

**Public Notice of Meeting**  
**WILTON-LYNDEBOROUGH COOPERATIVE**  
**SCHOOL BOARD MEETING**  
**Tuesday, May 28, 2024**  
**Wilton-Lyndeborough Cooperative M/H School**  
**6:30 p.m.**

Videoconferencing: [meet.google.com/ikh-tjsf-yrz](https://meet.google.com/ikh-tjsf-yrz)

Audio: [+1 484-416-1505](tel:+14844161505) PIN: 185 425 805#

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

- I. CALL TO ORDER-Dennis Golding-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. STUDENT 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. Superintendent's Report
    - ii. Student School Board Report
    - iii. Director of Student Support Service's Report
    - iv. Director of Technology's Report
- VII. ESSER FUNDING REQUEST**
- VIII. ACTION ITEMS**
  - a. Approve Minutes of Previous Meeting**
- IX. POLICIES**
  - a. 2<sup>ND</sup> READ**
    - i. JLCF-Wellness Policy
    - ii. GBCD-Background Investigation and Criminal History Records Check
    - iii. JKAA-Use of Child Restraint and Seclusion
    - iv. EFAA-Meal Charging
- X. COMMITTEE REPORTS**
  - i. Policy Committee
  - ii. Budget Liaison
  - iii. Appoint Community Member/s to Facilities Committee
- XI. RESIGNATIONS/APPOINTMENTS/LEAVES**
  - a. Resignation FYI-Kathleen Chenette-LCS-Student Support Services Coordinator**
  - b. Appointment-Allison Hayden-FRES-1<sup>st</sup> Grade Teacher**
  - c. Appointment-Kelsey Gregorio-FRES-4<sup>th</sup> Grade Teacher**
  - d. Appointment-Jeff Caisse-WLC-MS Science Teacher**
  - e. Appointment-Lynn Colantuoni-WLC-Spanish Teacher**
- XII. SCHOOL BOARD MEMBER COMMENTS**

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

- i. Review the nonpublic minutes

**XIV. ADJOURNMENT**

**INFORMATION: Next School Board Meeting-June 11, 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.

## **WLC School Board Report**

Hannah Hamilton; High School Representative

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### **I-Ready:**

The week of May 13-16th students in grades 6-10 took the final I-Ready diagnostic test for this year. All of the students are happy that the testing is over.

### **WLC Dance Team:**

On May 15th, the WLC Dance Team enjoyed performing their end of year dance show. It was nice to see everyone come together, and put together an awesome show. Thank you to Ms. Jones for putting together our wonderful dance team and everything you do so students can benefit from it.

### **Spring Sports:**

Our spring sports are coming to an end. We are so proud of all of the teams. Our Unified Program was well received and our Softball team will make the playoffs.

### **WLC Music Department:**

The music department will have their spring concert on May 30th, 7pm in the cafeteria.. Come see our Band, Chorus, and select ensembles perform songs that are featured in animated Movies and Television shows.

### **A Personal Thank Yous:**

This is my last School Board Report of the year. I would like to take a minute to thank the school board for welcoming me into this role as the Representative for our students. Last year I was the middle school representative, and I was able to work with a high schooler, but this year I have done it alone. This role has taught me about responsibility, and I am very grateful for you taking the time to listen to what I have to say, and taking what I say seriously. This was a big learning role for me and I am very grateful for this opportunity.

### **Awards/Graduation**

Please join us for Awards night on May 29th at 6:30pm and when our seniors graduate on Friday, June 7th at 6pm.

Thank you



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

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

Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

## Director of Student Support Services Report May 2023

- We are continuing to plan for the Special Education ESY Program, which will run from July 8<sup>th</sup> through August 16<sup>th</sup>. RISE programs will be for 6 weeks, Monday-Thursday. The general special education programming will run for 5 weeks, Tuesday-Thursday. We have hired most of our staff and are grateful that so many of our teachers and support staff are willing to work with our students during the summer months. Parents are finalizing their plans with us and we will be ready to start on July 8<sup>th</sup>.
- Our end of year activities are upon us. Case Managers are finalizing new IEPs for next year. We are completing testing on all of our initial referrals and triennial evaluations of our students. So many tasks for the NHDOE must be completed prior to June 30<sup>th</sup> each year. Additionally, the end of year also brings with it hiring for the 2024-2025 school year.
- We currently have 4 open para-educator positions which will be advertised again at the beginning of next month. We have also lost our special education reading teacher at WLC. I will update the Board on our process for replacing this position at the meeting. We are pleased that all of our contracted service providers will be joining us again next year.
- We do not have any clear picture regarding our special education grant (IDEA) as was discussed with the School Board and Budget Committee during the budget process. Each year, we must wait until the NHDE calculates the amounts for each SAU as distributed to them by the federal government. We are hopeful that we will have this figure close to June 1.
- Special Education Aid submissions will be due on July 31<sup>st</sup>. Our office is busy calculating the amount that we will receive for the next fiscal year which is based on the tuition payments from the previous year. We also continue to work with MSB, our Medicaid contractor, to maximize our reimbursement to the district. As the laws and regulations are constantly shifting, our office works diligently to maintain all the necessary documentation and keep current on all of our claims.
- As I close my 42<sup>nd</sup> year serving educational communities, I would like to take this opportunity to thank all of the educators in our district. Our teachers, support staff and specialists do such a great job in serving all of our students. It is a pleasure to work with them all!

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

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



**Wilton-Lyndeborough Cooperative 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

## May 2024 SAU63 Technology Report

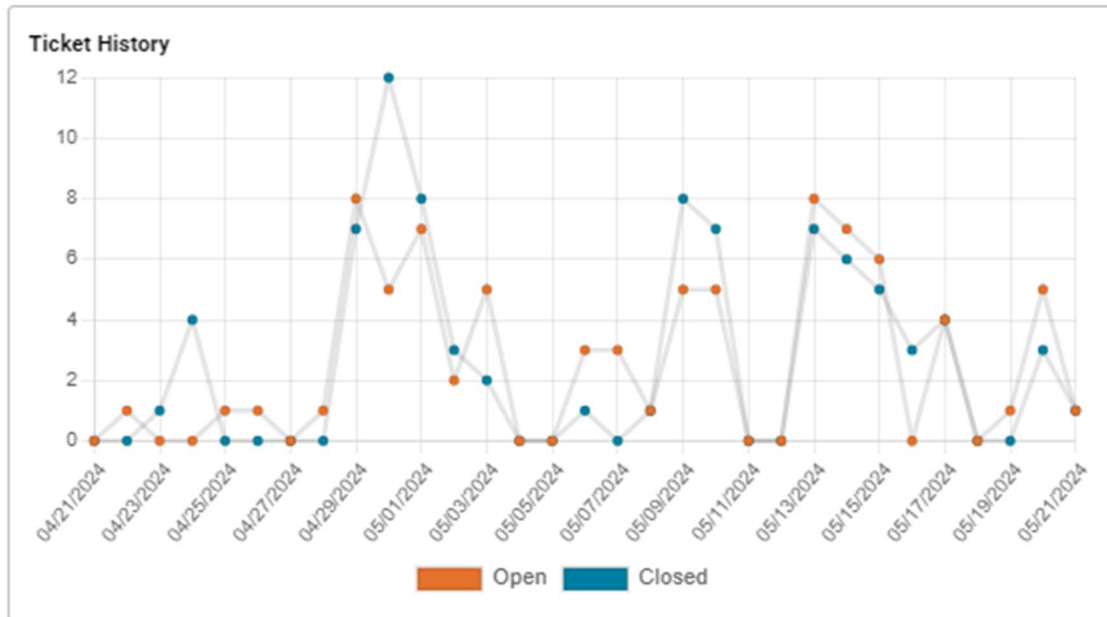
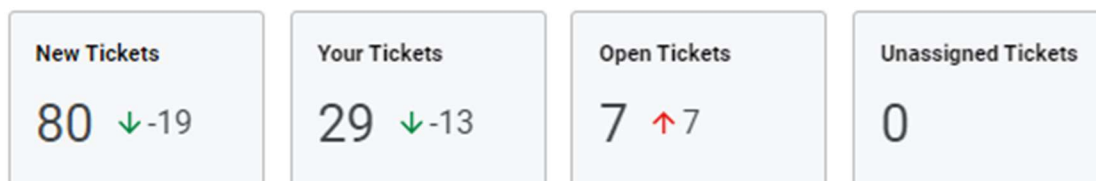


Figure 1 Last 30 days

### Support:

In the last 30 days, we had 80 new tickets created, a decrease of 19 tickets from the previous 30 days, and we are sitting at 7 open tickets. The average close time is currently at 6 and a half days. This is what I expect for this time of year. Ticket volume tends to trend downward as the year comes to a close. 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

**1** hour **47** minutes**Tickets Close Time**

Average

**6** days **17** hours**Testing:**

I-Ready and SAS are currently underway and from the standpoint of technology are proceeding without a hitch. I am reminded of the Eisenhower quote “Plans are useless, but planning is everything.” This testing cycle has been the product of months of planning, implementing lessons learned from previous tests, my incredible team, and the support of administration.

**Projects:**

The consolidation of switch management and the router cutover we pursued over February break that were broadly speaking failures, were completed over April break. The lessons learned from Winter break paid dividends and all three cutovers were completed with less than 20 minutes of downtime a piece.

**Artificial Intelligence:**

As per the Technology Committee’s direction I have, along with administration, produced two codes of Ethics for the use of AI in our schools. (Rough drafts for each for below.) I believe the flexibility of having a code as opposed to a policy will allow our district to be more responsive to the accelerating adoption of generative AI. I think the codes represent a pragmatic understanding that the world our graduates will soon find themselves in is one that mandates the use of these tools.

**Website:**

Finally the beautification of the website is in its final leg. The ad-hoc committee delivered two proposed new layouts to the Technology Committee, with best take away being that almost any change would be better than the status quo. The Technology Committee tasked me with presenting their pick to the board as a whole.

# AI Code of Ethics For Student (Rough Draft)

## Need for a Code of Ethics

The Wilton-Lyndeborough Cooperative School District (SAU 63) recognizes the educational advantage of, and supports the adoption and use of, generative artificial intelligence. These systems can be used to personalize education and improve the experience of students who will encounter it in their professional life upon graduation. To maximize the educational benefits and minimize the risks of AI Systems, there must be continuous adherence to the principles that guide SAU 63 in the use of these technologies. Students will abide by the following Code of Ethics for the Use of Artificial Intelligence (Code of Ethics), based on the staff guidelines on ethics in artificial intelligence.

