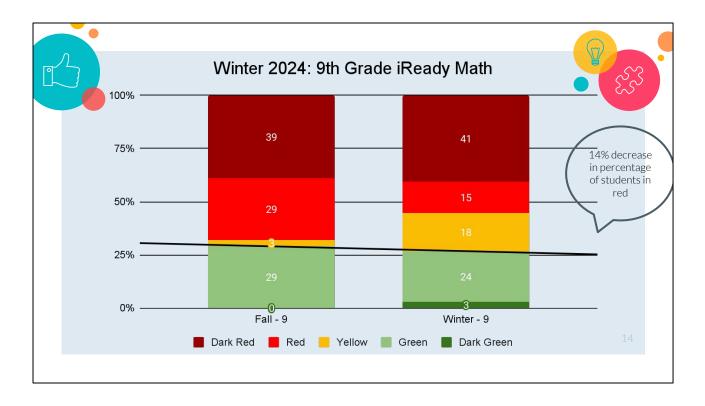
Just to review what each of our colors means. I know it has been a while, so to orient you to the colors, yellow is where most students should be scoring at the beginning of the school year and as we move toward the middle and end of the year we want to see a higher percentage of students moving into the green. Our goal is to move students from any color band into the next color band whether that is light green to dark green, or red to yellow. We are aiming to have all students on a path of continual improvement.



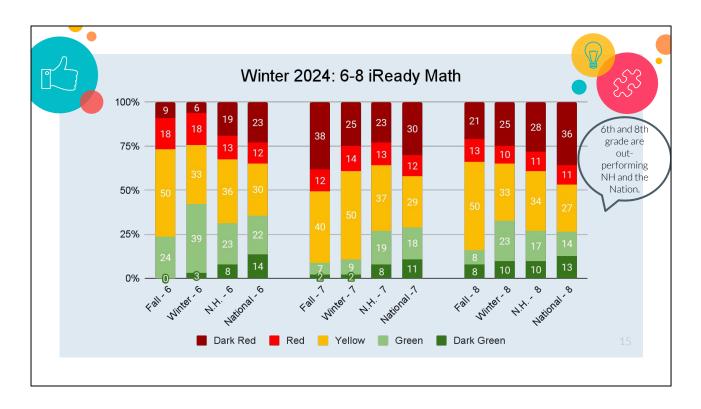


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in deep red (3 or more grade-levels behind) has decreased by 19%, and the percentage of students in the yellow band has increased by 14%. This shows that we are reaching our students who are struggling the most.

This decrease in the percentage of students within the two reds could be caused by multiple factors. The high school has implemented a new WIN block which is providing personalized learning including SAT Prep (Khan Academy as well as Stephanie Erickson's work), and iReady MyPath if students are scoring below an 8th grade level on iReady. We have had a heavy focus on math due to the fact that our math scores were the largest area of struggle in both 9th and 10th grade.

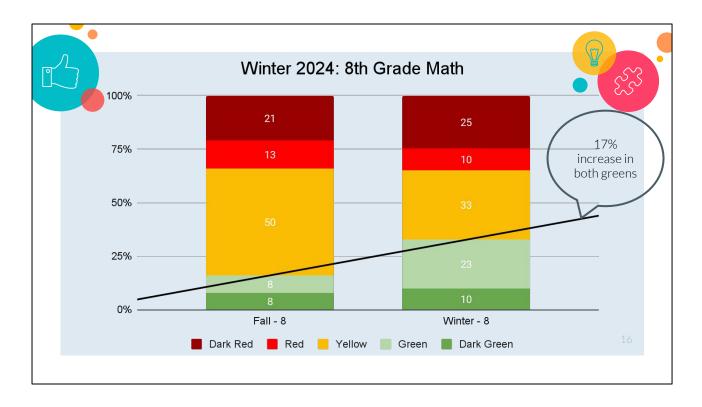


This is a comparison of our ninth grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in red (2 or more grade-levels behind) has decreased by 14%, and the percentage of students in the yellow band has increased by 15%. This shows that we are moving students from 2 grade levels behind to one grade level behind. This has been done in a half a school year. So students in the red color band have made a years worth of progress in 4.5 months.



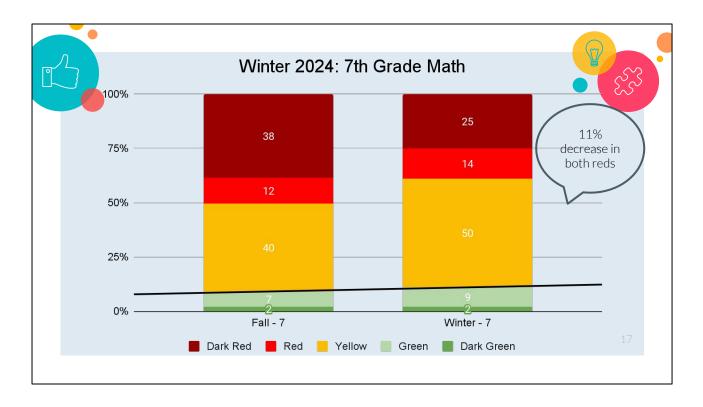
This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are four sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. Each grade has four bars for a reason. The first bar in each set is the percentage of students who fell within each color band in the fall. The second bar in each set is the percentage of students who fell within each color band in our most recent benchmark assessment in January. The third bar in each set is the percentage of students in the state of New Hampshire who took iReady and fell within each color band in January. The final bar is the percentage of students in the nation who took iReady and fell within each color band in January.

The next few slides will look more closely at each grade-level as we did for the high school.



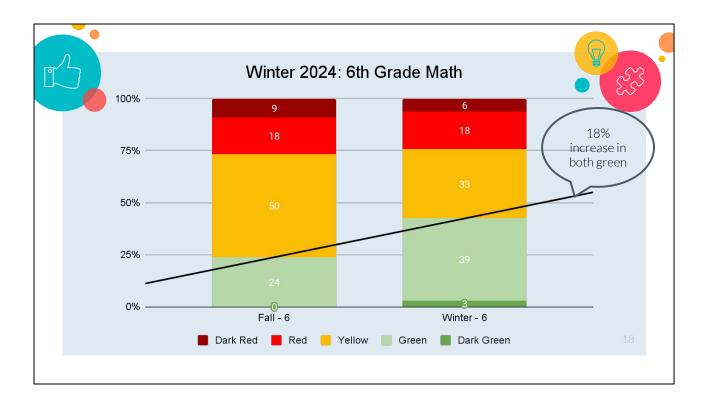
This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both green colors, and a decrease in the yellow band.

These increases can be attributed to the WIN block implemented at the middle school as well. Not only are teachers working with students to ensure they are completing their MyPath, but students are receiving Title I tutoring at the middle school and are working in small groups with their classroom teachers to hone their skills.

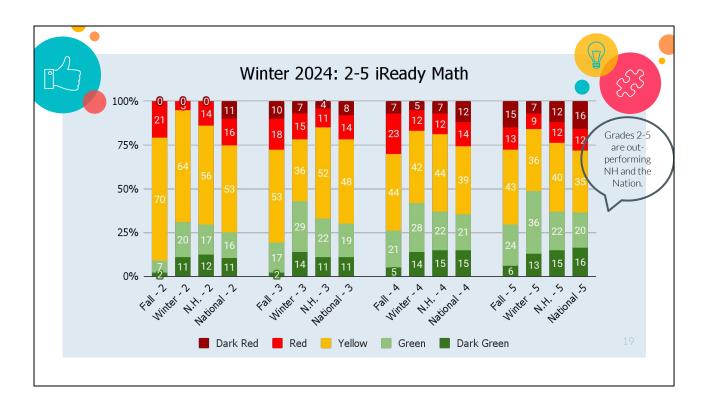


This is a comparison of our 7th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students in both greens have increased. The decrease in the percentage of students in the both reds has decreased by 11%. We are moving students from 3 or more grade-levels behind to 2 grade-levels behind and 1 grade-level behind.

A new math teacher started in January to work with this grade-level, closing the middle school math position we had open.



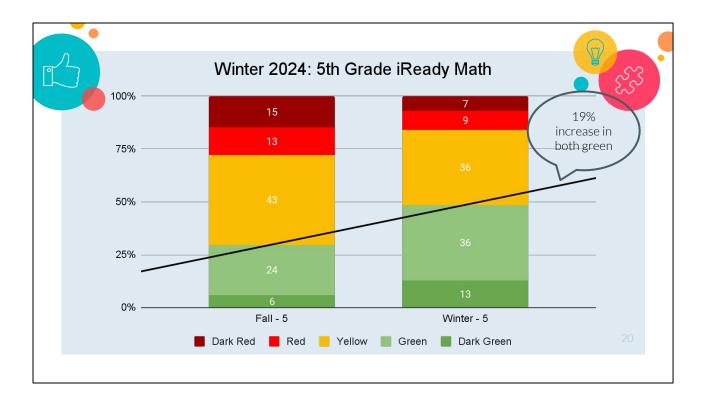
This is a comparison of our 6th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 18%, while also decreasing the percentage of students in the 3 or more grade-levels behind.



This graph, for grades 2-5 is the laid out the same as the previous one.

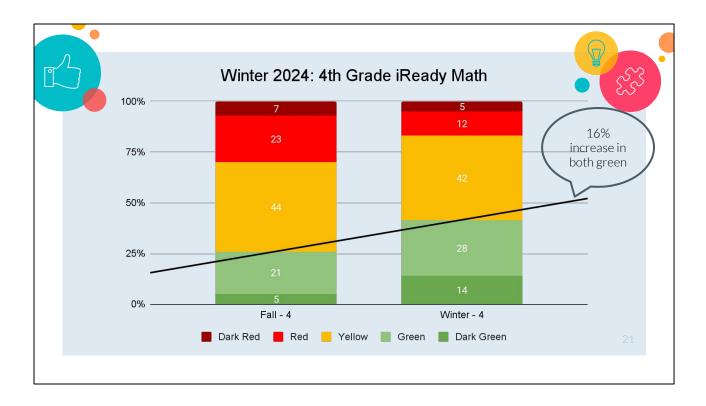
Across the board 2-5, our students are outperforming the state and national students in math.

The next few slides will look more closely at each grade-level as we did for the high school.

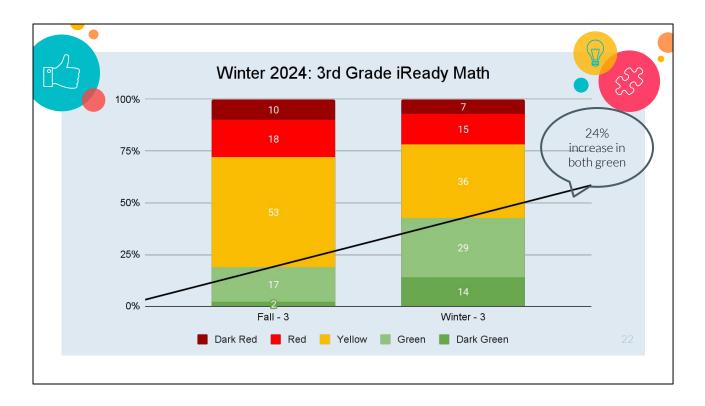


This is a comparison of our 5th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 19%, while also decreasing the percentage of students in the 3 or more grade-levels behind.

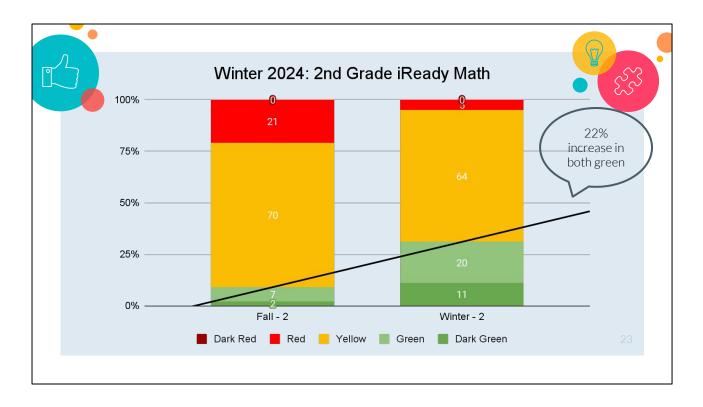
Scores at FRES also continue to improve, whether we are getting a higher percentage of students in both green bands, or shrinking both red bands. These improvements are likely due to the ongoing WIN block at FRES, and teachers using results from iReady to provide small group instruction.



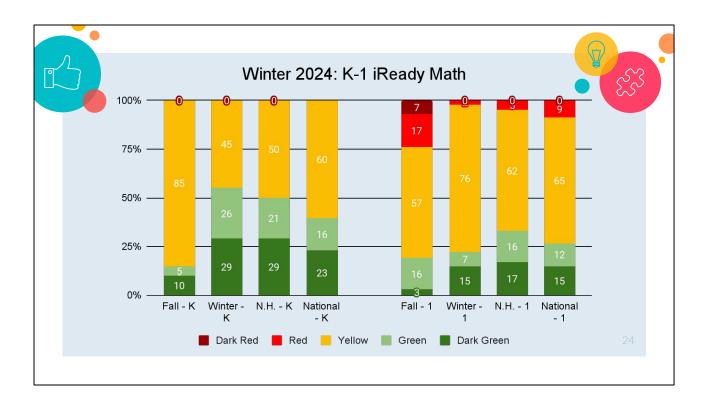
This is a comparison of our 4th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 16%, while also decreasing the percentage of students in the 3 or more grade-levels behind.



This is a comparison of our 3rd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 24%, while also decreasing the percentage of students in the 3 or more grade-levels behind.

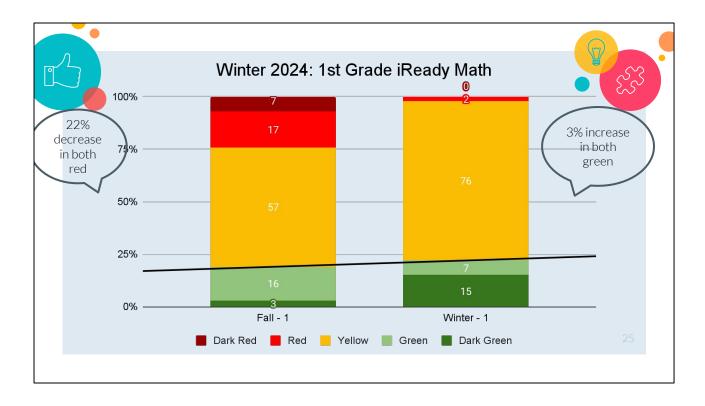


This is a comparison of our 2nd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 22%, while also decreasing the percentage of students in the 2 or more grade-levels behind, what also remains impressive here is that the second grade has maintained a percentage of students in the deep red at 0.