## Principles

1. **Transparency:** Students should be transparent about the use of AI tools in the classroom, providing their teachers with clear communications of how AI is being utilized in their school work.
2. **Accountability:** Students should take responsibility for the outcomes of AI-supported activities and coursework, regularly checking their accuracy and correcting any unintended consequences or errors.
3. **Data Privacy:** Students must prioritize the protection of their data and that of their peers when utilizing AI technologies.
4. **Bias Awareness and Mitigation:** Students should be aware of potential biases present in AI algorithms.
5. **Critical Thinking and Media Literacy:** Students should critically evaluate AI-generated content and information, enabling them to discern between reliable and unreliable sources.

6. **Empathy and Human Connection:** Students should emphasize using AI tools to enhance rather than replace meaningful interactions between their peers and educators.

7. **Safeguarding against Dependency:** Students should be cautious about over-reliance on AI technologies in their learning.

By adhering to these ethical principles, Students can harness the potential of AI to enrich the educational experience.

## Do's and Don'ts

**Don't let AI make decisions for you.**

*Example: Allowing an AI to write your essay.*

**Do let AI inspire you.**

*Example: Asking an AI for possibilities. "What are 7 ways things can go wrong when baking a cake?"*

**Don't share private information with an AI.**

*Example: Putting any personal information into an AI prompt*

**Do let AI assist you.**

*Example: Asking an AI to find grammatical errors in a piece of work.*



# AI Code of Ethics For Staff (Rough Draft)

## Need for a Code of Ethics

The Wilton- Lyndeborough Cooperative School District (SAU 63) recognizes the educational advantage of, and supports the adoption and use of, generative artificial intelligence. These systems can be used to personalize student education and improve the experience of students who will encounter it in their professional life upon graduation. To maximize the educational benefits and minimize the risks of AI Systems, there must be continuous adherence to the principles that guide the SAU 63 development and use of these technologies. For several years now, scientists, ethicists, policy makers and corporations from around the world, and from all political systems, have engaged in debate about what is “right” as applied to the creation and use of these new technologies. These ongoing debates have informed SAU 63’s recommendation. SAU 63 provides and recommends the application of the following Code of Ethics for the Use of Artificial Intelligence (Code of Ethics), based on the State of New Hampshire Government guideline on ethics in artificial intelligence.

## Principles

1. **Transparency:** Teachers should be transparent about the use of AI tools in the classroom, providing students with clear explanations of how AI is being utilized and its potential impact on their learning experience.
2. **Accountability:** Teachers should take responsibility for the outcomes of AI-supported activities and interventions in the classroom, regularly assessing their effectiveness and addressing any unintended consequences or biases.
3. **Data Privacy:** Teachers must prioritize the protection of student data when utilizing AI technologies, adhering to relevant privacy laws and regulations, and obtaining informed consent when necessary.

4. **Bias Awareness and Mitigation:** Teachers should be aware of potential biases present in AI algorithms and take proactive steps to mitigate them, such as regularly evaluating training data for diversity and fairness.

5. **Critical Thinking and Media Literacy:** Teachers should empower students to critically evaluate AI-generated content and information, fostering media literacy skills that enable them to discern between reliable and unreliable sources.

6. **Empathy and Human Connection:** Teachers should emphasize using AI tools to enhance rather than replace meaningful interactions between students and educators.

7. **Safeguarding against Dependency:** Teachers should be cautious about over-reliance on AI technologies in the classroom, ensuring that students develop essential skills and competencies independent of AI assistance.

By adhering to these ethical principles, teachers can harness the potential of AI to enrich the educational experience while safeguarding the well-being and rights of their students.

## Do's and Don'ts

**Don't let AI make decisions for you.**

*Example: Allowing an AI to grade essays.*

**Do let AI inspire you.**

*Example: Asking an AI for possibilities. "What are 7 ways things can go wrong when baking a cake?"*

**Don't share private information with an AI.**

*Example: Putting any student data into an AI prompt*

**Do let AI assist you.**

*Example: Asking an AI to find grammatical errors in a piece of work.*

## Curriculum

### Curriculum, Instruction, and Assessment

#### ↓ Curriculum Database

##### Art

- + English Language Arts
- + Family and Consumer Science
- + Health
- + Industrial Arts
- + Library
- Math
- Music
- + Physical Education
- + Science
- + Social Studies
- + Spanish
- + TechnoHealth

#### Instruction

#### + Assessment

## Links to Resources Used for Curriculum and Assessment

### Common Core Standards in Math & Literacy

### NH Science Standards

### NH Social Studies Standards

### Technology Education (formerly Industrial Arts)

### Health Education Standard

### Physical Education Standards

### Arts Education Standards: Including Music, Art & Theater

#### Art



#### Health

#### English Language Arts



#### Family and Consumer Science



## School District Mission Statement

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

# School District Profiles

[District Report Card](#)

[DOE School and District Profiles](#)

[NEASC School Summary Report WLC MS/HS](#)

## Upcoming Events

**APR 30** | TUE

**FRES After School Tutoring**

2:15 PM - 3:30 PM

**Policy Committee Meeting**

6:00 PM

**MAY 1** | WED

**FRES After School Tutoring**

2:15 PM - 3:30 PM

**MAY 2** | THU

**FRES Spring Concert Grades 3-5**

ALL DAY

**FRES After School Tutoring**

2:15 PM - 3:30 PM

**MAY 6** | MON

**Teacher Appreciation Week**

ALL DAY

**Facilities Committee Meeting**

6:00 PM

[VIEW CALENDAR](#)





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### SAU Staff

SAU Staff

#### SAU Office

Phone: 732-9227

Location: Lyndeborough Central School 192 Forest Rd, Lyndeborough, NH 03082

Contact Us

### Superintendent's Office

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Superintendent of Schools

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### Student Support Services Department

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**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, May 14, 2024  
Wilton-Lyndeborough Cooperative M/H School  
6:30 p.m.**

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

Present: *Dennis Golding, Brianne Lavallee, John Zavgren, Michelle Alley, Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen, Diane Foss, Jonathan Lavoie (6:33pm)*

*Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Principal Bridgette Fuller, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler*

**I. CALL TO ORDER**

Chairman Golding called the meeting to order at 6:30pm.

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was recited.

**III. STUDENT/STAFF ACKNOWLEDGEMENT**

Principal Ronning informed the group that he would like to move the student acknowledgement to the next meeting due to student commitments. He recognized several staff who were nominated for the Starfish Award at WLC, teachers Laura Bujak, Emily Hall, Olympia Clark, and Guidance Counselor Alice Bartoldus and reviewed the many reasons for their nomination including their work with students, and community. Principal Fuller recognized several staff from FRES who were nominated for the Starfish Award, teachers Tammy Cargill, Greg Lamers, and Meghan Levesque and reviewed the many reasons for their nomination including, dedication to students, leadership and community work. Ms. Levesque was the winner of the Starfish Award and was congratulated.

**IV. ADJUSTMENTS TO THE AGENDA**

There were no adjustments to the agenda.

**V. PUBLIC COMMENTS**

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

Ms. Mary Golding recognized the nominees for the Starfish Award noting Ms. Levesque is very deserving of this award. She thanked everyone for all they do and noted she is happy with this Board.

**VI. BOARD CORRESPONDENCE**

**a. Reports**

**i. Business Administrator's Report**

Ms. LaPlante reported currently working on teacher contracts, which have been distributed, and the rest of the contracts would be out later this week or next Wednesday at the latest. She spoke of the proposed revision of next year's budget process being helpful to her office, which is outlined in her report

**ii. Principal's Report**

Principal Ronning reported WLC held a simulated accident on school grounds Friday; he thanked Chief Nourse for his help. The simulated accident was for students to understand the importance of choices and accidents can happen. He thanked the many community volunteers including Wilton Towing, Michaud Funeral Home, UMASS Helicopter, a local prosecutor who spoke to the students after to debrief and all of the emergency responder personnel. The day was really important for students. We have 4 track athletes who have been invited to the Last Chance Invitational tomorrow, Kelsey Crouse, Ben Jacobs, Aiden Rivet and Sandy Sanchez. Senior Project Extravaganza will be held on May 23, see how seniors prepare for life after high school; please join us. Friday is prom night. SAT scores are out and results are promising. Students and staff worked hard and it shows our school is moving forward with an academic culture. Scores are above state average and some above national average. An assembly was held regarding internet crimes against children. Students understand different things that can happen online and we had individuals in to speak to this and the importance of knowing who is out there, don't just automatically "friend" someone. We are pushing to take final exams from a level 1 depth of understanding to level 3, which is the application of skills. Making sure the calculation and performance of knowledge is moving forward. Assistant Principal Gosselin spoke regarding the discipline logs. High School March and April numbers are 6 and 8 which we are proud of, that represents 5 students out of the entire HS. The MS is similar with 6 students, which is lower than usual, and March is a long month for us. These are exciting

numbers to see. She spoke regarding the Italy trip. There were 20 students, 10 adults. Ms. Erin Rosana coordinated the whole thing and it was phenomenal. They started out in Venice, spent a few days in St. Mark's Square and went to Florence by high-speed train, learned about art history, went to Rome and the Vatican. They learned beyond history, they learned some basic skills, for some students this was their first time flying. Students needed to be responsible and they exceeded our expectations. Kudos to Ms. Rosana, there was a lot of planning and prep work prior to the trip. We are planning another trip in 2026. They are looking at going to England and France. This trip was 8 days total, and would need more time for the next trip. In response to a question, Principal Ronning spoke regarding the depth of knowledge he spoke of earlier and not all teachers have been asking for level 1. Depth of knowledge level 1 is memorization, and giving you back facts, answering a math problem vs. taking a situation and using math to solve it. Ms. Anzalone noted she has concerns and was directed to contact Principal Ronning. Assistant Principal Gosselin noted tomorrow night is the end of year dance performance. Ms. Lavallee asked if they could speak about the Hall of Fame ceremony. Assistant Principal Gosselin informed the group this is the 2<sup>nd</sup> induction for the Athletic Hall of Fame and inductees are, Athlete Julie Doran, Coach Diane Doran, Athlete Tom Conrad, Athlete Sandy Vanderhayden and Athlete Steve Claire. We have 52 confirmed RSVP's, which is more than last year. It will be held on May 22, with a dinner option in the café, banquet style \$15 per person and if you only want to come for the ceremony it is at 6:45pm and no charge for just the ceremony. Mr. Dave Finch (past long time PE teacher) is part of the committee and will do a lot of the announcing and awarding.

Principal Fuller informed the group FRES is having an offsite evacuation on May 28. This is a component of our emergency operation plan designed for safety of students and staff. An offsite evacuation could be activated if it is deemed unsafe in the building, could be for a loss of power, or no water etc. We are in partnership with the bus company and students will be going to WLC for this phase 1 of the evacuation plan. The Celebration of Learning is Thursday at FRES at 6pm; make sure to stop by all the classrooms, Economic Fair and open house for the W.I.N. program. Parent Information night at LCS for the rising kindergarten parents to learn about the program is May 23 at 5:30pm. Girls on the Run has been working hard, they had their 1<sup>st</sup> 5K practice, and it was great to watch them. They will do that again tomorrow.

### **iii. Curriculum Coordinator's Report**

Ms. Dignan reported we continue working with the vocabulary book study playbook afterschool. We are discussing different ways of implementing it in their classroom. We talked about LTRS training and these 2 programs work well together. The Professional Development Committee continues to adjust the Master Plan and it is just about ready to be put into action. There is a lot of teacher opportunities for summer learning. Some are going to OGAP (Ongoing Assessment Project) which is the math version of LTRS. Teachers at the MS are going to Open ScieEd training and administration is doing a book study. There has been an uptick on the curriculum website; ELA curriculum 6-12 is posted; amazing work from the ELA Department. She provided a photo in her report of the Artist in Residence work. It is currently at FRES and will move its way up here. Each school has a panel and you can see the progression of work. Regarding NHSAS (NH Statewide Assessment System) students at FRES completed their ELA portion and both 5<sup>th</sup> and 8<sup>th</sup> completed their science. Information on how to access the family portal has gone home. We are working on wrapping up testing reading and math WLC and math at FRES. SAT scores are in and she cannot wait to present this information in June; she put some spoilers in her report and iReady is going all across the district. A question was raised if student summer learning programs are the same as what was offered last year. Ms. Dignan responded yes, but we are still working out some details and looking into some other opportunities that teachers have asked about. A question was raised if we are offering anything to students who may struggle with the new WLC expectations. Ms. Dignan responded we are still working on summer plans.

### **iv. WLCTA Report**

Ms. Erin Rosana reported for the following for all the buildings.

#### **FRES & LCS:**

- Seacoast Science Center FT - 2nd grade on the 31st
- Kindergarten going to the Friendly Farm
- Incoming Kindergarten parents night 23rd of May 5:30
- All LCS and FRES students performed their spring concerts with great success.
- 5th grade will be having their step up day on June 4th to visit the middle school with teachers accompanying them.
- Kindergarten will be having their step up day on June 4th to visit FRES.
- Everyone is in the middle of testing right now.
- Teachers will be having a final PD day on Friday, May 24<sup>th</sup>.

#### **WLC:**

- The Italy trip from April 13-20 was a success. It was amazing to see those kids grow during the trip.
- Prom May 17- Taylor Smith, the Junior Class Advisor, is working hard to finish last minute details and planning.
- Senior Project Extravaganza - May 23rd, shout out to Bill Comerford who did a large chunk of the planning and mentoring. She gave a shout out to the mentors.
- May 8-9: 21: MS overnight trip to Boston, spearheaded by Melissa Norton. It was successful.
- MS Student Government is planning a Field Day for June 12<sup>th</sup> tentatively.



- HS Math – Mr. Kiliulis: nearing the end of the stock market game competition, where students have to invest \$100,000 fake dollars into the stock market, and see who can get the best portfolio. Jonathan Crotty is still ranked 17th place in the entire state.
- Music Dept. - Taryn Anderson:
  - A select choir from WLC had the privilege of singing the National Anthem at a House session at the New Hampshire State House in Concord, NH on May 2nd.
  - WLC's Spring Concert will be Thursday, May 30th at 7pm in the WLC cafeteria.

## VI. ACTION ITEMS

### a. Approve Minutes of Previous Meeting

*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to approve the minutes of April 16, 2024 as written. Voting: seven ayes, two abstentions from Mr. Lavoie and Ms. Cloutier-Cabral, motion carried.*

### b. Tuition Rate

Superintendent spoke of one of the things we have been considering is how do we market our district if parents want to tuition in here. Every district has a tuition rate. Each district approaches it differently. The key is the market. We have a family interested who wanted to know our tuition rate is to see if it is affordable for them. We want one that our Board supports. He only asks that we have one that is competitive. Some districts set it at the state rate, some 50% of the state rate. He notes in 22-23 the state rate was about \$20,000 absent transportation and doesn't have the rate for 23-24. Some districts may even determine it per family. If we can keep it under \$10,000 that is as competitive as we can get. If we are able to set one, we want to think about other programs that may increase the cost such as if the student is taking CTE courses, we would want the parent to pay for that and it would be about \$1,500 cost to the parent. He asks the Board to discuss it and if they can come up with a rate he would love to get back to the parent to see if it something they want to consider. Chair Golding noted having experience with it, ConVal sets their rate at 40%, he does not believe Milford gives a break Ms. LaPlante added a lot of districts charge the people cost, whatever that shakes out to be. Ms. Anzalone noted Merrimack wanted \$16,000-\$18,000 per child. Discussion was had including if we are not getting 50-60 kids coming in and we do not need extra teachers, he doesn't see why we would charge full rate and would be happy with 50% or 40%. Superintendent noted if we have a handful of students coming here there is no additional cost we need to incur like hiring new teachers. If we had all 2<sup>nd</sup> graders coming in then at that point we may need to hire another teacher and relook at that. Right now, there is only 1 or maybe 2 families he is talking with. Mr. Allen questioned if we are looking at 50% or 40% what is that number. Superintendent responded looking at 2022-2023, we would be about \$8,000 and if we keep it under \$10,000 would keep us very competitive. He does not know what this years per pupil cost is and expects somewhere around \$20,000-\$24,000. Merrimack is charging the per pupil cost. Mr. Allen noted if it were \$24,000 at 40% puts us below \$10,000, he would support that. Ms. Lavallee questioned from a legal perspective if we set a rate are we locked into that. As an example, if a student tuitioned in here in the fall, and mid-year we have a group from the same grade coming in and we would be financially impacted by that would we be required to offer that same rate or would we have flexibility within the law? She would like to know this. Superintendent responded we could come back on the 28<sup>th</sup> with a specific answer. He expects we could be flexible and could deny the request because the cost may be too high. We will come back with the answer from our school attorney on the 28<sup>th</sup>. Ms. Alley likes the idea of having a tuition rate. She asked where that money go within our current budget. Ms. LaPlante confirms it is counted as a revenue, not recorded as an expense, just revenue. Chairman Golding asked if member wanted to vote on this or table it.

*A MOTION was made by Mr. Allen and SECONDED by Ms. Foss that the out of district tuition rate for incoming students would be set at 40% of the per student rate.*

Ms. Alley questioned if the motion should include we have the ability to reevaluate or change the rate depending on the effect it would have on our district.

*Mr. Allen AMMENDS his MOTION (if it is legal) to include, set the out of district tuition rate (for incoming students) at 40% (of the per student rate) with the option to reevaluate/amend if the costs exceed our per student rate.*

Ms. Anzalone asked if we would absorb the CTE cost or would the incoming family. Superintendent responded the 40% would be the base rate and can adjust it as necessary. If there is an adjustment in the cost for us, anything that gives us room to revisit and leave it open is the best way because we don't know what the situation may be.

Ms. Alley suggested the motion include tuition "base" rate.

*Mr. Allen AMMENDS his MOTION to add (tuition) "base" rate.*

*Ms. Foss SECONDS Mr. Allen's ADMENDMENTS.*

*Voting: all aye, motion carried.*

## VII. ESSER FUNDING & UNSPENT FUNDS REQUESTS

Ms. LaPlante reviewed as we discussed the use of ESSER funds; we are currently working on our 3<sup>rd</sup> round with the full allocation being \$684,010 with the caveat that we must commit at least \$136,800 to address learning loss specifically. As you can see, the Board directed all ESSER expenditures to come before the Board. She had a side bar conversation with a school board member regarding the first couple of rounds of funds were not spent with as much purpose as the Superintendent or she would have preferred and wanted to be sure that this was an open process for everyone. Over the time, we have approved projects, costs have changed, and the DOE has denied one or two. Right now, we are coming back asking the Board for 2 programs, one is for an extended year kindergarten program for 15 days kicking off right after this school year ends for identified students cost not to exceed \$10,100 and the second is for FRES grades 4-5 for learning loss Summer Academy not to exceed \$14,225. Typically, we run Summer Academy through Title I but our 4<sup>th</sup> and 5<sup>th</sup> graders are the kids most affected by the pandemic and could use some specific help. It falls under the learning loss criteria of ESSER. We are looking for support for these 2 programs. WLC and SPED are evaluating additional programs and will come back on the 28<sup>th</sup> with those. With these 2 projects approved, we will have approximately \$135,238 remaining in ESSER III. She confirms we have met our learning loss minimum. She confirms the remaining has to be used by September 30 and the 2 programs coming on the 28<sup>th</sup> will be for a small amount of funding. We will be looking at returning, she believes over \$100,000 of ESSER funds. We could look at this and say we have this amount of money what do we want to do with it. She thinks the School Board has done a tremendous job trying to make sure the programs we put into place are not going to create a fiscal cliff that many school districts are experiencing right now. They spent, spent, spent and implemented programs that were great but now have no way to fund them because the taxpayers can't sustain them. She thinks the School Board has done a phenomenal job with making sure what we have meets our district and student needs and whatever supports we put into place are sustainable in the end. A question was raised if that September 30 date that the funds have to be spent or encumbered. Ms. LaPlante noted that is a great question. The federal guidelines are different from what the state is using; the State of NH is using a tighter timeline. We have not been able to get 100% clarity from the state on that and she is going on the assumption we have to spend it by September 30. Ms. Foss noted feeling supportive of both of those programs; it is a good use of money and is fiscally responsible. Mr. Allen would like to see before we give back \$100,000 to really dig into it; maybe we did this but could we bring it down to the teacher level perhaps. We mentioned FRES and WLC and SPED made great strides. We still have some individual pockets or individual students or classes that need a little extra that doesn't have to create a system that goes on but maybe there is some spot treatment. Whether bringing out of state programs or purchase a program or tutoring what won't affect future tax years and allows us to use it now rather than return it. Ms. Lavallee was thinking the same and suggested another if possible, is to host an information night for parent around mental health difficulties kids are facing, is that something we can offer returning to school in the fall or other projects that might fall under that which are not in the budget. She would like to see us use as much as possible before returning it.