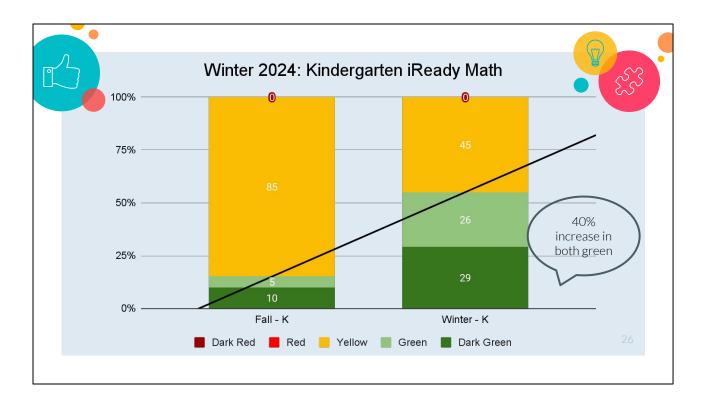
This graph is our Kindergarten and grade 1 students. You can see that our Kindergarten has more students on or above grade-level than the state and the nation. Our first grade is relatively close to both the state and the nation.

You will note, there are no students in K scoring in the red because it is impossible to score 2 grade-levels below in kindergarten.



This is a comparison of our 1st grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 3%, while also decreasing the percentage of students in both red color bands by 22% that is a large decrease.

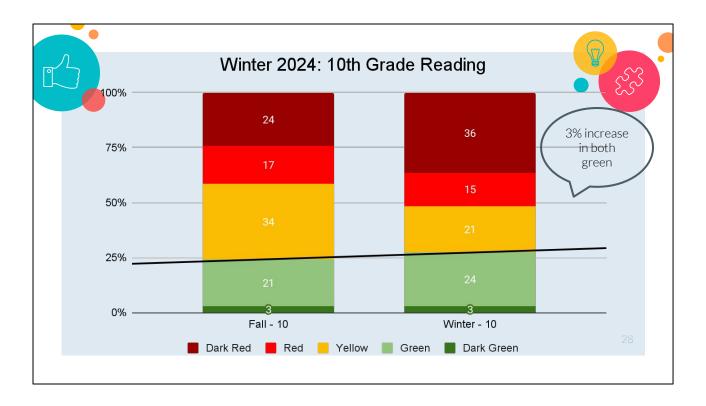
This can be explained by a number of factors. The transition to first grade can be challenging for many students. This year, students struggled with that transition, however at this point in the year the teachers and students have established routines, procedures, and students are showing growth with their learning habits daily.



This is a comparison of our Kindergarten students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 40%.

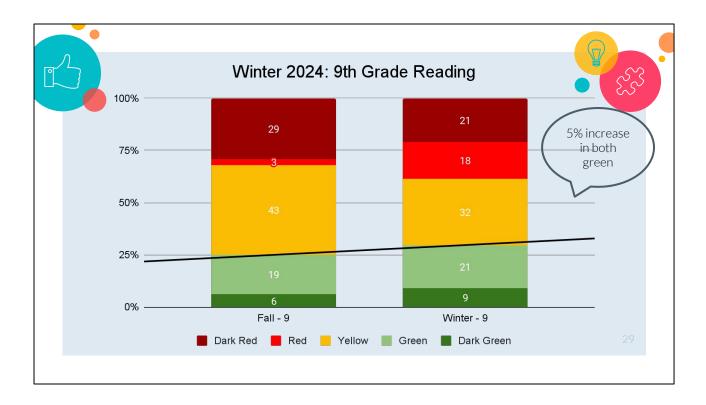
This level of increase can be due to many factors. One of those factors is having instructional leadership in the building to support all students learning. Additionally, students are getting consistent Title I support as well as small group targeted instruction within the classroom.



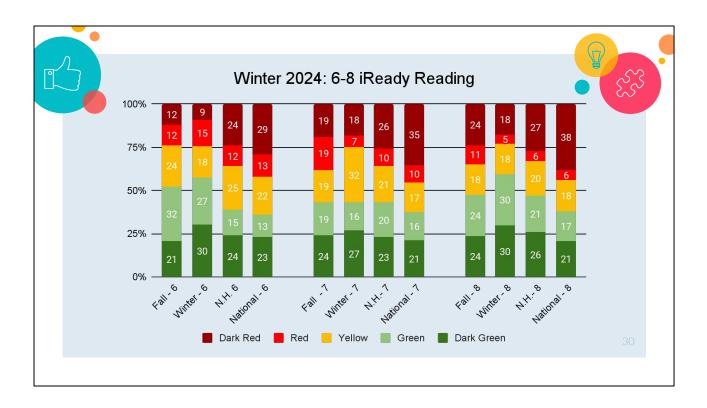


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased by 3%.

As we mentioned earlier in the slides, our focus has been on math this year as far as interventions go, which explains why there was not as much of a drastic increase in reading.

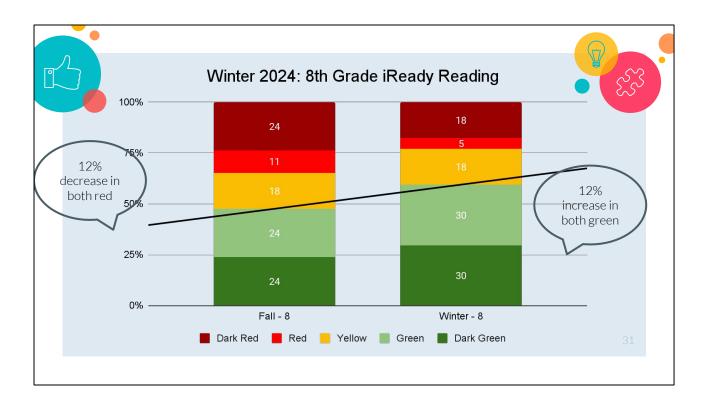


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased by 5%.



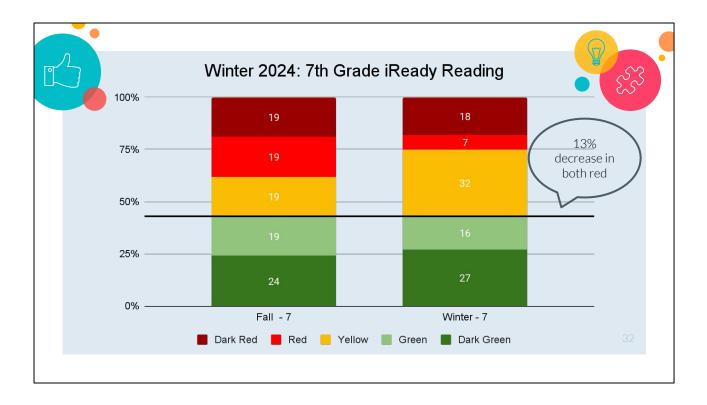
This graph mirrors the middle school math graph where the first column is our students, the second column is the winter benchmark, the third column Year to Date New Hampshire information, and the last column is the Year to Date National information for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.

The next few slides will look more closely at each grade-level as we did for the high school.

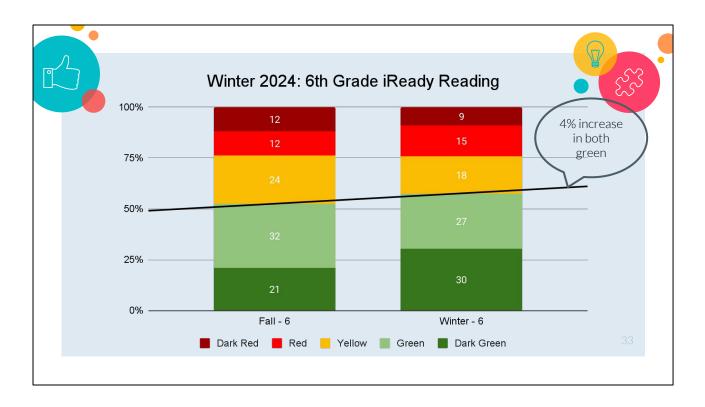


This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both green colors by 12%, and a decrease in both bands by 12%.

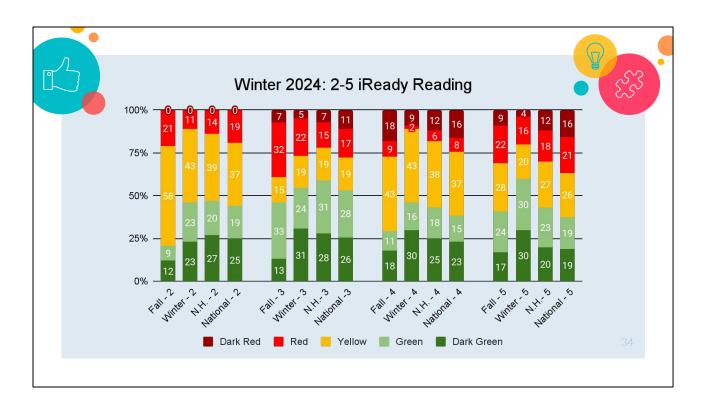
These improvements can be attributed to the teacher instruction, interventions, and iReady MyPath.



This is a comparison of our 7th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The decrease in the percentage of students in the both reds has decreased by 13%. We are moving students from 3 or more grade-levels behind or 2 grade-levels behind to 1 grade-level behind.



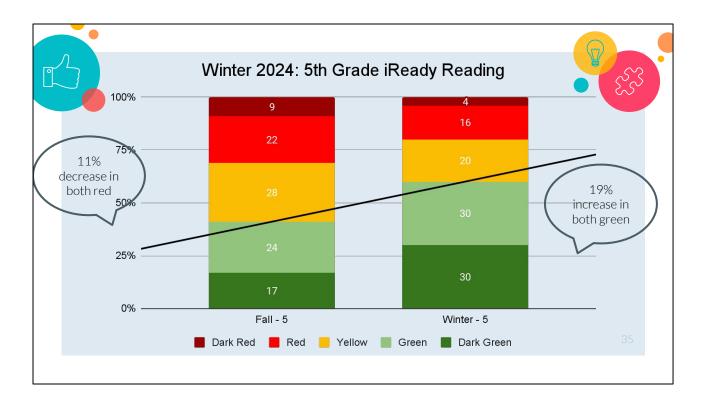
This is a comparison of our 6th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 4%.



This graph, for grades 2-5 is the laid out the same as the previous one.

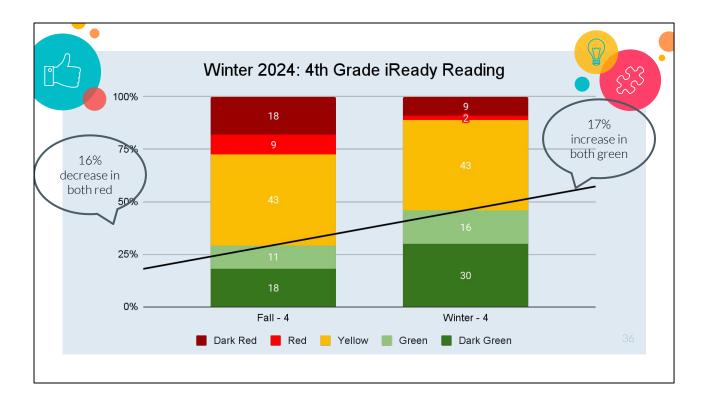
Almost across the board 2-5, our students are outperforming the state and national students in reading.

The next few slides will look more closely at each grade-level as we did for math.

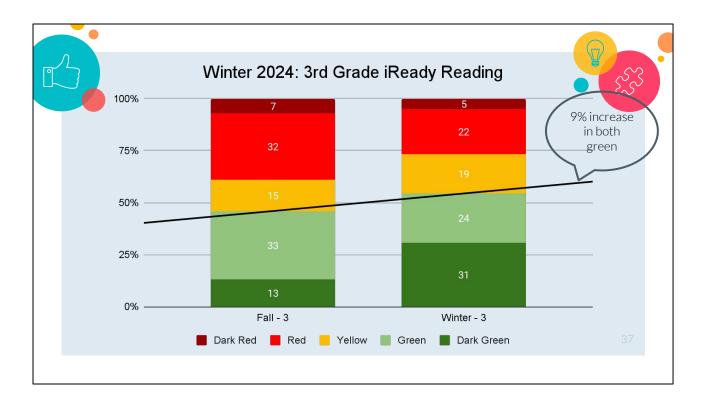


This is a comparison of our 5th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 19%, while also decreasing the percentage of students in both red bands by 11%.

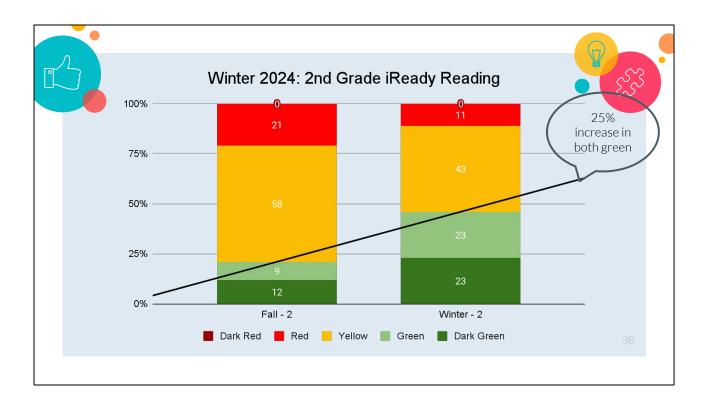
Many of the teachers at FRES and LCS are continuing with their professional development in LETRS (Language Essentials for Teachers of Reading and Spelling) which is impacting not only their instruction, but student achievement.