*A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to approve the Kindergarten extended year program for 15 in June 2024 not to exceed \$10,100 and Grades 4-5 learning loss summer academy in the summer 2024 not to exceed \$14,225.*

*Voting: all aye, motion carried.*

Ms. LaPlante reviewed that she provided a list of projects that administration has put together either during budget process of concepts deferred or discussed along the way. She reviewed those briefly. Two 21' sections of 5-row aluminum bleachers for soccer fields with cost of approximately \$16,000 originally but website has updated the quote because of cost of aluminum \$20,000-\$22,000 and is waiting on a final quote for delivery on that. Replace four basketball backboards at WLC as well as upgrading pulleys with \$19,200 for the blackboards and \$2,400 pulleys. Purchase a used 18-foot used scissor lift, which will make the higher repairs more efficient to do \$4,000 - \$7,000. Replace rear stage curtain at FRES includes the fireproofing that is required, which is a saved cost annually by replacing the curtain \$3,000. These items would need to be purchased and items in transit or received by June 30, 2024 to qualify it under the Dept. of Revenue standards for lapsing appropriations. A question was raised if any of these items were on the Facilities Committee radar. Mr. Allen responded that all of these have been discussed at facilities meetings but deferred for whatever reasons. Some of these are must haves in his opinion and some if we don't have it; it is not a big issue. It is all less than \$50,000 and the taxpayers mandate was they want us to be thrifty with spending but all of these things we know about and there is no reason he would not support it. Mr. Lavoie noted it sounds like a good use of money. Ms. Anzalone brought up that last year; the issue came up regarding the high temperatures in the classrooms. She believes we purchased a few A/C units and she asked if it is possible, we use some of these funds to get in better A/C units so it is not as miserable the last few weeks. Ms. LaPlante responded the quick answer is no, we can't use ESSER funding and as far as the A/C's no, we don't need to put in any effort into the pricing. Last year we purchased 16. Ms. Anzalone questioned if we have the funds, could we purchase more. Superintendent voiced that we could do an inventory of the classrooms, come back on the 28<sup>th</sup> with the exact number, and ask you to support it. You are right; there are some classrooms that do not have A/C units. Ms. Anzalone asked that LCS be included. Ms. Alley noted that she thinks it is important the kids have A/C. It affected her kids last year. She doesn't know what happened last year but it seemed like it was rushed and wonders if it can planned instead of rushed. Ms. LaPlante responded last year it was how the funding came up and it is the same for this year. It is not in the budget and not something we can do mid-year. Discussion continued including that last year someone brought up, looking into doing A/C in the building as a whole and it is not feasible. Mr. Allen noted he would have liked to seen more stuff come to them, if we push this off to the 28<sup>th</sup> then we have only a week or 2 until the end of school. If this is something

the Board wants to consider, if you need this next year we need to plan for it. Superintendent voiced that we can amend this request of unspent funds and have a ceiling so that we don't have the delay that Mr. Allen mentioned. It was confirmed the units from last year were deployed and LCS did not receive any. Mr. Erb believes that last year they cost about \$550. Superintendent suggested we amend the request to include A/C's not to exceed \$10,000 as we did last year, we would likely be able to do it for this. Ms. Anzalone suggests that we amend the request to include A/C's for up to \$12,000.

*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Anzalone to approve the items presented tonight with the addition of \$12,000 for air conditioning units to be used in the district.*

*Chairman Golding reviewed the cost of administration's request with the addition of up to \$12,000 for air conditioners. (Each up to: \$22,000 for bleachers, \$19,200 basketball backboards, \$2,400 backboard pulleys, \$7,000 scissor lift, \$3,000 stage curtain plus \$12,000 total \$65,240)*

Ms. Alley noted remembering some issue with the effectiveness of the A/C's and questioned if there were any problems. Chairman Golding did not hear of any issues, Principal Fuller did not hear any.

*Voting: all aye, motion carried.*

## **VIII. POLICIES**

### **a. 1st Read**

#### **i. JLCF-Wellness Policy**

This is the first reading of this policy. Ms. Lavallee reported the committee worked on it extensively throughout the year. Ms. LaPlante collaborated on the changes. This is a required policy. No questions or comments heard. It will come back for a second reading.

#### **ii. GBCD-Criminal Background**

This is the first reading of this policy. Ms. Lavallee reported this is also a required policy and were extensive updates due to legislative changes. There were no questions or comments. It will come back for a second reading.

#### **iii. JKAA-Use of Child Restraint and Seclusion**

This is the first reading of this policy. Ms. Lavallee reports this is a required policy. They worked on it in the committee and Mr. Pratt reviewed it with no suggestions for changes. No questions or comments heard. It will come back for a second reading.

#### **iv. EFAA-Meal Charging**

This is the first reading of this policy. This is a required policy. She worked on this in committee and collaborated with Ms. LaPlante. We do not have this policy in place but is required and was brought to attention from a recent audit. Ms. LaPlante noted we would not be able to qualify for National School Lunch Program free & reduced lunch next year without having it in place. No questions or comments. It will come back for a second reading.

### **b. Discussion of Policies**

#### **i. BA-Evaluation Board Operational Procedures**

#### **ii. BA-R-Evaluation Board Operational Procedures-Instructions**

#### **iii. BAA-Evaluation of the Board**

Ms. Lavallee spoke that the reason these were added to the agenda was in going through the policies; these are not required policies, adopted in 2010 and no changes since. We do not follow them and wanted to add it to the agenda for the Board to discuss. She spoke to the SAU office, and we have the upcoming workshop and we do try to routinely do as a board and her suggestion is to discuss and withdraw them and create a policy to have a goal to have an annual workshop. We are not following these and she doesn't feel we should keep them.

*A MOTION was made by Mr. Lavoie and SECONDED by Ms. Cloutier-Cabral to withdraw policies BA-Evaluation of Board Operational Procedures, BA-R Evaluation Board Operational Procedures-Instructions, BAA Evaluation of the Board.*

Mr. Allen spoke that he feels some of the content of the policies is important. While he agrees with the theory, why would we have policies we are not following? It is important we look at ourselves on how we are doing, how do we govern. He thinks it is more of shame on us for not following them. If the Board feels, we should get rid of them then let's get rid of them but if the Board feels, there is value then let's look at ways we can meet the intent of those when originally adopted. Most Boards do something to evaluate their effectiveness whether they are on track or whether their mission statement has been met. Ms. Alley questioned if it is that we feel we are doing this anyway or that we just don't want to do it or we are not following it so we are not going to do it. Ms. Lavallee responded we are not following it per say. There are specifics in here we are not following through with. Her thought was to create a policy that incorporates the important information we need but also provides us some leeway to adapt it to what a future Board or our Board would need. Chairman Golding commented what she is looking to do is create a policy that may encompass all of these. Ms. Lavallee confirms this is correct. Ms. Anzalone questioned why we would not come up with a new policy first. She adds this is her 3<sup>rd</sup> year on the Board and we don't do this but feels it is important that we evaluate ourselves. Ms. Lavallee responded a policy was not created because our policy says the way the committee decides to address policies is either by direction of the Board or legal standards have changed or administration directs them. She did not

want to make a unilateral decision on it and did not want to put the work into creating a completely new policy given the amount of work the committee already has if it was not something the Board wanted the committee to do. Discussion continued including these policies are asking us to grade ourselves and most will grade ourselves well. They are not useful the way they are now. If the voters think, we are not doing a good job they will vote us out. We should come up with something more constructive that others grade us. Mr. Allen commented that the public doesn't necessarily follow how we organize or the structure of this. Ms. Cloutier-Cabral is in favor of getting rid of these, they are dated. We have laws and we take an oath. She thinks it is OK to let go of these and come up with something more fitting. Ms. Alley agreed. She notes that policy BA talks about formulating goals and objectives and is not seeing it. She questions if that is an individual practice. She sees it as something the Board would do. Ms. Lavallee responded it is something we do in a workshop and is why she mentioned having a policy that has a goal of an annual workshop. She thought it would be helpful to have a guideline to move us in a direction and have it all in one place. Chairman Golding added last year we did set goals and didn't review them because we couldn't get a date or time for all of us to meet, as everyone is busy. It is tough to set a date to discuss all of this. While he likes the idea of an evaluation, doesn't like the idea of doing our own and suggested asking administration, teachers and select groups, if we are going to do a true evaluation.

*Voting: all aye, motion carried.*

Ms. Lavallee add to the next meeting agenda to discuss the direction this will go and a goal to have a completed policy in the fall due to other required policies the committee is working on.

## **IX. COMMITTEE REPORTS**

### **i. Policy Committee**

Ms. Lavallee reported having a good last meeting with a ton of policy work completed. She is breaking them up into several meetings and will meet again next month to do planning regarding how the committee will look next year. There will be about 10 policies coming to the Board based on legal changes with some withdrawals staggered. The legislative updates have come out although she has not read all of it and will attend the session in the fall to go over the policy changes for next year.

### **ii. Technology Committee**

Chairman Golding reported the committee discussed having an AI policy and code of ethics. It was determined to have a code of ethics and not a policy per say because by the time we completed the policy there would be changes. Mr. Buroker can update us each month in his report. We looked at an updated website. We talked before about having an ad hoc committee to come up with a couple of options, they picked their favorite and Mr. Buroker will present this on the 28<sup>th</sup>. The one the committee chose looks great and is seems more user friendly. We learned Swiftreach (alert system) is not doing any more business at the end of this year, June 30 we believe and Mr. Buroker will tell us what they will use instead on the 28<sup>th</sup>. He was elected Chair of the committee and Mr. Zavgren is Vice Chair. Ms. Lavallee offered to help Mr. Buroker with language if needed for the code of ethics.

### **iii. Facilities Committee**

Ms. Cloutier-Cabral reported having a great meeting. The facilities department is working hard; Mr. Erb and his team are on track with current projects and looking at the upcoming projects, which are on track as planned. We are looking at the locker rooms right now. Mr. Erb brought forward some plans we will review and choose. Superintendent notes we present these to the Board on the 28<sup>th</sup>. The next meeting is June 10, 6pm at the FRES library.

### **iv. Budget Committee Liaison**

Ms. Alley reported the committee met on April 18, Mr. Jones was elected Chair with Mr. Lavallee elected as Vice Chair and Ms. Kirsch as secretary. They voted on 2 new members, Mr. LoVerme was voted in and cannot remember the other. They worked on assigning members to the committees. Ms. Mooney and Mr. Lavallee on the Technology Committee, Mr. Jones and Mr. Vanderhoof on the Facilities Committee, Strategic Planning is Mr. Brooks and Mr. Lavallee and the School Board Liaison is Mr. Vanderhoof. They spoke about how they would like to do the joint meetings. Chairman Golding spoke to this.