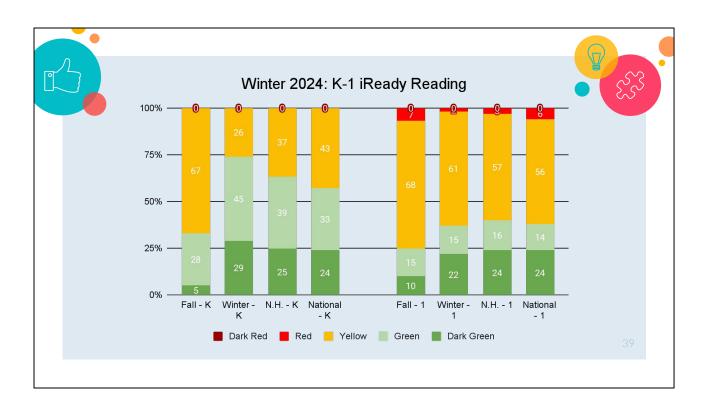
This is a comparison of our 4th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 17%, while also decreasing the percentage of students in both reds by 16%.



This is a comparison of our 3rd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 9%.

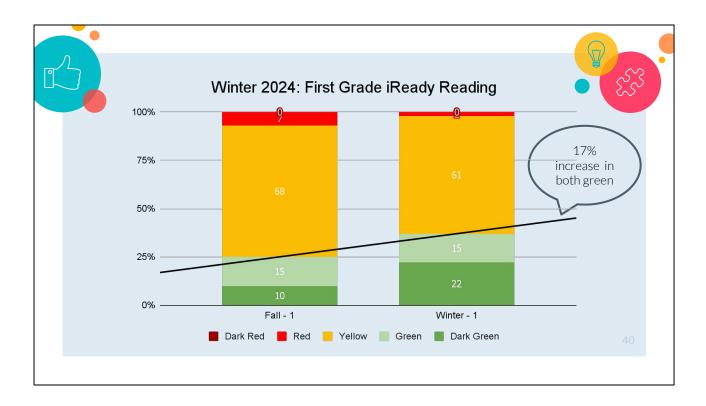


This is a comparison of our 2nd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 25%, they more than doubled the percentage of students falling within both green bands.



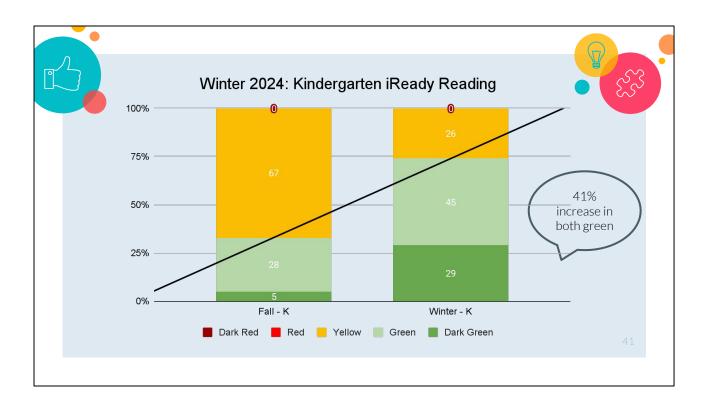
This graph is our Kindergarten and grade 1 students. You can see that our Kindergarten has more students on or above grade-level than the state and the nation. Our first grade is relatively close to both the state and the nation.

You will note, there are no students in K scoring in the red because it is impossible to score 2 grade-levels below in kindergarten.



This is a comparison of our 1st grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 3%, while also decreasing the percentage of students in both red color bands by 22% that is a large decrease. They have now moved all students out of the 3 or more years below deep red band.

Refer to earlier slide



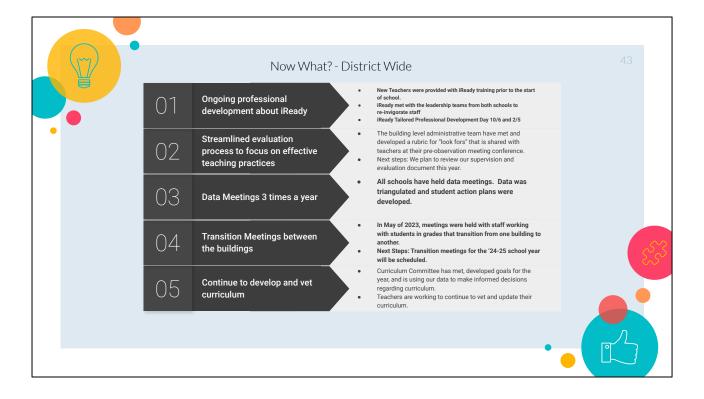
This is a comparison of our Kindergarten students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 41%.

Overall Observations:

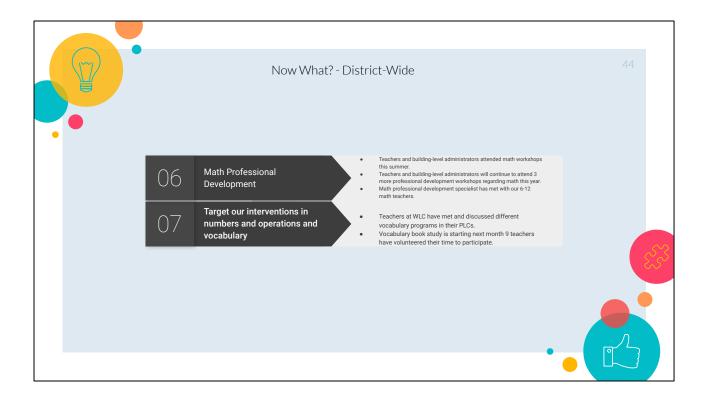
Overall we are either increasing the percentage of students falling within the on or above grade-level, and/or we are decreasing the number of students falling within the 2 or more grade-levels behind. The students and the teachers are working together to continue to develop academic rigor.

As a district we are focusing on John Hattie's influence of Teacher Clarity, which is comprised of four components. Each of these components is being becoming a part of our culture, and is central to what we are learning about in professional development, staff meetings, and PLC/IMPACT meetings.



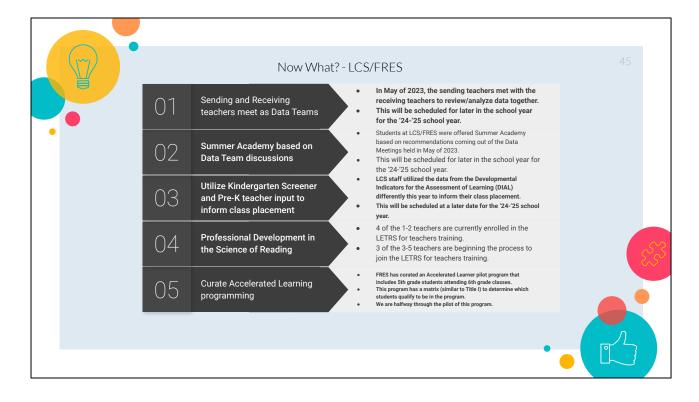


These are the items we listed in our presentation in the spring as our ways to support continuous improvement for our students.



These are the items we listed in our presentation in the spring.

The book study was offered to teachers K-8, and 9/10 seats are filled. Teachers from LCS, FRES, and WLC Middle School are participating in the book study.



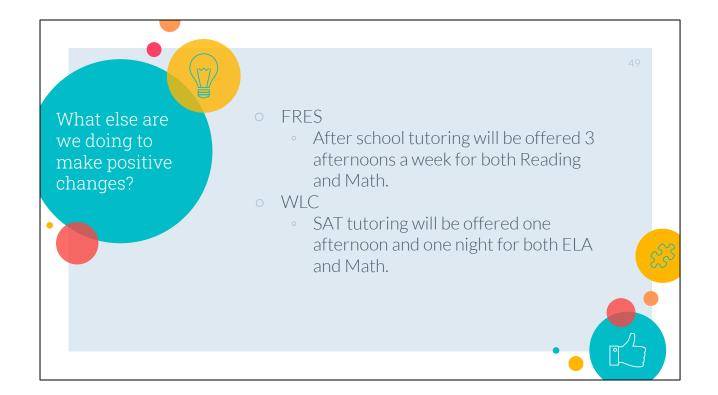
These are the items we listed in our presentation in the spring.

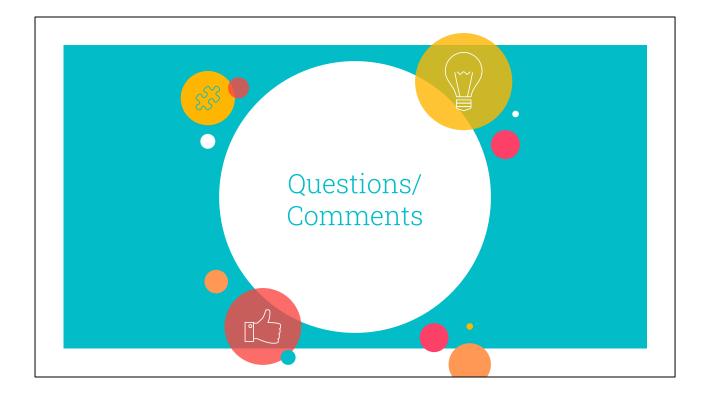
		NowW	/hat? - \	WLC	
	01	Moving the Personal Finance elective to a required course		In accordance with a new state legislative order, personal finance has been moved to a required course for all graduating seniors '25	
•	02	Incorporating more high-stake assessments into the curriculum (ie midterm and final exams)		WLC teachers developed/reviewed their midterms and final exams on our professional development day 10/6. Midterms and final exams are being reviewed at PLCs.	
	03	Continue to offer advanced placement math course in 7th and 8th grade) i	Students in 8th grade who are recommended are offered the opportunity to take a high school algebra classes. Students in 8th grade who are recommended are offered the opportunity to take an 9th grade math course.	
	04	Continue After School Homework Club		The homework club is currently running. This was sent out to families twice. Teachers are calling parents when students are struggling in class and offering this as an option as well. Promoting the academic best work - quarterly award ceremonies	E
	05	Continue to work on interdisciplinary curriculum		Middle school is working to develop interdisciplinary units as grade-level teams. High school is looking grading practices and how they can reinforce skills from one content area in another (for example a paper in Social Studies reinforcing ELA skills). Analyzed our writing rubric.	
					I I I I I I I I I I I I I I I I I I I

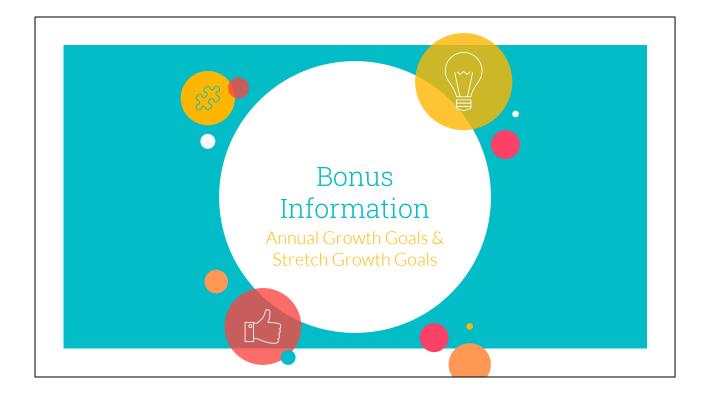
These are the items we listed in our presentation in the spring.

		No	ow Wh	at?-WLC	47
	06	Continue PSAT and SAT prep into curriculum and WIN		Every week during advisory all high school students are given PSAT/SAT prep. WLC will host an SAT Informational Night on 11/29 for families in grades 8-11.	
•	07	Adjust the use of the PLC model		WLC Math teachers are grouped in a PLC as a department, allowing these groups of teachers to have time to collaborate. Information from PLC meetings are now being embedded into departmental meetings. Analyzing student work to ensure common practiced and rigor. Using PLCs to ensure all students are making academic progress.	
	80	Implement motivators for students taking standardized assessments (NH SAS, SAT, iReady etc.)		Awards will be given for students who drastically improve on their iReady. Gift cards will be given to students who are performing at their academic best on standardized assessments Privileges will be tied to scores on standardized assessments moving forward.	
	09	Format classroom assessments	·	We are working to improve the rigor on classroom summative assessments.	Ês
	10	Emphasize the importance and rationale behind the assessments		Prior to iReady, the middle and high school had assemblies with Mr. Ronning explaining the importance of these assessments. Our catch phrases are "Academic Best" and "Best Version of Self".	
					I I I









						• £5
How much progr	ess stu	idents ar	e making	g K-8 - N	J ath	
Students Assessed/Total: 388/404						
		Current Dies	ement Distribut			
Progress to Annual Typical Growth (Median)		Current Plac	ement Distribut	ION		
		13%	25%			46% 9% 8%
	52%	13%	25%			46% 9% 8%
	l 00%		Early On Grade Level	One Grade Level Below	Two Grade Levels Below	
The median percent progress towards Typical Growth for this school is 52%. Typ Is the average annual growth for a student at their grade and baseline placement	 00% sical Growth		Early On Grade	One Grade Level Below (From 56%)		
The median percent progress towards Typical Growth for this school is 52%. Typ is the average annual growth for a student at their grade and baseline placement Learn More About Growth ()	 00% sical Growth	Mid or Above Grade Level (From 4%)	 Early On Grade Level 	Below (From 56%)	Below (From 15%)	Three or More Grade Levels Below
The median percent progress towards Typical Growth for this school is 52%. Typ Is the average annual growth for a student at their grade and baseline placement	 00% sical Growth	Mid or Above Grade Level (From 4%)	Early On Grade Level (From 14%)	Below (From 56%)	Below (From 15%)	Three or More Grade Levels Below
The median percent progress towards Typical Growth for this school is 52%. Typ Is the average annual growth for a student at their grade and baseline placement	 00% sical Growth	Mid or Above Grade Level (From 4%)	Early On Grade Level (From 14%)	Below (From 56%)	Below (From 15%)	Three or More Grade Levels Below

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 68% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

Grade	• ≎	Annual Typical Growth Progress (Median)	(i) % Met <i>⇒</i>	Annual Stretch Growthe Progress (Median)	® () % Met 🗘	% Students with Improved Placement	Students Assessed/Total
Grade 6		52%	41%	28%	0%	44%	32/35
Grade 7		80%	33%	36%	3%	33%	40/45
Grade 8		42%	28%	16%	8%	28%	39/41

F I	How much progr	ress stu	idents are ma	aking 1-	-5 - Math	3
	Annual Typical Growth	(i)	Annual Stretch Growth	18 (Ì)	% Students with	
Grade	Progress (Median)	% Met 💲	Progress (Median)	% Met 💲	Improved Placement	
Grade 1	52%	20%	41%	10%	35%	40/41
Grade 2	62%	28%	44%	5%	47%	43/44
Grade 3	33%	3%	23%	2%	44%	59/59
Grade 4	65%	21%	39%	0%	49%	43/44
Grade 5	50%	36%	31%	5%	47%	55/56

	Annual Typical Growth(1	Annual Stretch Growth®) (j)		
Srade 🗾 🔇	Progress (Median)	% Met 💲	Progress (Median)	% Met 💲	Students with Improved Placement	Students Assessed/Total
Grade K	56%	11%	46%	8%	49%	37/39
e K	56%	11%	46%	8%	49%	37/39

How much progress stud	lents are making K-8 - Reading
Progress to Annual Typical Growth (Median) I 68% 10% 100% The median percent progress towards Typical Growth for this school is 68%. Typical Growth is the average annual growth for a student at their grade and baseline placement level. Learn More About Growth ()	Current Placement Distribution 28% 25% 31% 9% 7% Wild of Above Grade Level Circon 16% (From 21%) (From 37%) (From 16%) (From 10%) (1) The Mapping Between 5-Level and 3-Level Placements
	56

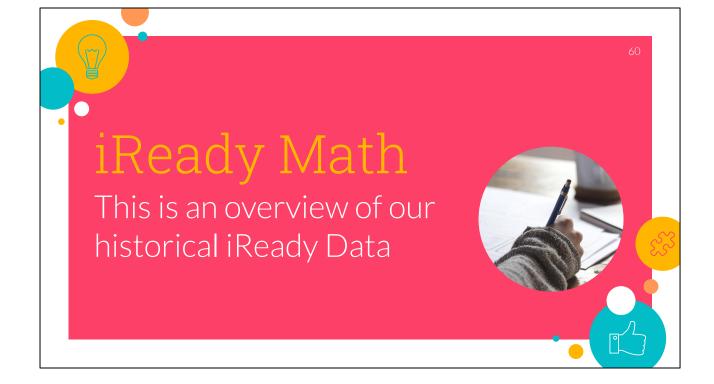
The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 68% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

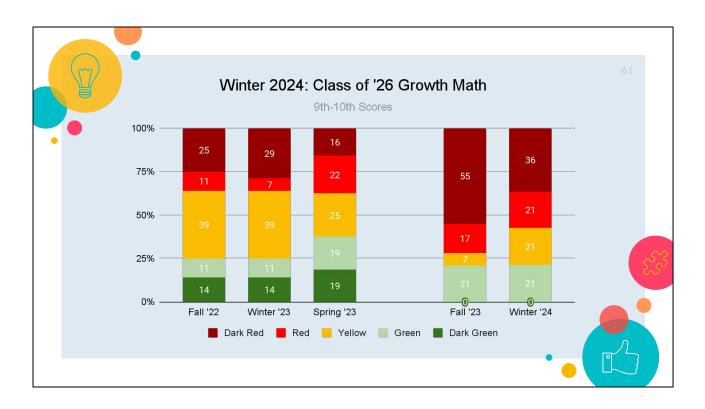
Annual Typical Growth ① Annual Stretch Growth ③ Image: Stretch Growth ③ Stretch Growth ③ Stretch Growth ③ Stretch Growth ③ Stretch Growth ④ Stretch Growt ④ Stretch Growth ④ <		w much progr		on o month, 6 m			
Grade 6 Gas 44% Comparison (Median) (Grade		()	Annual Stretch Growth	18 (j)		Studente Accessed/Total
Grade 7 63% 45% 18% 15% 40% 40/45		Progress (Median)	% Met 👙	Progress (Median)	% Met 💲	Improved Placement V	Students Assessed/ Total
	Grade 6	63%	44%	26%	13%	41%	32/35
	Grade 7	63%	45%	18%	15%	40%	40/45
Grade 8 50% 40% 18% 10% 44% 39/41	Grade 8	50%	46%	18%	10%	44%	39/41

	Hc	w much prog	ress We	e are making i	n 1-5 - I	Reading	
		Annual Typical Growth	1	Annual Stretch Growth	© (j)		
Grade	<u>م</u>	Progress (Median)	% Met 💲	Progress (Median)	% Met 💲	% Students with Improved Placement	Students Assessed/Tota
Grade 1		44%	13%	33%	0%	33%	40/41
Grade 2		79%	40%	58%	19%	58%	43/44
Grade 3		77%	42%	45%	17%	42%	59/59
Grade 4		✓ 124%	53%	69%	35%	47%	43/44
Grade 5		62%	47%	26%	28%	45%	53/56

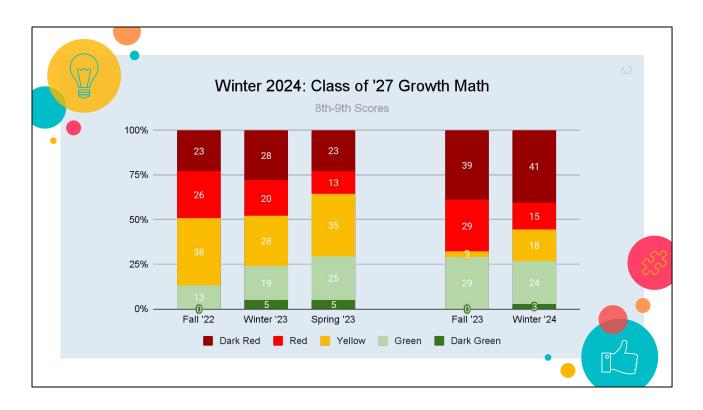
		Annual Typical Growth	0	Annual Stretch Growth	 (i) 		
Grade	•	Progress (Median)	% Met 🗘	Progress (Median)	% Met 🗘	% Students with Improved Placement	Students Assessed/Tota
Grade K		60%	6%	43%	0%	64%	36/39



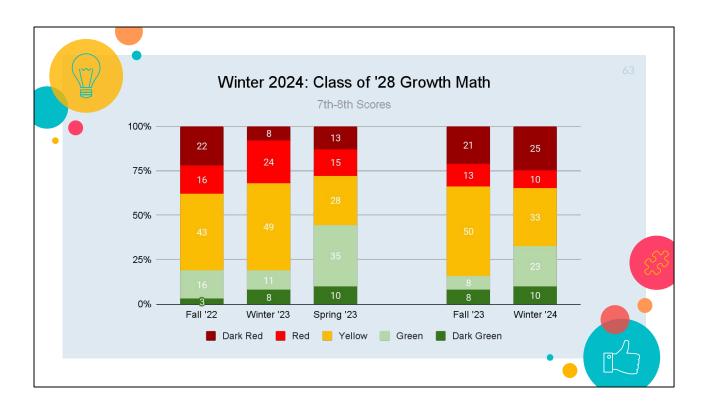
This next round of graphs is a review of the students iReady data last year, compared to this year. This data is following one particular group.



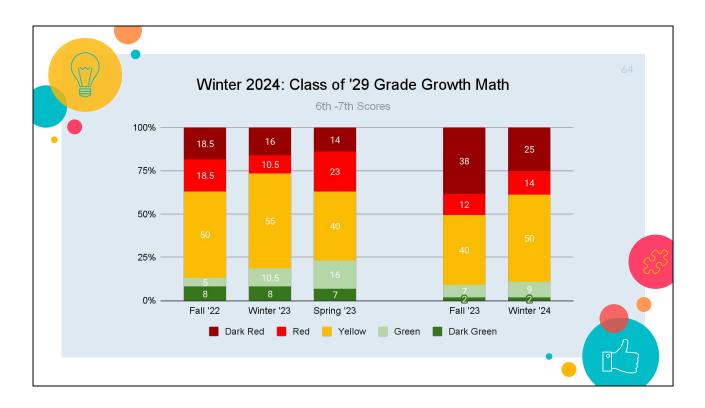
This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady math assessment. The first three columns are last years data, and the second set of columns is how the students scored this year.



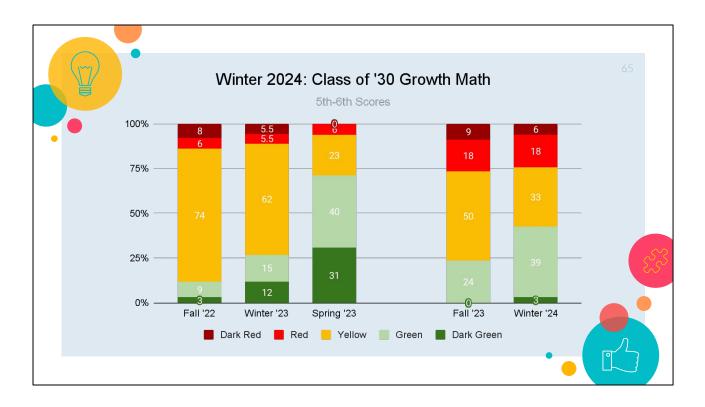
This graph is looking at our current 9th grade students and how they scored last year compared to this year on their iReady math assessment.



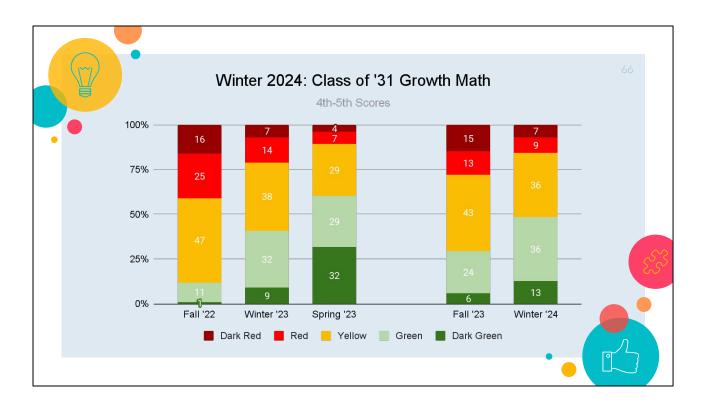
This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady math assessment. They have shown a higher percentage of growth from Fall of '23 to Winter '24 than they did at this point last year.



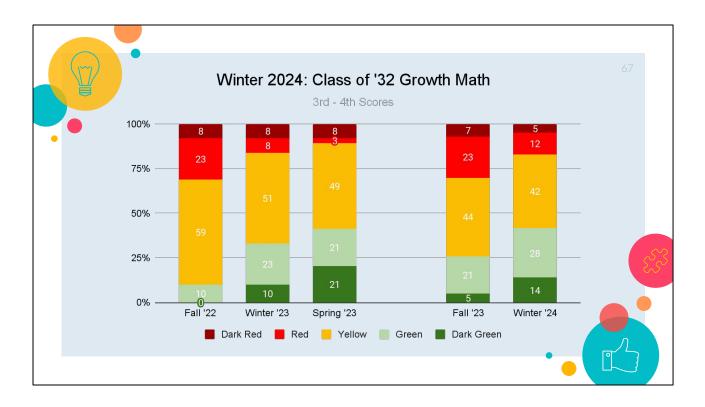
This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady math assessment. This group has move their scores to match more similarly what they scored at the end of last school year. This his hopeful data.



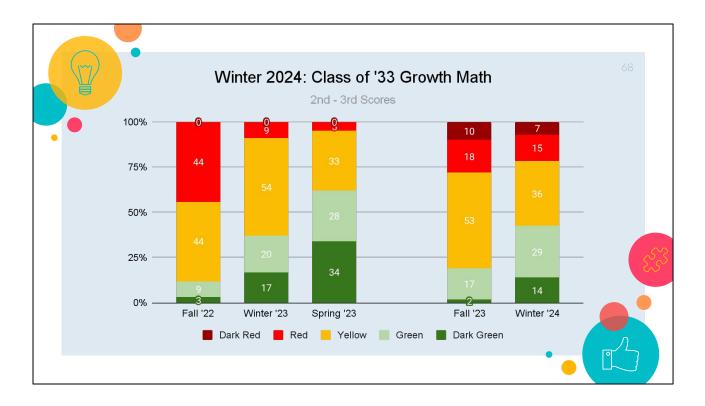
This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. As you can see this group of students continues to increase the percentage of students scoring on or above grade level.



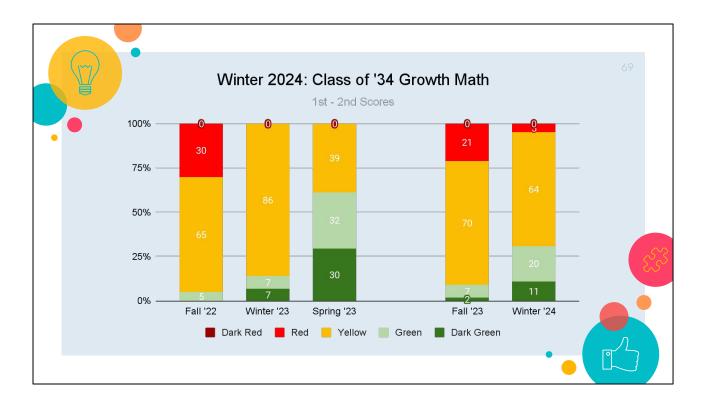
This graph is looking at our current 5th grade students and how they scored last year compared to this year on their iReady math assessment. This group is continuing to outperform themselves with continued growth in percentage of students on or above grade level.



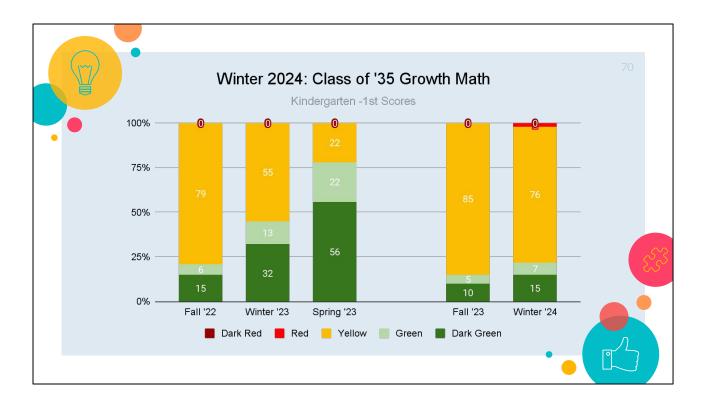
This graph is looking at our current 4th grade students and how they scored last year compared to this year on their iReady math assessment. This group of students has increased their percentage of students in both green and is meeting the percentage of students scoring in both greens from last Spring until this Winter. So in a shorter period of time, they are performing better.