#### **• Joint Session Dates and Discussion**

Chairman Golding reviewed as discussed in our first board meeting he was directed to talk to the Budget Committee Chair on how to move forward with the budget meetings. He met with Mr. Jones, the Superintendent and Ms. LaPlante. Ms. LaPlante spoke that the Budget Committee wants to focus on looking at and defining the budget since that is their task and the joint meetings we have had are not the most productive and it lengthens the process. We talked about how to do this with the 2 groups together and make it flow. The first meeting would be in September, a joint meeting to recap FY 24 and discuss strategies and goals giving administration a rough guideline to go back and start building a budget. The second joint meeting would be to review the 1<sup>st</sup> draft of the budget and subsequent meetings would occur with administration with the Budget Committee and other subsequent groups. On the School Board side we would want to start discussing warrant articles in October, it is not a contract year and theoretically should be easier than this year. We would be looking at the first meeting in December wrapping up the budget with a joint session and there is still time to have another meeting if there is not a consensus reached. That is what we discussed and Mr. Jones will present it to the Budget Committee next week. We felt this was a responsible way to address what both groups want to achieve and the timeframe. Chairman Golding commented that we felt the way the meetings went last year were bad, no structure and people asked the same questions over and over again and it got a bit redundant. They are the Budget Committee, they come up with the budget and we spend it. Ms. LaPlante will still be here so we will be seeing the budget every step of the way. We don't need to have those lengthy go nowhere discussions he felt. Ms. LaPlante added it also is

not pulling administration into multiple meetings a week. Ms. Lavallee commented she is happy with this, she feels it is a much more effective use of our time. One thing she had a hard time with is the budget takes so much of the time that we are not talking about some of the things we should such as curriculum, or testing or some other areas that the Board needs to keep their eye on. It is a more effective use of our time and administrations. Ms. Alley reports the next Budget Committee meeting is May 21, 6:30. She will report out on May 28 if the Budget Committee approves it and if so Ms. Fowler will add those dates to the calendar.

**v. Strategic Planning Committee**

**• Appoint Community Members**

Chairman Golding reviewed the board members on this committee are Ms. Anzalone, Ms. Cloutier-Cabral and Ms. Alley. There has not been a meeting yet. Our last meeting Sarah Chadzynski sent an email asking to continue on the meeting but we never voted her in. Heather Gibson has also asked to continue on the committee. There have been no additional community members coming forward.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to appoint Ms. Sarah Chadzynski and Ms. Heather Gibson to the Strategic Planning Committee.*

Ms. Cloutier-Cabral pointed out that the Facilities Committee needs community members, one from Lyndeborough and one from Wilton.

*Voting: all aye, motion carried.*

**• Set Meeting Date for Strategic Planning**

Committee members discussed a meeting date. The date was finalized for June 17 at 6pm; Superintendent will attend without Ms. LaPlante. Ms. Fowler was directed to let the appointed community members know.

**X. RESIGNATIONS / APPOINTMENTS / LEAVES**

**a. Resignation-Dawn Hall-WLC HS English Teacher-End of the Year**

Superintendent reviewed the resignation.

**XI. PUBLIC COMMENTS**

The public comment section of the agenda was read.

Mr. Bill Crouse, Lyndeborough volunteered to be on the Facilities Committee and will email Ms. Fowler. Regarding Swiftreach, he finds the pdf coming up blank. He prefers you put the text in the email, as the pdf is a total pain. The locker room plans, is there some way they can be put up on the website so we can look at them. Ms. Cloutier-Cabral thinks we can do that. He spoke of the A/C's, believes that was a good fix and you are doing it again. He wonders if you should have, an HVAC consultant come in to see if that is a better idea to look at mini-splits to use it for cooling and supplemental heat and there are rebates on those now.

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

Ms. Golding commented the simulated accident; she heard from parents how effective it was. Senior projects, prom, Hall of Fame, she hopes they have lots of support. FRES Celebration of Learning on Thursday, please come to the 3<sup>rd</sup> floor to the W.I.N. room. Johnathan Crotty, wow what a fun thing to be a part of, Girls on the Run; she ran 2 laps with them yesterday they are on fire. They will do their 5K in Concord next month; she hopes everyone can come to support them. They have worked so hard. It is very exciting. Evaluating the Board, if you needed a community member she could totally volunteer to evaluate you, just putting it out there. Ms. Lavallee, all the work you do, all the policies, the writing, readings and I know you have a Policy Committee but there is so much more you do beyond the committee, truly. The joint sessions, so glad you are streamlining that, she never found them productive, good job on that and great job Ms. LaPlante. You guys are great!

**XII. SCHOOL BOARD MEMBER COMMENTS**

Ms. Alley publically thanked Ms. Norton for putting together the 8<sup>th</sup> grade trip and anyone that helped. Her kids went and walked many miles, they loved it. She voiced appreciation for teachers who put things together for kids like that outside of school it is a beautiful thing. It is really refreshing as a new school board member to hear about all the amazing teachers and the awards you think about and give them and honoring them. In addition, it is great to hear about all the kids and their special reports.

Ms. Foss commented she was happy and impressed regarding the trip to Italy. She is really glad to hear they are thinking of doing another one. For anyone who has been on one of those trips, it is really a life-changing thing. For some of those kids, it may be one of the only time they leave the country and see how other people live. It is wonderful thing but a tremendous amount

of responsibility and work for our teachers and chaperones. She knows they do a lot of work anyway and probably are used to the pressure but we really should give them a big thank you because it is hard to do.

Ms. Cloutier-Cabral voiced she is always impressed by what we can do as a small community. The simulated accident, it all looked so real and all the community that helped and really thinking about everything. We are lucky to have all the volunteers and to have a helicopter come over, the attorney, that is really something to celebrate, broadcast and cheer. Thank you everyone who helped put that together.

Ms. Lavallee echoed what everyone said.

Mr. Lavoie voiced Principal Fuller invited him to do some incoming teacher interviews, he is happy to report there are some good candidates coming in, she has some tough decision to make. He wishes the juniors and seniors a great prom, have fun and be safe.

Ms. Anzalone thanked all the teachers, she was not able to participate in Teacher Appreciation Week this year but wanted to formally thank all the teachers for the amazing job they do.

Mr. Zavgren voiced the feedback on the Italy trip was excellent. They are life changing and we should do more of those.

Mr. Allen thanked himself for not eating all the delicious treats he saw leaving his house for Teacher Appreciation Week. He congratulated the Starfish nominees. He loves seeing the names, the longer he sees their names the more he sees what these teachers put in day after day and reaching out to him as a parent. They are always thinking of ways to improve education and the experience the children have here. He is so grateful for them. Congratulations to administration and not just administration who work at LCS and we see here but those who are behind the scenes. He voiced his son raved about the Teddy Bear Picnic, and the times he gets calls that his children are not always as good as they can be that day and how they handle that and the care they show. He really likes what he is seeing from administration and is seeing a revitalization in some of the people who may not have had that in the past few years. You see that in the test scores and what is coming out of the school. Thank you to all, the school board members for your dedication and all you do, and the parents.

Chairman Golding voiced that he decided that during Teacher Appreciation Week he was going to try to look every teacher in the eye and express his gratitude for all they do for us and shake their hand and tell them how much he appreciated what they do for us. He was only able to get to FRES but will make it to LCS and WLC. He expressed you are the backbone of our district. Thank you for what you do.

### **XIII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)**

*A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to enter Non-Public Session to review the non-public minutes, discuss a student matter RSA 91-A: 3 II (A) (C) at 8:15pm.*

*Voting: all aye, motion carried.*

### **RETURN TO PUBLIC SESSION**

The Board entered public session at 8:43pm.

*A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (A) (C) by Ms. Lavallee and SECONDED by Ms. Foss.*

*Voting: all aye, motion carried.*

### **XIV. ADJOURNMENT**

*A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to adjourn the Board meeting at 8:44pm.*

*Voting: all aye, motion carried.*

*Respectfully submitted,  
Kristina Fowler*

# JLCF- WELLNESS POLICY

*Category: Priority/Required by Law*

*Related Policies: IMAH & JLC*

The Wilton Lyndeborough Cooperative School Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the District.

## I. **DISTRICT WELLNESS COMMITTEE.**

The Superintendent, in consultation with the Director of Food Services, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall coordinate with each school to help ensure compliance with this policy at the building level.

The Superintendent shall convene a representative "District Wellness Committee" (or "Wellness Committee"), whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The Superintendent or his/her designee shall serve as the Chairperson of the District Wellness Committee, and shall maintain an updated roster of committee members serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or her/his designee, Director of Food Services, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent. The School Board Chair shall appoint the School Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

## JLCF- WELLNESS POLICY

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

### II. **WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.**

#### A. **Implementation Plan.**

The Food Services Director with the assistance of the Wellness Committee, will conduct a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation [\*Healthy Schools Program\*](#), and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by October 15th of each school year and provided to the Superintendent.

#### B. **Annual Notification of Policy.**

The District will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website. This information will include the contact information of the District official(s) chairing the Wellness Committee (i.e., the Superintendent or his/her designee) and how the public can get involved with the District Wellness Committee.

#### C. **Triennial Progress Assessments.**

Every three years, the Food Services Director will assess:

- The extent to which each of the District's schools are in compliance with the wellness policy;
- The extent to which the District Wellness Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the District's Wellness Policy.

The Wellness Committee will make recommendations to update the District Wellness Policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The Board will review and act upon such assessments as required or as the Board deems appropriate.

#### D. **Recordkeeping.**

The Superintendent will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;



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- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy, including updates, and the most recent assessment on the implementation of the Policy have been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy; including who is/was involved in each update and methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

### **E. Community Involvement, Outreach and Communications.**

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

## **III. NUTRITION.**

### **A. School Meals.**

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) *and the School Breakfast Program (SBP)*. District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

***<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>***

### **B. Staff Qualifications and Professional Development.**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

***[Professional Standards | Food and Nutrition Service](#)***

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### c. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

Students shall be permitted to bring water bottles to school that:

- (1) Are made of material that is not easily breakable;
- (2) Have lids to prevent spills; and
- (3) Are filled exclusively with water-based beverages

School Principals may discipline students for the misuse of water bottles, consistent with Board policy JICD.

### d. Competitive Foods and Beverages and Marketing of Same in Schools.

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in School nutrition standards, which may be accessed at:

[\*Guide To Smart Snacks In School\*](#)

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this Policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (*note*: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.

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- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the District, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### **E. Celebrations and Rewards.**

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The District's School Nutrition Services will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

### **F. Food Sale Fundraising.**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

### **G. Nutrition Promotion.**

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

[\*Alliance for a Healthier Generation Smart Food Planner\*](#)

### **H. Nutrition Education.**

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The District will teach, model, encourage and support healthy eating by all students.

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- Nutrition education posters will be displayed in each room in which students regularly eat their lunches.
- Consistent nutrition messages shall be disseminated throughout the school.

Schools should provide additional nutrition education that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

### a. PHYSICAL ACTIVITY.

The District will provide physical education consistent with national and state standards. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason.

#### A. Classroom Physical Activity Breaks.

In addition to any recess periods provided in the ordinary daily schedule, students will be offered **periodic opportunities** to be active or to stretch throughout the day. The District recommends teachers provide short 3-minute physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

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### **B. Before and After School Activities.**

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

### **c. Walking and Biking to School.**

The District will support walking or biking to school by students or faculty only if determined safe by the building principal.

### **IV. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.**

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District will *identify at least one activity or list of options with a requirement to engage in one or more* each school year.