This graph is looking at our current 3rd grade students and how they scored last year compared to this year on their iReady math assessment.



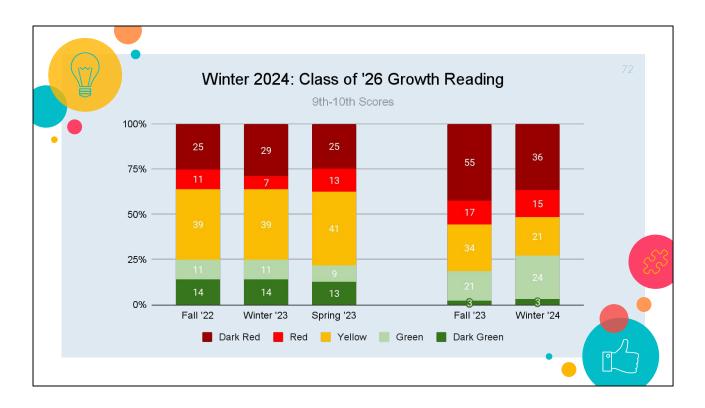
This graph is looking at our current 2nd grade students and how they scored last year compared to this year on their iReady math assessment.



This graph is looking at our current 1st grade students and how they scored last year compared to this year on their iReady math assessment.

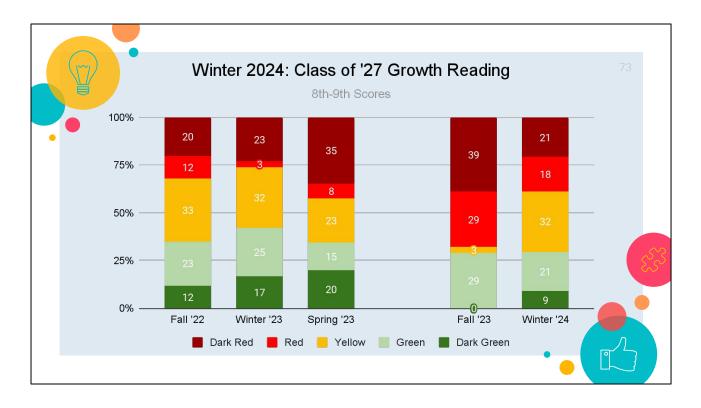


This section is designed the same way as the previous section, where it is a review of the students iReady data last year, compared to this year.

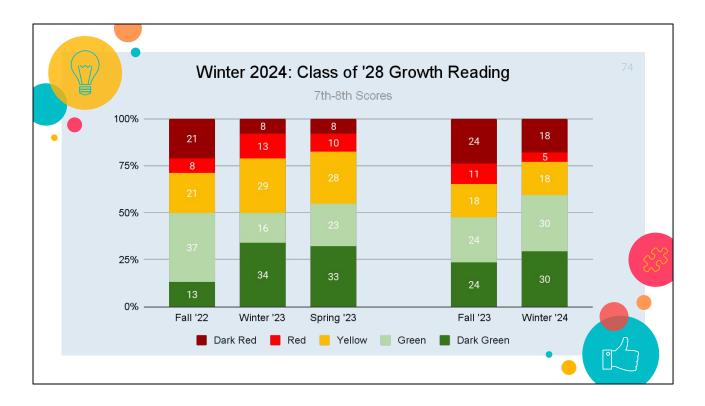


This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady reading assessment. The first three columns are last years data, and the final column is how the students scored this fall.

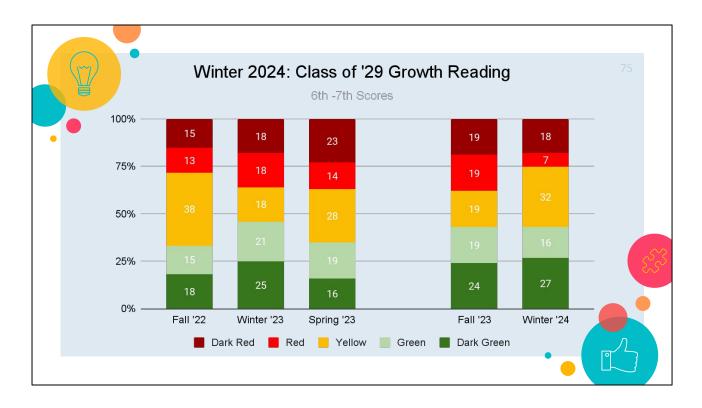
This group of students maintained the percentage of students who scored in the green, but a large percentage of students in the yellow seems to have shifted to the red, and deep red.



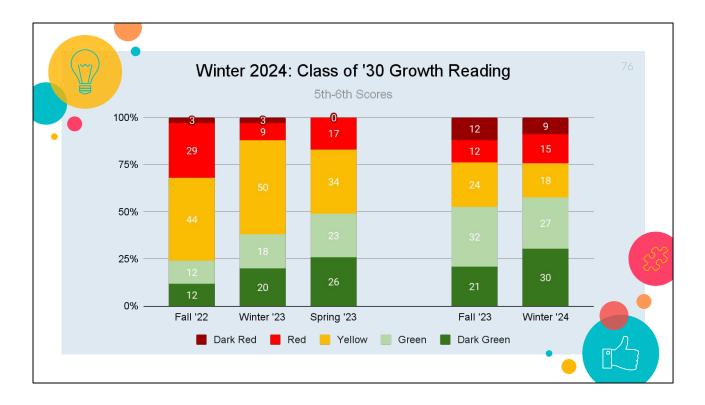
This graph is looking at our current 9th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students scoring in both reds have increased from fall to fall.



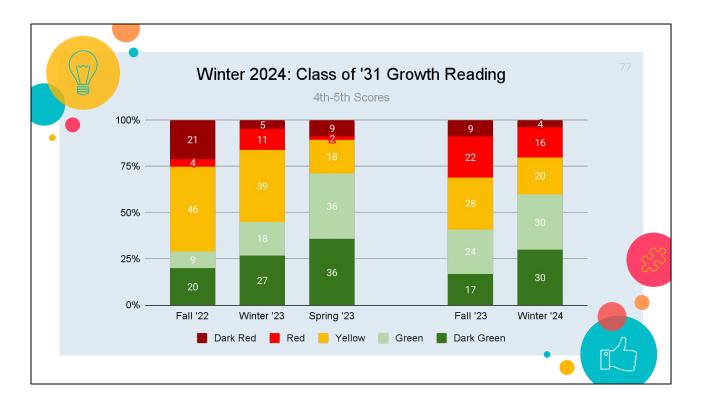
This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in each category have remained similar from fall to fall. However you will notice the percentage of students in deep green has almost doubled from last fall.



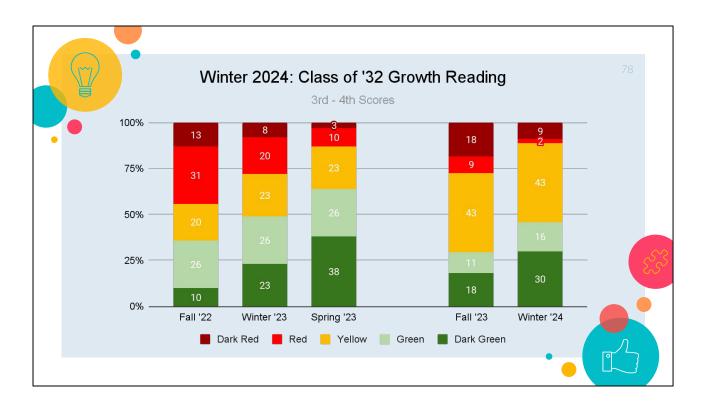
This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in both greens has increased from 23% to 33%.



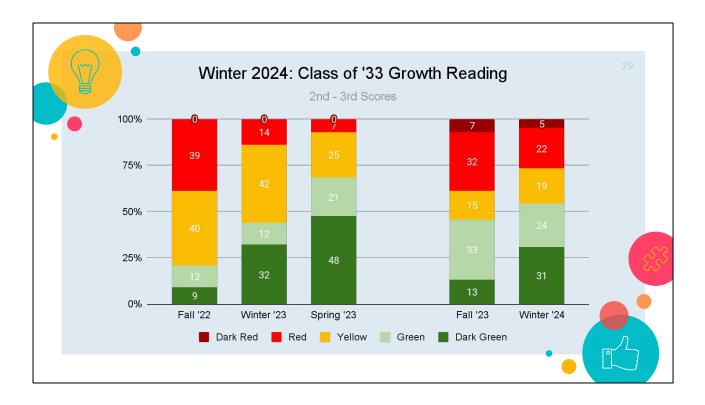
This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady reading assessment. This group of students is particularly interesting because what they are scoring currently is what you would expect around mid-year. They have continued to grow even over the summer.



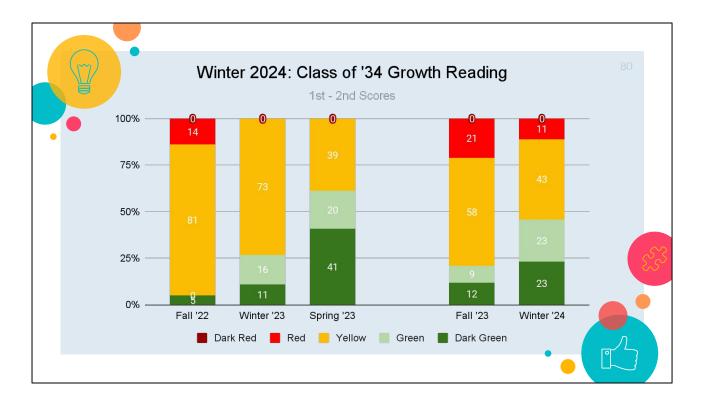
This graph is looking at our current 5th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in the deep red and red have switched, which implies that the students who were 3 or more years below last fall have decreased and are now closer to grade-level.



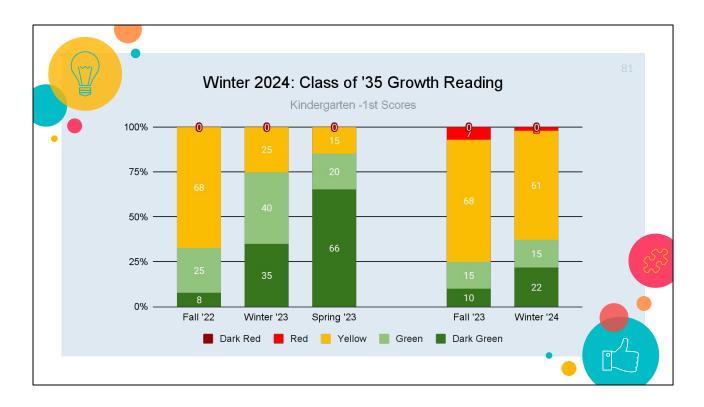
This graph is looking at our current 4th grade students and how they scored last year compared to this year on their iReady reading assessment. This group of student has cut the percentage of students in the red category from fall to fall.



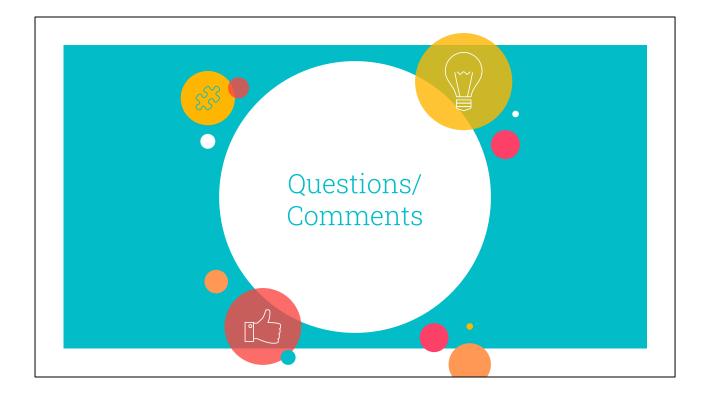
This graph is looking at our current 3rd grade students and how they scored last year compared to this year on their iReady reading assessment. This group of students is interesting for the same reason the current 6th grade is interesting. You would expect this graph in the middle of the year rather than the beginning.



This graph is looking at our current 2nd grade students and how they scored last year compared to this year on their iReady reading assessment. From fall to fall, the percentage of students in both green has increased as well as the percentage of students in the red has increased.



This graph is looking at our current 1st grade students and how they scored last year compared to this year on their iReady reading assessment. We have moved a larger percentage of students in to the red and the dark green categories.



JH - STUDENT ABSENCES AND EXCUSES

Category: Priority/Required by Law

Students between the ages stated in RSA 193:1 are required to maintain regular and punctual patterns of attendance. Each building principal is responsible for overseeing attendance procedures and for ensuring that:

- 1. Attendance is accurately checked, recorded, and reported to the school office each day for each class.
- 2. All student absences are recorded.
- 3. All permanent records of student attendance are maintained at either the school district or SAU central office.

The Board considers the following to be excused absences when accompanied by a phone call or written/evidence is provided by the parent/guardian:

- 1. Illness
- 2. Recovery from an accident
- 3. Required court attendance
- 4. Medical and Dental appointments
- 5. Death of an immediate family member
- 6. Observance or celebration of a bona-fide religious holiday
- 7. Such other good causes deemed acceptable by the principal or permitted by law.

If a parent or legal guardian wishes for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the students will be absent.

The principal will make a determination as to whether the stated reason for the student constitutes good cause and will notify the parents of the decision. If the principal determines that good cause does not exist, the parents may request a conference with the principal to explain the reasoning further. The Principal may then reconsider the initial decision. However, at this point the Principal's decision will be final.

Family Vacations/Educational Opportunities

Generally, absences other than those listed above are discouraged. The school principal or designee may however grant special approval of absence for family vacations, provided written approval is given in advance. Parents are asked to write a note to the school principal at least two weeks before the trip. The advance planning will allow enough time to work with parents and the student(s) regarding assignment completion.