### **V. PROFESSIONAL LEARNING.**

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

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#### **District Policy History:**

*First reading: June 2, 2010, May 14, 2024*

*Second reading: July 13, 2010*

*Last revised: August 10, 2010*

*Reviewed/reaffirmed: August 26, 2014, September 9, 2014*

*Other district policy history:*

#### **Legal References:**

42 U.S.C. 1751, Richard B. Russell National School Lunch Act

42 U.S.C. 1771, Child Nutrition Act of 1966

Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004

The Healthy Hunger-Free Kids Act of 2010

7 C.F.R 210, National School Lunch Program

7 C.F.R 220, School Breakfast Program

RSA 189:11-a, Food and Nutrition Programs

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N.H. Dept. of Education Administrative Rule - Ed 306.04 (a)(20), Wellness

N.H. Dept. of Education Administrative Rule - Ed 306.11 (g), Food and Nutrition Services

N.H. Dept. of Education Administrative Rule - Ed 306.38 (b)(1)b, Family and Consumer Science Education Program (middle schools)

N.H. Dept of Education Administrative Rule - Ed 306.40, Health Education Program

**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.

DRAFT

## **GBCD - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK**

*Category: Priority/Required by Law*

*Related Policies: EEAE, EEAEA, GDF & IJOC*

To help assure the safety of District students, it is the policy of the Wilton Lyndeborough Cooperative School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with - or supervision of - students, that the administration conduct proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a - 189:13-c.

**A. Definitions.** As used in this policy:

1. **"Applicant"** shall mean and include an applicant for employment or any person seeking to serve in any position falling within the term "Covered Person" as defined below, who is selected by the District for further consideration for such position.
2. **"Background investigation"** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
  - a. The applicant/covered person is qualified for the position for which he/she has applied, will/would be assigned, or will/would perform, and
  - b. The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible or unsuitable for employment or service in the district.
3. **"Conditional offer of employment"** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **"Contractor"** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services.
5. **"Covered Person"** shall mean every employee, stipend position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any applicant/person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of "Designated Volunteer" below are considered "Covered Employees". See Board policy IJOC for additional provisions relating to all volunteers. All Covered Persons are required to undergo training.
6. **"Criminal History Records Check" or "CHRC"** means a criminal history records inquiry under RSA 189:13-a - 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.
7. **"Designated Volunteer"** is any volunteer who:
  - a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, field trip chaperone;



- b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
- c. Meets with students on a one-on-one basis; OR
- d. Any other volunteer so designated by the School Board or Superintendent.

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a "Designated Volunteer", subject to any additional rules or procedures established by the Superintendent.

**8. "Educator Candidate"** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).

**9. "Section V Offense(s)"** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current list of offenses may be accessed at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

**"Non-Section V Offenses"** are all other crimes offenses, whether felonies or misdemeanors.

**10. "Designee"** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of human resources, the personnel director, the business administrator.

**B. Background Investigation.** The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy. The Superintendent may assign the Background Investigation (but not the CHRC) to someone other than Designee, but shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, student teacher, or a Designated Volunteer. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. *All decisions regarding employment and the pre-employment process shall conform to the District's Anti-Discrimination and Equal Opportunity policy, AC.*

As part of the application process, each Applicant shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The Applicant will also be directed to report any criminal charges brought against him or her after the application is submitted and until either hired or until notified that s/he will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee's personnel file and retained pursuant to the



District's Record Retention Schedule EHB-R.

**C. False Information.** The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

**D. Criminal History Records Check.**

**1. General.** As part of the District's Background Investigation, each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a Conditional Offer of Employment, or begin service in the District, until the Superintendent, or his/her designee, has initiated a CHRC.

The Applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person and will not be considered for the position.

**2. Special Provisions for Educator Candidates, Bus Drivers & Bus Monitors, and Substitutes.**

**a. Educator Candidate.** Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g, observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.

**b. Bus Drivers.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.

**c. Substitute Teachers and Bus Monitors**

Employees hired as Substitute Teachers and Bus Monitors shall complete a CHRC in accordance with paragraph B, and processed through the school district as a matter of employment, under RSA 189:13-a.

**3. Results of Criminal History Records Check.** The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or Designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.

**4. Pending Charges or Convictions for Section V Offenses.** If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent's Designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or

as otherwise directed by NHED.

**5. Non-Section V Offenses and/or Past Charges of Section V Offenses.** If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense, or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or Designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or Designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant's suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider, include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought),

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.

**6. Fees for Criminal History Records Check.** Any applicant for whom the Board requires a CHRC check, or, in the instance of third party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.

**7. Additional Criminal Records Checks.** To the extent permitted by law, the Superintendent or Designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the District.

**E. Conditional Offer of Employment.** Applicants who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the Background Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.

Any Applicant who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her employment or approval to work within the District is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the District.

**F. Final Offer of Employment.** No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An Applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of CHRC and Background Investigation,

**G. Administrative Protocols/Procedures.** The Superintendent is authorized to establish written protocols for background investigations, and such protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.

**H. Contractor and Vendor Provisions.** The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII.

**I. Training of Superintendent/Designee.** The Superintendent or any Designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.

**J. Reports of Criminal Offenses Post-Hire or Commencement of Service.** When the District receives a notification of a Covered Person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the Covered Person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall report to the New Hampshire Department of Education pursuant to section 510.05 of the Code.

#### **Legal References:**

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

*RSA 189:13-b, School Bus Driver and Transportation Monitor Criminal History Records Check*

*Code of Conduct for New Hampshire Educators*

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

***First Reading:*** May 11, 2010, January 4, 2022, October 25, 2022, May 14, 2024

***Second Reading:*** June 2, 2010, January 18, 2022, November 15, 2022

***Final Adoption:*** June 2, 2010, January 18, 2022

***Revised:*** December 20, 2022

## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

*Category: Required*

*Related Policies: KEB*

- A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.
- B. **Definitions.** For the purposes of this policy,
1. **"Restraint"** means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
    - a. **"Medication restraint"** occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.
    - b. **"Mechanical restraint"** occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.
    - c. **"Physical restraint"** occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.
    - d. **"Prone restraint"** is a prohibited physical restraint technique which occurs when a child is intentionally placed face-down on the floor or another surface, and the child's physical movement is limited to keep the child in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.
    - e. **Exceptions to definition of restraint.** The term "restraint" DOES NOT, however, include:
      - i. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

- ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
  - iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
  - iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
  - v. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.
2. **“Dangerous Restraint Technique”** are prohibited forms of restraint and/or behavior techniques that include:
- a. Prone restraint, or any other physical restraint or containment technique that:
    - i. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
    - ii. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back, or abdomen of a child;
    - iii. Obstructs the circulation of blood;
    - iv. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
    - v. Endangers a child's life or significantly exacerbates a child's medical condition.

## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

- b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
  - c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a child for the purpose of controlling or modifying the behavior of or punishing the child.
  - d. Any technique that unnecessarily subjects the child to ridicule, humiliation, or emotional trauma.
  - e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the child, including skin temperature, color, and respiration, shall be continuously monitored. The child shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
3. **"Seclusion"** means: the involuntary confinement of a child alone in any room or area from which the child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the child reasonably believes they are not free to leave; or, the involuntary confinement of a child to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term "seclusion" DOES NOT, however, include: the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave; circumstances in which there is no physical barrier, and the child is physically able to leave; or involuntary confinement of a child to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

- C. **Training Required.** Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:



## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

1. each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
2. Each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 30 minutes in conditions described in section E.1.b. below; and
3. All employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive *general training* in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. *Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.*

**D. Procedures for Managing the Behavior of Students.** General procedures for managing student behavior are found in Board policies, District and each school's Codes of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this Policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

**E. Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**

**1. Authorized Use of Restraint.**

**a. General.**

- i. Restraint may only be used by trained personnel using extreme caution when *all other interventions have failed or have been deemed inappropriate.*
- ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others.
- iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.

## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

- iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a child.
  - v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
  - vi. Restraint will be *discontinued immediately* if a child demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
- b. Restraint Periods Exceeding 15 Minutes. Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

*However, no period of restraint of a student may exceed 30 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.*

Such assessments shall be repeated at least every 30 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by as part of the Written Notification required in Section G.1.c, below.

2. **Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.
3. **Limited Use of Mechanical Restraints During Transportation.** Pursuant to RSA 126-U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate



## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

measures consistent with public safety are made to transport or escort the student in a manner which:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the child; and
- c. Represents the least restrictive means necessary for the safety of the child.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

4. **Reporting and Notification.** Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

### F. Use of Seclusion.

#### 1. **Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.**

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular child.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

#### 2. **Conditions of Seclusion.** When seclusion is permitted under this policy,

- a. it may only be imposed in rooms which:
  - i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
  - ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.

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- iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.
  - iv. Are free of any object that poses a danger to the children being placed in the rooms.
  - v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
    - A. The need to provide direct and immediate medical attention to a child;
    - B. Fire;
    - C. The need to remove a child to a safe location during a building lockdown; or
    - D. Other critical situations that may require immediate removal of a child from seclusion to a safe location.
  - b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).
3. **Required Use of Co-Regulators.** When seclusion is used, the Principal, or when he or she is not immediately available, her/his designee or the then supervising employee, shall designate a co-regulator to monitor the child and develop a plan to help the child manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the child at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:
- a. A trusted adult selected by the child.
  - b. A clinician or counselor trained in trauma informed practices.
  - c. A staff member known to have a positive relationship with the child.
  - d. A staff member who was **NOT** involved in the incident that led to seclusion.
4. **Reporting and notification.** Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence, and should be individually described within the reports and notifications.

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### G. Reporting, Notification and Record Keeping Requirements.

1. **Restraint and Seclusion.** Whenever restraint or seclusion has been used on a child, the following shall apply:
  - a. Immediate verbal report to Principal, designee or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.
  - b. Initial Notification to Parent/Guardian: Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, s/he shall make reasonable efforts to contact the child's parent or guardian as soon as is practicable, but in *no later than the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier*. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
  - c. Written Notification to Superintendent: Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a child, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Departments of Education and Health and Human Services (the "DOE/DHHS form") to the Superintendent. In the absence of the availability of the DOE/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The DOE/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a child exceeded 30 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

- d. Written Information to Parent/Guardian: Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit

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by electronic means, to the child's parent/guardian all of the information included in the Written Notification or the Written Notification itself.

- e. Final Investigation and Report: The Superintendent or Superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or her/his designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

2. **Additional Reporting Required for Injury or Death of a Child Subject to Restraint or Seclusion.** In cases involving serious injury or death to a child subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, general, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.c, above.

3. **Additional Documentation Regarding Use of Mechanical Restraint.** Whenever a child is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

4. **Documentation for Other Intentional Physical Contact Between Employee and Student.** The following shall apply whenever there is an instance where a school employee or designated volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

- a. Notice to parents: the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent or guardian. Such *notification shall be made no later than the time of the return of the child to the parent/guardian or the end of the business day, whichever is earlier.* The form of notice shall be in the manner calculated

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to give the parent/guardian actual notice of the incident at the earliest possible time.

- b. Physical Contact Written Description: Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident (“Physical Contact Written Description”) of the incident within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:

- i. The date and time of the incident.
- ii. A brief description of the actions of the child before, during, and after the occurrence.
- iii. The names of the persons involved in the occurrence.
- iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.
- v. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the incident.

- 5. **Circumstances when Reporting/Notification is not Required.** The notification, reporting and record keeping requirements included in Section G are not required in the following circumstances:

- a. When a child is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the child to walk to a safe location. If, however, the child is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.
- b. When actions are taken such as separating children from each other, inducing a child to stand, or otherwise physically preparing a child to be escorted.
- c. When the contact with the child is incidental or minor, such as for the purpose of gaining a misbehaving child’s attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive child shall be subject to the notification and reporting requirements described above.

- 6. **Retention of Records.** All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained [the term of the student’s enrollment plus three years, unless:

## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

- a. the student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or
  - b. a longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.
- H. **Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Child Abuse or Neglect.
- I. **Complaints of Violation of RSA 126-U.** Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)
  - 1. **Complaint Contents.** The written complaint or complaint summary should include:
    - a. The complainant's name, unless the complaint refuses;
    - b. The date or approximate date of the alleged incident;
    - c. The location of the alleged incident;
    - d. The name of the child or children subject to the alleged restraint or seclusion, if known;
    - e. The name of the school personnel alleged to have restrained or secluded the child, if known;
    - f. A description of the alleged restraint or seclusion; and
    - g. The date of complaint.
  - 2. **Investigation and Resolution of Complaint.** The complaint or grievance will be investigated by the Superintendent, or another person designated by the Superintendent. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

In most cases, investigation of the complaint should be completed within 20 days

## JKAA - USE OF CHILD RESTRAINT AND SECLUSION

following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent or guardian of the child concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc..

Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in KEB.

The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

- J. **Review of IEP or 504 Plan Following the Use of Restraint or Seclusion.** Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a child with a disability as defined in RSA 186-C:2, I or a child who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational



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program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a child with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent or guardian of the child.

- K. **Prohibition Against Retaliation or Harassment.** No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200.
- L. **Dissemination of Policy.** A copy of this policy shall be provided to the parent, guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

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### **District Policy History:**

*First reading:* May 14, 2024

*Second reading/adopted:*

*District revision history:*

### **Legal References:**

XXX

**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.



## EFAA - MEAL CHARGING

*Category: Required*

*Related Policies: AC, DAF, EFA, EFE, & JLCF*

The Wilton Lyndeborough Cooperative School District encourages all parents and guardians (hereinafter “parents”) to provide a healthy breakfast and lunch for their student(s). Parents are welcome to send students to school with a “brown bag/lunch box” meal. The District provides the opportunity to purchase breakfast and lunch from the school cafeteria. Each meal meets or exceeds the federal nutrition standards. Payment is expected no later than when the meal is served. Payment may be in cash (check) or as a debit against funds deposited into an established student lunch account.

The school lunch program is required by federal law to operate as a non-profit which must end each fiscal year without a negative balance. Uncollected debt must be paid to the school lunch program from other funds. The District’s policy is to quickly escalate efforts to bring student meal accounts into positive balance, to avoid circumstances where these accounts build significant debt.

### **Student Meal Accounts**

The District uses a point-of-sale computerized meal payment system which has an account for all students. Parents of students who will be purchasing meals using this system are required to establish and maintain a positive balance in the student’s meal account.

Funds may be deposited into a student lunch account by cash, check, or on-line payment. Cash or checks made out to Wilton-Lyndeborough Cooperative School District should be presented to the Cashier at the cafeteria, the Principal’s Office, or the Food Service Office. A check may also be mailed to: 192 Forest Rd. Lyndeborough, NH 03082. The District utilizes the services of [www.MyMealTime.com](http://www.MyMealTime.com). The use of checks or on-line payments is encouraged, as each provides a record. Parents are responsible for any fees charged by the on-line service. In accordance with United States Department of Agriculture (“USDA”) guidance SP 02-2015, there will be no processing fee for deposits to a student meal account made by cash or check.

Bank fees incurred on any check returned for insufficient funds will be charged to the parent. The fee may not exceed \$25.00, RSA 358-C:5, I.) In accordance with RSA 358-C:5, notice of the fee charged for a check that is returned for insufficient funds shall be included in any letter sent to a Parent seeking payment because the student meal account has a negative balance.

Each notice to parents will include information on how to verify a student meal account balance, to resolve concerns regarding the accuracy of the account balance, or to obtain information on the school meal program, including the name, title, hours when available, phone number, and e-mail address of an appropriate member of the District staff.

## **EFAA - MEAL CHARGING**

### **Parental Restrictions on Use of Student Meal Account**

Parents/guardians who fund a meal account for their student are responsible for establishing any restrictions with their student that the parent chooses to place on use of the account; any restrictions must be submitted in writing to the Food Service Director. Unless restricted by the parent, a student may purchase a la carte items in addition to the regular meal choices. Parents must monitor the student's use of the meal account to ensure that a sufficient balance is available at all times for their student to charge for meals. (The District's on-line payment system [www.MyMealTime.com](http://www.MyMealTime.com) allows a parent to check their student's balance at any time.)

The District's policy is to ensure that students have access to healthy meals and that no student will be subject to different treatment from the standard school meal or school cafeteria procedures. This policy applies to all meal offerings generally available at the cafeteria. Example: Breakfast and lunch. Students with insufficient funds in their meal account will not be allowed to charge snack items, beverages, and a la carte items.

### **Balance Statements**

The Superintendent shall establish a procedure at each school requiring that a low balance statement be sent to parents whenever the balance in a student's meal account falls to or below a set amount that approximates the amount typically necessary to pay for one week of meals.

The notices will be sent by e-mail when practical, otherwise by a note, sealed in an envelope, can be sent home with the student. Notice prior to the account reaching zero is intended to reinforce the requirement that a positive balance be maintained in the student meal account. If a student meal account falls into debt, the initial focus will be on resuming payments for meals being consumed to stop the growth of the debt. The secondary focus will be on restoring the account to routinely having a positive balance. Only Those District staff who have received training on the confidentiality requirements of federal and state law, including the United States Department of Agriculture's ("USDA") guidance for school meal programs, and who have a need to access a child's account balance and eligibility information may communicate with parents regarding unpaid meal charges. Volunteers, including parent volunteers will not be used to communicate with parents regarding unpaid meal charges. 42 U.S.C. 1758(b)(6).

### **Free or Reduced Price Meals**

The District participates in the federally supported program to provide free or reduced price meals to students from families whose economic circumstances make paying for meals difficult. Income guidelines for eligibility are based on family size and are updated each year by the USDA. The District will ensure parents are informed of the eligibility requirements and application procedures for free or reduced cost meals as well as the requirements of this policy.

## **EFAA - MEAL CHARGING**

Parents shall be provided with a copy of this policy and an application for free or reduced cost meals annually at the start of the school year through a mailing or in the parents' handbook, upon enrollment of a transfer student during the school year, and as a component of all notices sent to parents seeking payment to correct a negative balance in the student meal account. The communication explaining the availability of the free or reduced price meals shall include all the elements required by federal regulation, 7 C.F.R. 245.5. Each notice shall also identify a member of the District staff, with contact information, who is available to answer questions or assist the parents with applying for free or reduced price meals.

As required by the Civil Rights Act of 1964 and USDA guidance, parents with Limited English Proficiency ("LEP") will be provided with information on this policy and the free and reduced price meal program in a language the parents can understand. The District will utilize USDA and community resources to fulfill this requirement. This policy and links to application materials for the free or reduced price meal program will be posted on the school website and made available to parents at each school.

The District will enroll students found to be categorically eligible by the State of New Hampshire into the free and reduced meal program. When eligibility is established, the District will apply the earliest effective date permitted by federal and state law.

### **Students Without Cash in Hand or a Positive Account Balance**

Regardless of whether a student has money to pay for a meal or has a negative balance in the student meal account, a student requesting a meal shall be provided with a meal from among the choices available to all students. The only exception will be where the student's parents have provided the District with specific written direction that the student not be provided with a school lunch program meal, the student has a meal sent from home, or otherwise has access to an appropriate meal. Under no circumstances will a student's selected meal be thrown away because of the status of the student's meal account.

It is the parents' responsibility to provide their student with a meal from home or to pay for school prepared meals. Therefore, the District's policy is to direct communications to parents about student meal debt. When parents choose to provide meals sent from home, it is the parents' responsibility to explain to their student the necessity of the student not using the school meal program.

Initial efforts to contact parents will be by email or phone, however if those efforts are unsuccessful, letters to parents may be sent home in sealed envelopes with the student. Resolution of the problem should seek to ensure the student has ongoing access to an appropriate meal. Should the student's meal account balance fall below zero, a balance statement requesting immediate payment shall be sent to parents no less than once each month.

## EFAA - MEAL CHARGING

If the account continues to accumulate debt to negative \$50 or more and the parents/guardians do not respond to emails and/or phone calls, the District will send a letter to the parents/guardians. If the student continues to use the school meal program, a second letter will be sent to the parents/guardians using certified mail return receipt requested. Where extenuating circumstances of financial hardship exist and the family is not eligible for free or reduced cost meals, the District may work with the parents to identify and engage governmental and private charitable resources which are available to assist the family.

If a student with a negative balance in his or her meal account seeks to purchase a meal (or a la carte item) with cash or check, the student will be allowed to do so. There is no requirement that the funds be applied first to the debt.

### **Unresolved Debt**

If the District determines that the best available information is that the parents are able to pay the expenses of the student's meals and the parents decline to cooperate with resolving the debt in a timely manner, the District shall send a letter to the parents directing them to have their student bring meals from home and cease utilizing the school meal program. The student may resume using the school meal program when a positive account balance is restored in the student's meal account. Note: this does not apply to free or reduced priced meals.

If the student continues to use the school meal program, a second letter shall be sent to the parents using certified mail, return receipt requested. Note: this does not apply to free or reduced priced meals.

If parents continue to fail to provide the student with a meal sent from home, continue to fail to provide funds for their student to use the school lunch program, continue to refuse to cooperate with reasonable requests by District staff to address the overdue debt, and the parent is believed to have the ability to pay, the Superintendent may pursue payment through civil legal action, including filing a claim in small claims court pursuant to RSA Chapter 503. The Superintendent is delegated authority to assess the likelihood that civil action will lead to payment, the resources required to pursue collection, and to pursue such action only when doing so is in the best interest of the District. Note: this does not apply to free or reduced priced meals.

The Superintendent shall try to identify non-profit charities that are willing to contribute funds to the district to assist in keeping a positive balance in the meal account of students whose parents do not qualify for free meals and who due to financial hardship are unable to consistently keep the student meal account in a positive balance.