An unauthorized absence is considered truancy and will be treated as such. Truant students may be subject to school disciplinary measures in line with applicable Wilton-Lyndeborough Cooperative School Board policies.

Truancy

- a. Truancy is defined as any unexcused absence from class or school. Ten half-days of unexcused absences during the school year constitutes habitual truancy.
- b. A half-day absence is defined as the student missing more than two hours of instructional time and less than 3.5 hours of instructional time.
- c. Any absence of more than 3.5 hours of instructional time will be considered a full-day absence.
- d. The Principal is hereby designated as the District employee responsible for overseeing truancy issues.

When a student is absent more than ten half-days, the school may require parents/guardians to contact their provider by phone. If the student does not need to be seen in the office, the provider will indicate this in writing and notify the school. It is understood that a child with a documented chronic illness may have period where they are not able to fully participate in the academic setting and may need to stay home and rest. The principal will ensure accommodations are in place on a case by case basis to excuse necessary absences for students with chronic illnesses.

Intervention Process to Address Truancy

The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

- 1. Investigating the cause(s) of the student's truant behavior;
- 2. Considering, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;
- 3. Involving the parents in the development of a plan designed to reduce the truancy;
- 4. Seeking alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline;
- 5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter, which includes:

- 1. A statement that the student has become or is in danger of becoming habitually truant;
- 2. A statement of the parent's responsibility to ensure that the student attends school; and
- 3. A request for a meeting between the parents and the Principal or Principal's designee to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

- 1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.
- 2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.
- 3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

Additionally, the Superintendent shall ensure that this policy is included or referenced in the student handbook and is mailed to parents annually at the beginning of each school year.

Legal References:

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil RSA 193:7 Penalty RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

First Reading: June 2, 2010, February 6, 2024 Second Reading: July 13, 2010 Final Adoption: August 10, 2010 Revised:

KD - SCHOOL DISTRICT SOCIAL MEDIA WEBSITES

The School Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. As such, the Superintendent is authorized to establish social media websites and platforms in furtherance of the District's values, goals, and mission.

Establishment of Regulations

The Superintendent or his/her designee will establish administrative regulation, guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Limitation of Public Comments

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites, the District does not intend to allow for public comment. The sole purpose of these social media platforms is to communicate information one way, that is from the District to students, parents/guardians, staff, and community members.

Official district social media platforms shall not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

Privacy

The Superintendent or his/her designee will ensure that the privacy rights of students, parents/ guardians, staff, and other individuals are protected on official district social media platforms.

The District will not require or request that any student provide his/her personal or private social media account information with relation to any District social media website.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will monitor all District social media websites. As such, there is no expectation of privacy for information posted on the District's social media websites.

Definitions

"**Social media**" means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Instagram, X, YouTube, LinkedIn, or blogs.

"Official district social media platform" is a site authorized by the Superintendent or his/her designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

Guidelines for Content

The Superintendent or his/her designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

The Superintendent or his/her designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

Copyright

The Superintendent or his/her designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

Legal Reference:

First Reading: February 6, 2024 *Second Reading: Final Adoption: Revision:*

BBBE - VACANCIES AND UNEXPIRED TERM FULFILLMENT

Category: Recommended

Related Policies: BBBC

A. <u>Definition and Occurrence of a Vacancy</u>. A vacancy on the School Board or other District office is defined in RSA 652:12, and occurs when subsequent to election but prior to the expiration of that person's term, the office holder/office holder elect, either:

- i. Resigns (see Board policy BBBC for resignation process);
- ii. Dies;
- iii. Ceases to have domicile in the district or town from which he/she was elected;
- iv. Is determined by a court to be mentally incompetent;
- v. Is/has been convicted which disqualifies him/her holding office (e.g., bribery, willful violation of election laws) or sentenced while in office after conviction for a felony;
- vi. Has the election voided by a court or the ballot law commission; or
- vii. Fails to take the oath of office within 30 days of the election, or fails to give/renew a bond required by law

Although a formal resignation best serves the district when possible, many of the reasons cause a vacancy to occur by operation of law (e.g., death or relocation). In circumstances that are unclear (e.g., relocation out of district), the Superintendent and/or Board Chair should consult with counsel.

A temporary absence does not constitute a vacancy.

B. Authority to Fill Vacancy.

- 1. <u>Vacancy on School Board</u>. In the event of a vacancy on the school board the remaining school board members representing the same town or towns as the departed member shall fill the vacancy, provided that there are at least 2 such members. At-large seats and members are considered to be "representative(s) of the same town or towns." If there are less than 2 remaining members on the cooperative school board representing the same town or towns as the departed member, or if the remaining members are unable, by majority vote, to agree upon an appointment, then the Select Board or Select Boards representing the same town/towns as the departed member may make the appointment, failing which the District Moderator will make the appointment. RSA 671:33, II(b).
- <u>Vacancy of Any Office Other than School Board, Budget Committee or Moderator</u>. The entire school board shall fill vacancies occurring in other district offices, except that of budget committee member, and moderator, until the next annual meeting of the district. RSA 671:33, II(a) and RSA 197:26.
- 3. <u>Moderator Vacancy</u>. Vacancies in the office of moderator shall be filled by vote at a school meeting or election, provided that, until a replacement is chosen, the school District Clerk

BBBE - VACANCIES AND UNEXPIRED TERM FULFILLMENT

shall serve as moderator or shall appoint a moderator pro tempore. See RSA 671:33, III and RSA 197:20.

4. <u>Budget Committee Vacancy</u>. In the event of a vacancy on the cooperative budget committee, the remaining budget committee members representing the same town or towns as the departed member shall fill the vacancy, provided that there are at least 2 such remaining members. At-large seats and members are considered to be "representative(s) of the same town or towns." If there are less than 2 remaining members on the cooperative school board representing the same town or towns as the departed member, or if the remaining members are unable, by majority vote, to agree upon an appointment, then the Select Board or Select Boards representing the same town/towns as the departed member may make the appoint-ment, failing which the District Moderator will make the appointment. RSA 671:33, IV.

C. <u>Duration of Appointment</u>. For positions normally elected by the voters, a person appointed to fill a vacancy will serve only until the next election, at which point the voters will vote for a replacement to serve for the remainder of the original holder's term. For non-elected positions (i.e., those ordinarily appointed by the board), the person appointed to fill the vacancy will serve until the expiration of the original holder's term. See RSA 671:33.

D. <u>Vacancy Arising During Filing Period</u>. Other than a seat that is already open (for election or reelection) as of the beginning of the filing period, a vacancy which occurs between the beginning of the filing period and the district election shall be filled by appointment. See RSA 671:33, V.

E. <u>Process to Fill Vacancies by the Board</u>. The Board will employ the following process when there is a vacancy on the Board, or in another office for which the Board has authority to fill the vacancy. Except as required by RSA 91-A:2 and 3, the Board reserves the right to waive, supplement or otherwise amend any part of the process.

Discussion by the Board of the process to be used to fill a vacancy, and the appointment process itself, including candidate interviews, shall occur in public session during a the next regularly scheduled school board duly noticed meeting. The only possible exception could be a limited discussion regarding a potential candidate wherein that part of the discussion is <u>likely</u> to adversely affect the reputation of a person other than a board member. See RSA 91-A:3, II(c).

Once the Board has confirmed or acknowledged the vacancy, the Board will advertise/post notice of the vacancy on the District web-site and in such other manner as the Board deems appropriate. Among other things, the notice shall invite interested persons to submit a letter of interest to the Board Chair, with a copy to the Superintendent. All such letters shall be included in the public meeting materials for the meeting at which the appointment is to be considered.

Interviews of candidates for vacant positions will take place in a meeting open to the public.

BBBE - VACANCIES AND UNEXPIRED TERM FULFILLMENT

After motion and second, a vote shall occur by voice or show of hands in a public session (secret ballots are not allowed under RSA 91-A:2, II).

District Policy History:

Revised: August 2006 Revised: February 2004 Revised: November, 1999 Revised: July, 1998

New Policy First Reading: October 26, 2011, January 23, 2024 Second Reading: November 8, 2011, February 6, 2024 Final Adoption: November 8, 2011 District revision history:

Legal References:

Pt 1, Art. 11	New Hampshire Constitution, Elections and Elective Franchises
RSA 197:20	<u>Clerk</u>
RSA 197:26	<u>Vacancies</u>
RSA 607-A:2	<u>Rights Lost</u>
RSA 652:12	Vacancy (applicable by way of RSA 652:1, Elections).
RSA 671:33	Vacancies

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.

1	WILTON-LYNDEBOROUGH COOPERATIVE		
2	SCHOOL BOARD MEETING		
3	Tuesday, February 6, 2024		
4	Wilton-Lyndeborough Cooperative M/H School		
5		6:15 p.m.	
6		···· Free	
7 8	The videoconferencing link was published several places including on the meeting agenda.		
9 10	Present: Dennis Golding, Brianne Lavallee, Matt Mannarino, Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen, Diane Foss, and Jonathan Lavoie		
11 12 13 14	Bridgette Fulle	Peter Weaver, Business Administrator Kristie LaPlante, Principal Tom Ronning and Associate Principal r, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Technology Director ser, Curriculum Coordinator Samantha Dignan (online), and Clerk Kristina Fowler	
15	т		
16	I.	CALL TO ORDER	
17 18	Chairman Gold	ling called the meeting to order at 6:15pm.	
19 20	II.	NON-PUBLIC SESSION RSA 91-A: 3 II (C) i. Student Matter	
20		i. Student Matter	
22 23	A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to enter Non-Public Session to discuss a student matter		
24		call vote, all aye, motion carried.	
25 26		DETUDN TO DUDLIC SESSION	
27	RETURN TO PUBLIC SESSION The Board entered public session at 7:12pm.		
28 29 30	A MOTION was made to seal the non-public session minutes by Ms. Lavallee and SECONDED by Ms. Foss. Voting: all aye, motion carried.		
31			
32 33	III. The Pledge of A	PLEDGE OF ALLEGIANCE Allegiance was recited.	
34			
35 36		noved up on the agenda with the Budget Committee's permission and joint session held right after. The agenda as written after the joint session.	
37			
38	IV.	STAFF ACKNOWLEDGEMENT	
39		recognized the following staff who were nominated for the Starfish Award and reviewed the reasons for their	
40 41	nominations, Ms. Ariel, Valerie Bemis, Sherry LeBlanc, and Megan Levesque. Principal Ronning recognized following staff who were nominated for the Starfish Award and reviewed the reasons for their nominations, Nancy Rykken, Mel Jones, Hannah		
41	Rudd, Cam Taber, Mandy Kovaliv, and Bill Comerford. The winners for December and January are Nancy Rykken,		
43	paraprofessional and Ms. Ariel, ABA therapist. Chairman Golding congratulated the winners.		
44 45	V.	ADJUSTMENTS TO THE AGENDA	
45		adjustments to the agenda requested.	
47		aujustitionis to the agonati requested.	
48	VI.	BOARD CORRESPONDENCE	
49		a. Reports	
50		i. Superintendent's Report	
51		reviewed it was a short report; he shared information that he had not previously. Ms. Lavallee spoke of being	
52		Artist in Residence is coming back. She questioned if administration tracks teacher PD or teachers track their	
53		ndent confirms teachers track their own in Vector software and we work closely with them. Ms. Lavallee asked if	
54		to get them done on time. Superintendent voiced it is amazing what can be done when you are close to the	
55		example, he spoke of having 4 certifications himself that he has to have PD for and he may be missing some and	
56		sely at it. We help teachers in that way, they are all on track the thing that takes more time is the teachers that are	
57 58		Ve have to work actively with them and he gave a shout-out to Ms. Fowler, who is really the middle person	
58 59		U and the DOE. This was never her job but apparently, it was. She helps teachers navigate the DOE, because it	
59 60	can be very complicated. If you click on the Bureau of Credentialing, it is complicated. Every state is complicated when it comes to certification and Ms. Fowler does a good job reassuring our young teachers and beginner teachers that it's going be ok, you		
60 61	are not going to lose your job because you can't navigate the DOE site. She walked quite a few teachers through the process,		
62		s year. Ms. Lavallee asked if we have a number who are finishing this year. Superintendent responded we can	
	r satisfiering the		

63 walk you through it, the last couple of years has been really difficult, as we don't have the number of applicants we once had.

64 One of the things we talked about with the CBA is recruitment and how we can get applicants and one way to do that is through

- 65 the salary schedule. He is confident when they see the CBA and compare us with our smaller class sizes and community he
- 66 thinks we will look good in terms of recruitment and competiveness. He spoke of the challenges and how they correlate to our
- 67 scores. He spoke of being excited about the work done on this CBA and he has never been more positive, this is the best he has
- 68 seen. Ms. Lavallee spoke of speaking to a number of parents who are also excited about it, they appreciate our teachers and she 69 hopes they all show up at district meeting. Superintendent voiced in a private business you know how important it is to hire good
- 70 staff and hold on to them, we are the same way. We want to recruit the best, work with them and commit long-term to our kids.
- 71 The mood in the district is positive, he got good feedback at the MS, HS and FRES, have you seen the turnout at the game
- 72 tonight, it is standing room only. We had to pull out the other set of bleachers; it is exciting to have that sense of community. He
- 73 is meeting with Mr. Comerford tomorrow and the 6 interns for lunch to talk about their experience, and if they are getting the
- 74 support and challenge they need and talk about their professional goals. His ulterior motive is recruiting but part of it is 75 supporting them as colleagues too. He is excited about the meeting with them and working with them throughout the spring.
- 76

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ii. Student School Board Report

77 Ms. Hamilton's report is submitted as written. Ms. Lavallee asked if during the student meetings was there any discussion about 78 an SRO position; she would love to hear feedback from the students on what they think the benefits would or wouldn't be. She 79 would like to hear what the students think about it. A question was raised regarding the field trip to Milford CTE for grades 9-11 80 that went to Milford and had only 8 students participating; do we have anything like that for ConVal or Mascenic. Assistant 81 Principal Gosselin responded that Milford puts that on and they pay for transport but the answer is yes we do.

iii. Principal's Report

Principal Fuller recognized 4 student teachers, Natalie Davidson in 2nd grade Ms. Lemire's class, Patrick Dee in 4th grade Ms. 83 84 Reid's class, Ms. Levesque has 2 interns, Kathryn Peterson and Kelsey Gregorio. Tutoring letters are going home tomorrow; we 85 are inviting about 50 students' grades 1-5 and hoping to start on the 13th. WLCTA spoke of the CARES assembly. Ms. Lavallee 86 commented she is excited to see CARES has been brought back; it is great to recognize these skills. Ms. Lavallee spoke of liking 87 how the report cards are being sent out in small amounts to get feedback and tweak it. Principal Fuller spoke of PowerSchool 88 being a bit of a beast when you get behind it but the teachers are embracing it, working hard to get it up, and running. A question 89 was raised if she had a hard time getting teachers to sign up for tutoring. Principal Fuller responded, not at all, we even have a 90 substitute!

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Principal Ronning commended Mel Jones for the dance team's trip to Florida. It was amazing what we were able to go through. 92 93 The date for National Honor Society and Junior Honor Society inductions has been moved to February 22 instead of February 14 94 as the students had other plans on Valentine's Day. He welcomes the Board to join them on the 22^{nd} . He spoke of holding an 95 SAT prep course on English for an hour and math for an hour in the afternoon and an evening session with food for students. 96 Assistant Principal Gosselin spoke of student discipline. She corrected the report as it is from December not September. There 97 are some decreases in some areas and the other category, which is typically bussing or athletics. She spoke of the vape detectors. 98 First parents were notified by email and students have been spoken to about it. They are installed and fully functioning. Since we 99 have been collecting data and spoke to the parents and we have seen a huge decline. We are excited about the technology in the bathrooms and keeping diligent records, she voiced appreciation for the tech department and maintenance department. She also 100 101 appreciates the conversations with the students and parents who have been supportive. Ms. Lavallee spoke regarding remediation 102 and likes where we are headed and appreciates you listed the feedback from the parents and students. Principal Ronning 103 confirms as we move forward the remediation policy was changed last year and one of the big conversations we are having is 104 about summative vs. assessment. Some assessments for example, mid-year you cannot remediate and we are moving in that 105 direction. We want you to know that before you take the test, you can't take it over. We are moving in that direction to make 106 sure all staff are on the same page. Ms. Lavallee voiced appreciation for the SAT prep course. She noticed Dartmouth is having 107 that as a one requirement for entry and years ago, colleges were moving away from that. Principal Ronning responded in regard 108 to the SAT prep, any possible way we can help students plan for advance learning, some may not want to go to college and do 109 not take the test but if we can provide them with extra skills to make them successful that is what we want to do. Mr. Allen 110 spoke regarding remediation and he has heard students approaching teachers about this and told you don't have to or are not 111 allowed to. He has a counter to that, in his household it is about perseverance and what you learn even if they don't get a grade 112 advancement he still encourages that they remediate even if it doesn't repair the grade. Assistant Principal Gosselin responded you don't have to fail to remediate anybody can remediate. Principal Ronning added, if you don't get it right this time you still 113 114 want to get the skill base, here today, gone tomorrow or here today, here tomorrow.

iv. WLCTA Report

115 Ms. Morgan Kudlich, Elementary Music Teacher, reviewed the 2nd quarter is over and students have completed their Middle of 116 117 Year I-ready testing. Teachers took time during the last few weeks to go over their data and formulate their plans going forward. 118 Overall students are seeing consistent improvement and many have already exceeded their stretch goals for the year. On January 119 23rd, our district was visited by the musical group Recycled Percussion and treated to an amazing performance. Thank you to Mr. 120 Weaver and our administrators for arranging such an incredible experience! Teachers had a PD day yesterday that focused on the 121 breadth of tools and resources available to teachers through I-Ready, working on vertically aligned curriculum documents, lexile 122 versus quantile measures, and CPR and concussion training. Many teachers continue to find Professional Development outside 123 of the district as well throughout the year. Tutoring will hopefully be starting soon to help support students in Reading and Math, 124 particularly the students who may not have reached their goal. We are really working to get as many kids as possible as far as 125 possible. FRES started their CARES initiative and will be nominating and celebrating CARES Ambassadors each month through 126 the end of the year. We just had our cooperative assembly, CARES stands for, cooperation, assertion, responsibility, empathy, 127 and self-control. You will see these words on their learning profiles. Each month students can be nominated by any us who 128 exhibit these traits to be our CARES Ambassadors for the month. The next one will be assertion on the first Thursday of the 129 month. Ms. Erin Rosana, High School Social Studies teacher, reviewed the HS completed Midterm/Final exams Jan 18-19. We 130 did them a little differently this year and focused on rigor and tests were formatted and timed, reflecting SATs so that they are 131 familiar with how to take a formal test. Overall, the kids did a good job and rose to the challenge with that. We had a quick turnaround for grades and semester 2 started Jan. 22. There are some exciting new things; there are some new courses that have 132 133 not been taught before or in a few years. Mr. Kiliulis started a stock market class, some students have already begun investing in 134 stocks, competing against other students in the country to build a stock portfolio, and right now Jonathan Crotty is #4 in the 135 nation. We also started running Intro to Psychology, which has not run in about 5 years. Ms. Kudlich mentioned Recycled 136 Percussion and professional development already. The Music and Art Departments are putting on our Winter Showcase on 137 Thursday, February 15th at 6pm. This is an event showcasing student talent in music along with visual art and for the first time, 138 we are opening this up to alumni. Performances will include original songs written by students, covers of familiar songs, 139 instrumental works, and more. We are very excited and hope to see you there! In our ongoing effort to tailor the education at 140 WLC to the needs and interests of the students, the Math and Science Department next year will offer two new classes: Intro to 141 Geology and Math for the Trades. With regards to Math for the Trades, we are seeking any relevant charts, diagrams, technical 142 guides, etc. that may be relevant to those entering the trades in the near future. Any townspeople currently working in the trades 143 who have resources that may help, please contact Bill Comerford at b.comerford@sau63.org. The art department wanted to share 144 that we had Pasty Belt, a local artist come in who shared ceramics with the ceramics class and will continue to incorporate other 145 local artists in other types of art classes in school. There is a new school-wide garden curriculum, which started in the fall, and 146 we hope to incorporate local gardeners and farmers to enhance the curriculum. Ms. Anzalone suggested that Mr. Comerford 147 posts the request for charts and diagrams on a community page. Ms. Rosana will pass that along to him.

b. Letters/Information i. SPED Follow up

148 149

150 151 Mr. Pratt reviewed there was a request for information in regard to school psychologist, mental health clinician and school social worker positions. School psychologists and licensed mental health clinician have been with us for 3 years now, we had a full-152 153 time, benefited school psychologist who left us and we tried to find someone else later in 2021. These positions work closely 154 with the school counselors and administration, working in tandem to make sure kids are safe doing many things in school. We 155 are always working with parents and making sure the type of service they agree with. Students can be on an IEP or general 156 education students, it's a team effort. We had many conversations about the mental health needs. We hired someone who did not 157 work out. Working with administration after the first few months in school, the need to shift to behavioral needs. We had some 158 students needing hefty support and made decisions until we could find a social worker, we found a contracted ABA therapist 159 who had experience working with behaviors and that model continues at FRES. They are hard to find but we continue to look. 160 We are thinking about working with administration and the best use may be someone part-time. The hourly rate and number of 161 weeks is on the report. The ABA was hired in lieu of the school social worker. He listed approximate hourly rate for a licensed 162 school social worker, 20 hours a week for the full school year. A question was raised what the difference in the 3 roles. Mr. Pratt 163 responded the school psychologist primarily does testing; we are mandated to do testing. Her hands are full not only with our students but if we have any referrals from High Mowing, we do those too. The licensed mental health clinician spends her day 164 working with students and services on the IEP, she sees students in crisis needing some short-time counseling and interfaces 165 166 with outside agencies to support students who get outside counseling and want to meld the two together. The School Social 167 Worker is designed for students in crisis, they need the type of support to get back to the classroom and be productive. They are 168 different but similar. He left out school counselors who are in the mix too, always working and shifting caseloads etc. They work 169 as a team but also individually. Ms. Anzalone asked how do people get with the school social worker and how are kids referred. 170 She wants to see how the SRO fits into that. Mr. Pratt responded administration could be working with a student, always 171 involving the parent, they could be having a bad day, and we would say could we have the licensed social worker work with 172 your child today. If we have a situation in school, where the student is out of control we have staff trained in CPI that helps 173 deescalate and more of our staff is being trained in that as we have a CPI trainer in the district that provides training for us. A 174 question was raised if we are not able to fill the social worker position; he mentioned part-time, would we advertise it in 175 conjunction with the full-time. Mr. Pratt responded we don't know, we will continue to try to find folks; we are finding 176 SchoolSpring is not working, this is a specialized piece and have looked at going through an agency and they even are not 177 staffed. The team will get together with various schools and see how we can best navigate, look at the kids coming in and going 178 out, and see how to best deploy staff and plug the holes as best we can. A question was raised regarding conflict that arises 179 between students and do we use any mediation techniques between the two students. Mr. Pratt responded he knows his 180 colleagues here are always doing that, more often than not, the door is closed in guidance because they are working with kids it 181 is a great thing. A question was raised if he thinks the district would benefit with hosting something for parents afterschool 182 where they would discuss some more relevant problems they are having and some difficulties just raising kids especially the younger kids who missed so much socialization. Mr. Pratt spoke that it could be but we have to be careful and sensitive to 183 184 families and want to respect them, if we open a forum, we want to makes sure it is comfortable. Sometimes it is better to have 185 that run by a 3rd party or tell them about the resources available, there are better ways to connect folks outside of school. We try 186 to handle it very carefully and with a lot of respect, people often in crisis don't want people to bother them. Mr. Lavoie thanked 187 Mr. Pratt for putting the numbers together. Regarding the mental health worker at FRES that didn't work out, was it changed to 2 188 ABA's? Mr. Pratt confirms we have 1 dedicated and others are available. In the ABA world, there is a lot of changing. We have

189 1 dedicated person. A question was raised if the intention was to move back to the original model or has this model been so

190 beneficial? Mr. Pratt responded we talked about how to fulfill the needs now; they morphed from providing the environment to

191 keeping kids in the classroom and making sure kids are safe. How it will go in the future is as I said depends if needs are 192 different and if we can provide a school social worker. Principal Fuller spoke about the data, the number of referrals since 193 October has really dropped, in October it was 57 and in January 17. For her she feels the support we are providing right now is 194 meeting student needs and the BCBA, is fabulous at training her staff. We have CPI that many teachers are leveraging, the 195 BCBA helps to identify what the problem is and how best to deal with that problem.

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

198 Present: Jeff Jones, Leslie Browne, Charlie Post, Caitlin Maki, Michelle Alley, Bill Ryan, Adam Lavallee, Jonathan Vanderhoof, 199 Jennifer Bernet 200

201 Chairman Jones called the joint session to order at 7:23pm. 202

a. FY 2024-2025

i. Prior Follow UP/Year to Date

ii. Warrants

204 205 Chairman Jones informed the group that the Budget Committee voted on Warrant Article #5, Teachers' Collective Bargaining 206 Agreement and recommended it, voted 7-2. He notes we are here to talk about unspent funds. Ms. LaPlante noted she made an 207 error on the draft warrant and forgot to omit on articles 5, 6, 7 that the Budget Committee recommended them. She reviewed as 208 requested she provided the year-to-date, through today as best as she can know, we have \$674,000 in unspent funds, 4.75% of 209 the approved budget. Not knowing what the full intent is putting unspent funds into a capital reserve for; she is not prepared to 210 make a recommendation. She floated the idea of what if we used this to build our base capital reserve to have more stability in 211 the out years. At the last meeting, it was said it could be used to set aside for any cost project over runs or emergency repairs so 212 it depends on what the intent of those funds is. If the intent is to smooth things out for the future, or if the District and or Budget 213 Committee and public want to continue to do this every year, putting \$50,000 each year, it is a good way to start building that 214 capital in the out years, \$50,000-\$70,000 she thinks is very safe. If the goal is to have a one-time allowance reserve for projects 215 that run over or unplanned projects, \$75,000-\$100,000 is what she would recommend. She put the facts out there it is up to the 216 School Board and or the Budget Committee to determine what they want to do. Chairman Golding asked the School Board if 217 they have any recommendations, the last time it was decided to wait on this until Ms. LaPlante brought us the information. At 218 this point, he does not see an issue with \$100,000 personally. A couple of the members voiced they are ok with this. Ms. Foss 219 stated as long as everything is legal; she likes the idea to have something in the reserve, just wants it to be legal. Ms. LaPlante 220 responded it is 100% legal. We are taking funds from a lapsing fund and putting it into a non-lapsing fund. She notes she did 221 double check the language as well. A question was raised, if we had only \$70,000, left at the end of the year would the number 222 be \$70,000, she confirms yes. Mr. Allen spoke that we discussed moving it into the CRF for facilities, the Building & Roadways 223 funds. Ms. LaPlante confirms this. Mr. Allen added we discussed in the Facilities Committee having extra money in there would 224 be helpful, for certain times like the sewer pipe, we have a couple of items we have quotes on but because of our bidding process 225 once we vote on them come June it may be different. One thing we were concerned about is having a "blanket build up" listed 226 there but having a separate line item that can be tracked what we use it for rather than it hanging out there assigned to nothing 227 that made us uncomfortable. If we assign it to specific projects, it almost defeats the purpose. He is more amenable to add a line 228 to the CIP as miscellaneous and maintain that, it would make more sense to him. Chairman Golding noted for this like the sewer 229 pipe or the fire panel we could use it for things like that. We could come back to the Board too or take it out of the budget for 230 unspent funds Mr. Allen added. If we are running close to a zero budget, it may not be possible. Since coming on to the Facilities 231 Committee, we realized there are things we should have done in the last few years that we didn't do for whatever reason. He 232 would like to avoid that. We have put together a very comprehensive CIP that we would really like to stick to with plans of 233 budgeting out 30 years and would hate to see us fall back again.

235 A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to adjust Warrant Article #8, fill in the amount with, "up 236 to \$100,000" to be placed in the Building/Equipment & Roadways Capital Reserve fund coming from unspent funds and accept 237 warrant article #8 as amended.

238 Voting: all aye; motion carried. 239

240 Mr. Vanderhoof asks what would the stated tax impact of this warrant article be. Ms. LaPlante responded her recommendation is 241 that there is no statement. There is no way to say what that is going to be to not return \$100,000. We are not asking the voters to 242 raise and appropriate anything. There is no way to say what a future tax impact may be if we have to raise \$100,000 for a project 243 we are not asking the taxpayers to raise anything this year and she recommends omitting that from the warrant article. Mr. 244 Vanderhoof commented he understands if you send \$100,000 back to the town there is no controls of the school to say how that 245 money is spent whether to use it to offset taxes or put it toward something else from the schools perspective, you are increasing 246 the ask by keeping the \$100,000. The tax impact from the schools perspective it is a \$100,000 impact. He thinks it is a very 247 deceptive way to get it in his opinion. If you are going to add a \$100,000 in the CIP and then use it, will this be a consistent 248 warrant article and do you know you will have \$100,000 in unspent funds each year to replenish it. He thinks it would be more 249 of a benefit to put it in one warrant as opposed to two. If you have an emergency, the very fact that you have unspent funds 250 means you have you have the money to spend you don't need to separate it into a special spot to spend it when you already have 251 it there to spend. If you want a line, it should be funded through the Building/Equipment & Roadways Capital Reserve Warrant

252 Article. Ms. LaPlante clarifies that when we are returning unspent funds to the town, we are not cutting them a check, it is 253 coming off the amount that they owe so the towns can't use that to offset the tax rate or do whatever they want to do. We are 254 essentially saying this is the total of what you owed us, we are giving you this much for revenues and what we are returning and 255 this is the new amount you owe us. The towns don't have any discretion over what they do with that money. Mr. Vanderhoof 256 responded, exactly why it would be a \$100,000 impact to taxes. If you pass it, your ask is \$100,000 more than if you didn't pass 257 it. Chairman Jones noted, he thinks that is understood and asks the School Board to take that into advisement, they don't have to 258 speak to it but recognize his comments; they have to present the warrant article. Mr. Lavallee voiced isn't this just asking 259 taxpayers if they would like to do something else with money they have already approved to be spent from this current budget 260 vear, right. You are asking them we haven't spent it would you like us to do something different with it, it is not like we are 261 burying it some budget somewhere. We are specifically asking them if they want to do it, they approved that spend for this year, it didn't get spent, it is up to them if they want to approve it. Mr. Vanderhoof responded if you put a warrant article up there for 262 263 whatever amount and tell me it will cost me nothing, that sounds great but I know it doesn't cost me nothing to raise and expend 264 \$100,000. I think it is a more clear-cut way is to fund it through the capital reserve warrant article that we funnel all this through 265 as opposed to make it sound like you are getting something from nothing. 266

267 A MOTION was made by Mr. Lavallee and SECONDED by Ms. Alley to recommend Warrant Article #8, with the amount of, 268 "up to \$100,000" to be placed in the Building/Equipment & Roadways Capital Reserve fund to come from the unassigned fund 269 balance.

270 Voting: five ayes, four nays from Mr. Post, Mr. Vanderhoof, Ms. Browne and Ms. Maki, motion carried. 271

272 A brief discussion was had as Ms. Foss questioned if she can vote again as a Budget Committee member, it was decided she 273 didn't need to as the motion passed, she did not vote here. 274

275 Chairman Jones expressed the Public Hearing is Thursday night, tell your friends, and then we look to district meeting. There 276 will be slides for the Public Hearing presentation; they are pretty close to completion. Chairman Golding asked that it be sent to 277 the School Board. Chairman Jones noted it would be posted online with the full budget. Ms. Lavallee asked if anyone wanted to 278 be there for the CBA. Chairman Jones informed the group that the Budget Committee did talk a little about it, he doesn't think so 279 based on the last conversation. We plan to read the warrants but not speak to them in detail. If it goes beyond the surface questions, unless the School Board wants to present it, but the Budget Committee is not necessarily in favor of that. Having 280 someone there is helpful, as they don't plan to get into any detail. Ms. Anzalone informed them she will try to attend but would 281 282 like Ms. LaPlante to be present. Mr. Allen stated he could be there. Ms. LaPlante offered to meet with them earlier in advance to 283 go over things. Mr. Ryan asked if there is anything that could be sent out to remind people of the hearing. Superintendent will 284 send something out. 285

VIII. **PUBLIC COMMENTS**

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the 287 288 meeting asking if they wanted to comment.

290 Ms. Mary Golding congratulated Jonathan and the Dance Team, she loves hearing those reports. Recycled Percussion was 291 amazing! Thank you Mr. Allen for your work on the Facilities Committee, it was really well done and your work on the School 292 Board. As usual, everyone on the School Board does a great job, it is a pleasure to listen to some of these meetings and she looks 293 forward to the Public Hearing and the District Meeting. 294

295 A MOTION was made by Mr. Post and SECONDED by Ms. Browne to recess the Budget Committee session at 7:43pm. 296 *Voting: all ave, motion carried.* 297

298 Chairman Jones noted we have 3 open positions on the Budget Committee if anyone knows anyone for a write in campaign. 299 Chairman Golding noted we would keep that in mind.

POLICIES IX.

a. 1st Reading

i. JH-Student Absences and Excuses

303 304 Ms. Lavallee reviewed that this policy had not been updated since 2010, in 2013, there were legislative changes regarding the 305 truancy section. One of the reasons we looked at this is administration approached us feeling that we need to provide parents 306 with knowledge on how things will work so that they can help advocate at home and we give the same message here and at 307 home. She spoke of absenteeism is going up nationwide; it is a significant problem now. Looking at things like our scores and 308 the need for tutoring and she can't help but feel there is a direct correlation with scores. If you have a quarter of students out in a 309 classroom you are putting them all behind as you have to constantly be catching them up. She thought it was great that administration took the initiative to work on it. The changes are in blue italics, there is a significant amount added and some 310 311 taken out. She has the RSA's available if anyone wanted to know which we used to create this. She confirms they are listed at the bottom of the policy. There were no questions or comments on the policy; this will come back for a 2^{nd} reading. She hopes all 312 313 parents look at it and provide feedback at the next meeting. ii. **KD-School District Social Media Websites**

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- Ms. Lavallee reviewed this policy has to do with the district using social media platforms. Administration was hoping to have it 316 in place to keep the community informed. She asked for any questions or comments, none heard. This policy will come back for 317 a 2nd reading. 318 319 b. 2nd Reading i. 320 **ACN-Nursing Mothers** Ms. Lavallee reviewed this policy is now required by the law it is the 2nd reading. She asked for any questions or comments, 321 322 none heard. 323 324 A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to adopt policy ACN-Nursing Mothers as written. 325 *Voting: all aye, motion carried.* 326 327 **EHAB-Data Governance** ii. 328 Ms. Lavallee reviewed this was updated every year since she has been on the Board. She went over the changes with Mr. 329 Buroker this evening and there were no suggestions for changes. She asked for any questions or comments, none heard. 330 331 A MOTION was made by Ms. Lavallee and SECONDED by Mr. Mannarino to accept policy EHAB-Data Governance as written. 332 *Voting: all ave, motion carried.* 333 334 iii. **BBBE-Vacancies and Unexpired Term Fulfillment** 335 Ms. Lavallee reported that she did receive feedback that she wanted to share. The question from administration was regarding 336 page, 2 section E, the 2nd paragraph that says, "shall occur in public session during a duly noticed meeting". Suggestion is to strike word "a" in that and add "during the next regularly scheduled school board duly noticed meeting". This puts parameters in 337 338 regarding timeline and as it states above we always have the option to change the process. This just puts parameters in place. She 339 asked for any questions, none heard. She asked if all members were ok with the changed language. No objection heard. This policy will be amended and come back for a 3rd read. She will work with Ms. Fowler and have it updated for the next meeting. 340 341 **BEDG-Meeting Minutes** iv. Ms. Lavallee reviewed this is the 2nd reading; there were no suggestions for changes. It is a recommended policy. It outlines how 342 343 we deal with minutes in regard to the RSA change last year. She asked for any questions or comments, none heard. 344 345 A MOTION was made by Ms. Lavallee and SECONDED by Mr. Mannarino to adopt policy BEDG-Meeting Minutes as written. 346 *Voting: all aye, motion carried.* 347 348 X. ACTION ITEMS 349 a. Approve Minutes of Previous Meeting 350 A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to approve the public minutes of January 23, 351 2024 as written. 352 *Voting: all aye, motion carried.* 353 A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to approve the nonpublic minutes of January 354 355 23, 2024 as written. 356 Voting: eight aves, one abstention from Mr. Mannarino, motion carried. 357 358 b. Approve Capital Improvement Plan 359 Mr. Allen reviewed the committee met last night; there were not any significant changes. There was confusion with regard to the 360 roof sections (square footage was not matching up) and they changed the names of the section itself such as library and main 361 hallway roof vs. section 1 etc. We still consolidated those adding dates that were missing, the 1st round in 2034 and 2nd in 2040 362 when those will come due and added those 4 steps to the left and adjusted when we start collecting money. All the numbers are 363 the same and amounts are the same. Chairman Golding voiced that it is a good looking and detailed CIP; he has not seen one like 364 this in a while and thanked him for the work that was put into it. Mr. Allen voiced appreciation for the awesome committee who 365 came to the table ready to solve problems. 366 367 A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Lavoie to accept the Capital Improvement Plan (CIP). 368 369 Ms. Cloutier-Cabral spoke that from the time she was on the Facilities Committee she was boggled looking at it; she loves this 370 version compared to what it was before. She knows it was a headache to look at it all the time. Mr. Allen will change two 371 formulas at the bottom and send it to Ms. Fowler for posting and it will become an official public document. 372 373 *Voting: all aye, motion carried.* 374 375 XI. **RESIGNATIONS/APPOINTMENTS/LEAVE** 376
 - a. Resignation-LCS Custodian-Jackie Bird-

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Superintendent reviewed the resignation of Ms. Bird who is the LCS custodian; we will miss her terribly. Ms. Lavallee spoke of missing her as well and always looked forward to seeing her and thinks the kids did too. She spoke of it being hard previously to fill that position when as hours had been cut and questioned if we are looking into that. Superintendent responded that as soon as she gave her notice, Mr. Erb jumped on it and we have someone who does the same position at Hitchiner and the hours match with his schedule. Mr. Erb has shown him around and Ms. Fowler and I met him. We will process his paperwork and he will start next Tuesday.

XII. PUBLIC COMMENTS

385 The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the 386 meeting asking if they wanted to comment.

388 Ms. Mary Golding congratulated Ms. Ariel, she is wonderful and well deserving, the whole list of nominees, and Nancy Rykken, 389 they work with students who need the most support, it is not easy. She spoke of Artist in Residence, she helped on that and we 390 created a project that involves all 3 schools, both towns, our community; she is excited to see that completed. She questioned if 391 anyone had thought of inviting students to the public hearing and district meeting, their opinion matters, to me anyway. The 392 mental health room, which is now the Student Support Center, the behaviors at FRES, have gone down a bit, the goal was to get 393 those students back to the classroom and not stay in the support center. We have other students who have emotional issues, 394 whether social situations or stresses of education and if the school counselor is not available they don't have a place to go. Are 395 we going to help those kids, she thinks that was Mr. Pratt's vision originally. She does not want to move so far away from it that 396 we don't help those kids who have emotional but not behavioral needs. She commented nice job Mr. Erb for finding a 397 replacement for Ms. Bird at LCS and thank you to everyone on the School Board for all your hard work.

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XIII. SCHOOL BOARD MEMBER COMMENTS

400 Mr. Allen spoke about Warrant Article #8. He would like us to pay close attention to that, a lot of potential issues that can 401 happen and we don't want to create a slush fund but as Ms. LaPlante pointed out there are some significant things coming in the 402 next few years, we can put that money toward it paying it down. He congratulated the Starfish Award winners and nominees Ms. 403 Ariel, Valerie, Sherry, and Megan, Nancy, Mel (who does so much with the Dance Team) Ms. Rudd, Mr. Taber and Mr. 404 Comerford and Ms. Kovaliv, and thanked the Facilities Committee. He appreciates the time, effort and candor during this 405 process and thanked Mr. Erb. We took him out of his comfort zone and he knocked it out of the park. The driving force of this 406 CIP will be the policy when it comes out of the Policy Committee that is what will hold us accountable, transparent and be good 407 stewards of the taxpayers. He thanked the Board. 408

409 Ms. Anzalone thanked Mr. Pratt for putting the figures together, she thinks that will be helpful as we hope to pull an SRO into 410 the mix and some of the comments people had that didn't necessarily want to go with an SRO but wanted a social worker and 411 sounds that position is pretty hard to staff anyway. An SRO will be good to add to this team. She had asked before about using 412 left over money to pay down the outstanding food services debt to help parents and asked that administration find out about that. 413

Mr. Lavoie commented that he has seen the PTO is looking for volunteers and if parents want to have fun while making a big
difference, look to the PTO and try to get in on that. The WLC PTO has made a big difference he feels in the attendance we have
been seeing in the gym and letting people know about the games. The last one is Friday hope to see everyone there.

418 Ms. Lavallee thanked the group for listening to her earlier.

420 Ms. Cloutier-Cabral spoke of the district being so lucky to have all the Starfish nominees and those who nominated them it 421 makes her so proud to hear of them. She loves all the detail they put into it. Ms. Jones is a stand out and has made a difference 422 and all the hard work that goes into all of that. She is really proud. 423

Ms. Foss thanked everyone involved in helping students navigate the SATs. She knows how difficult it was to get the score everyone wants you to have. It is not an easy test to take. Kudos to helping them.
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427 Chairman Golding implores the public if you want to know where and how your money is, being spent please show up to some
428 of these meetings. We have the public hearing on Thursday at 7pm. The Budget Committee will present the budget for all to see.
429 Come to district meeting and vote on how your money is spent and what we do with it.
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XIV. ADJOURNMENT

A MOTION was made by Mr. Allen and SECONDED by Ms. Foss to adjourn the Board meeting at 8:54pm. Voting: all aye, motion carried.

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- 435 *Respectfully submitted,*

436 Kristina Fowler

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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: Holly Easter FROM: Peter Weaver DATE: February 20, 2024 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 February 14 that you do not intend to return to your position as Elementary Education Teacher for the 2024-2025 school year.

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