If at the end of the fiscal year uncollected debt in student meal accounts must, as a last resort to fulfill federal requirements, be paid to the school meal program from other District funds, the

## **EFAA - MEAL CHARGING**

parents' debt for unpaid meal charges shall be owed to the District. Note: this does not apply to free or reduced priced meals.

Applying the policy set forth above, the Superintendent shall determine if further collection efforts are in the best interest of the District. Any payments collected on debt that has been offset with District funds, shall be credited to the District. All debt collection efforts shall comply with RSA Chapter 358-C, New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act.

There are situations in which students possess positive balances in their food service account either at the end of high school or because of leaving the District. The Food Service Director will notify those account holders in late May of each school year of positive balances so they may be exhausted prior to the end of the school year or transferred to a sibling. Graduated students or students who have left the District have until October 1st of the following school year to request a reimbursement. After October 1st, any account balances under \$10 of graduated students or other students who have left the District will be retained by the Food Service Fund.

### **Staff Enforcement of Policy/Training**

A copy of this policy and refresher training shall be provided annually to all food service and school staff responsible for serving student meals or enforcing this policy. New staff with these responsibilities shall be provided with a written copy of the policy and training on the policy during their initial training or orientation. In accordance with federal requirements, a record shall be maintained documenting that new staff receive the policy and training. The record must also document that all applicable staff receive a copy of the policy and refresher training annually.

### **Student with Special Dietary Needs**

Nothing in this policy prohibits providing an appropriate meal to a student with special dietary needs such as, but not limited to, diabetes, provided these needs have been documented in a health plan, Section 504, or IEP. If the meal is medically required, and the student has a negative student meal account balance, or does not have cash to purchase the meal, the necessary dietary needs will be met.

To request meal accommodations for students whose dietary needs qualify them for accommodation under law or to file a school meal program complaint with the District, contact WLC Food Services at phone number 603-732-9344.

To file a program complaint of discrimination with the USDA, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html) and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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(1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;  
(2) fax: (202) 690-7442; or  
(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).  
This District is an equal opportunity provider.

### **Nondiscrimination**

It is the District's policy that in the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. 7 C.F.R. 245.5(a)(1)(viii). Students will not be denied meals due to the existence of other unpaid charges at the school or for disciplinary reasons.

### **Assessment for Neglect Reporting**

If a student who has been determined to be ineligible for free or reduced cost meals or whose parents have refused to cooperate with filing an application for free or reduced cost meals is consistently not provided with meals, either through a meal sent from home or the payment for a meal through the school meal program, the Principal will assess whether a report of child neglect is warranted to the New Hampshire Department of Health and Human Services, Division for Children, Youth, & Families, as required by RSA 169-C:29-31.

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### **District Policy History:**

***First reading:*** May 14, 2024

***Second reading/adopted:***

***District revision history:***

### **Legal References:**

USDA Guidance SP37-2016

*Meaningful Access for Persons with Limited English Proficiency (LEP) in the School Meal Programs*

USDA SP 46-2016

*No later than July 1, 2017, all SFA's operating the Federal school meal program are required to have a written meal charge policy.*

## EFAA - MEAL CHARGING

<i>RSA 189:11-a</i>	<i><u>Food and Nutrition Programs</u></i>
<i>RSA 358-C</i>	<i><u>New Hampshire's Unfair, Deceptive or Unreasonable Collection Practices Act; NH Dept. of Education Technical Advisory - Food and Nutrition Programs</u></i>
<i>2 C.F.R. §200.426</i>	<i><u>Bad Debts</u></i>
<i>7 C.F.R §210.09</i>	<i><u>Agreement with State agency</u></i>
<i>7 C.F.R §210.10</i>	<i><u>Meal requirements for lunches and requirements for afterschool snacks</u></i>
<i>7 C.F.R §210.15</i>	<i><u>Reporting and recordkeeping</u></i>
<i>7 C.F.R. §245.5</i>	<i><u>Public announcement of the eligibility criteria</u></i>
<i>7 C.F.R. Part 15, Subpart A &amp; B</i>	<i><u>Civil Rights Act of 1964 PENDING LINK</u></i>
<i>15 U.S.C. § 1692-1695</i>	<i><u>Federal Fair Debt Collection Practices Act (FDCPA)</u></i>
<i>42 U.S.C. 1758(b)(6)</i>	<i><u>Use or disclosure of information</u></i>

**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.





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

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

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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: Kathleen Chenette  
FROM: Peter Weaver  
DATE: May 28, 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 May 13 that you intend to resign your position as Student Services Coordinator at Lyndeborough Central School effective June 15, 2024.

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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: May 28, 2024  
RE: Nomination for FRES 1<sup>st</sup> Grade Teacher

Please accept this as the nomination of Allison Hayden as a 1<sup>st</sup> grade teacher for FRES. Ms. Hayden has been working since August 2023 as a kindergarten teacher in Lawrence, Massachusetts and prior to that as a 1<sup>st</sup> grade teacher in Rochester New Hampshire. Ms. Hayden has a Bachelor of Science, Early Childhood Education from Plymouth State University. She also worked as a camp counselor/art director and paraprofessional.

There were seventeen applicants for this position. The budgeted salary for this position is \$47,000. I recommend a motion to appoint Allison Hayden as a 1<sup>st</sup> Grade Teacher at FRES at a salary of \$48,000, Bachelors Step 3.

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# ALLI HAYDEN

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## PROFESSIONAL SUMMARY

Dedicated early childhood teacher with demonstrated ability to motivate and engage students in learning. Manages diverse classroom, assessing student progress and developing positive relationships with students and parents.

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## SKILLS

- Curriculum Planning
- Classroom Management
- Common Core
- Early Childhood Development
- Faculty Collaboration
- Classroom Organization
- Technology Integration
- Behavior Management
- Differentiated Instruction

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## WORK HISTORY

### **KINDERGARTEN TEACHER** 08/2023 to Current

**Community Day Charter Public School**, Lawrence, MA

- Worked along side co-teacher - splitting responsibilities and lesson planning.
- Delivered lesson plans, implemented school curriculum and used data to create, monitor, and establish personalized learning plan for each student.
- Reported to parents and administration about student progress.
- Identified characteristics, needs, abilities, and problems of each child through personal interaction and progress reports to optimize approaches.
- Exercised good classroom management focused on positive behavior support by clearly articulating fair and consistent expectations along with appropriate natural consequences.
- Built positive relationships with students and families for safe, trusted learning support.
- Managed 22 children in classroom.

### **CABIN COUNSELOR/ART DIRECTOR** 08/2017 to Current

**Camp Centerstage**

- Collaborated with other camp counselors to design fun and enriching learning activities for campers.
- Worked with children of varying age, interest, skill, and developmental levels.
- Led groups of children safely through variety of camp activities.
- Encouraged team performance to increase camaraderie, trust and rapport.
- Documented activities, injuries and accidents to inform parents and maintain consistent records.
- Collaborated with other recreation staff in developing new recreational activities.
- Provided clear instruction to activity and program participants to deliver fun and maintain safety.

### **TEACHER, GRADE 1** 08/2022 to 06/2023

**Chamberlain Street School, Rochester, NH**

- Prepared students for assessments and other state testing (NWEA, DIBELS).
- Drove student learning by establishing clear classroom plans and group objectives, as well as actionable strategies to achieve each goal.
- Evaluated individual student abilities and created action plans based on current level and desired growth goals to support preparedness for transition to next grade level.
- Prepared materials for lessons, assignments, and assessments, and evaluated, corrected and graded student performance to identify gaps in skills or knowledge and set realistic goals.
- Worked one-on-one with students to determine strengths, weaknesses, and learning patterns.
- Communicated student progress, academic difficulties, or behavioral concerns to parents, guardians and administration using tact and professionalism to improve student academic performance.
- Integrated technology and multimedia tools into lessons to enhance student learning.

**PARAPROFESSIONAL 08/2021 to 06/2022**

**North Hampton Elementary/Middle School, North Hampton, NH**

- Worked in many different grade levels including 7th and 8th grade, kindergarten, and pre-k, ensuring inclusion and providing support for children with IEPs and 504s
- Assisted classroom teacher in various classroom tasks and activities such as, prepping materials, and leading group work
- Was asked to substitute in a variety of grade levels/subject areas implementing pre made lesson plans
- Co-Facilitated homework club for seventh and graders two times per week.
- Oversaw students in classroom and common areas to monitor, enforce rules, and support lead teacher.
- Assisted classroom teacher in supervising snack time and indoor and outdoor play.
- Tailored lesson plans for students with emotional and cognitive disabilities.
- Delivered personalized educational, behavioral, and emotional support to individual students to enable positive learning outcomes.

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**EDUCATION**

**Plymouth State University, Plymouth, NH**

**Bachelor of Science, Early Childhood Education, 05/2021**

Magna Cum Laude,

- Member of the female a capella group called "Mixed Emotions" all 4 years - Assistant business director spring of 2019 - Business director for the full academic year 19/20
- Worked at the Center for Young Children and Families - Infant/Toddler room, Early preschool, and Pre-k
- Student taught at Paul Smith School in 1st grade during the 2020/21 school year.

**Winnacunnet High School, Apart, Hampton, NH**

**High School Diploma, 06/2017**

- Member of International Thespian Society
- Elected President of Band and Chorus (2016/17)
- Member of Tri-M (Music Honor Society)
- Member of Varsity Swim Team (2013-2017)



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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: May 28, 2024  
RE: Nomination for FRES 4<sup>th</sup> Grade Teacher

Please accept this as the nomination of Kelsey Gregorio as a 4<sup>th</sup> Grade Teacher for FRES. Ms. Gregorio is one of our student interns this year at FRES. She worked as a substitute paraprofessional and most recently is the long-term substitute teacher for physical education all within our district. Ms. Gregorio has a Bachelor of Arts Degree/Elementary Education K-6 with General Special Education from Franklin Pierce University. She had also student teaching experience at Rindge Memorial School and was a substitute in SAU 19, New Boston.

There were seventeen applicants for this position. The budgeted salary for this position is \$52,000. I recommend a motion to appoint Kelsey Gregorio as a 4<sup>th</sup> Grade Teacher at FRES at a salary of \$46,000, Bachelors, Step 1.

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

# Kelsey Gregorio

## Elementary Education Teacher

<b>Personal Information:</b>	<ul style="list-style-type: none"><li>• (603)-487-0564</li><li>• <a href="mailto:Kelseyg2124@gmail.com">Kelseyg2124@gmail.com</a></li><li>• 421 Clark Hill Road, New Boston, NH 03070</li></ul>
<b>Education:</b>	<p><b>Franklin Pierce University</b> Bachelor's Degree - Special and Elementary Education, Minor in History GPA: 3.89 Summa Cum Laude (August 2020-May 2024)</p> <p><b>Goffstown High School</b> High School Diploma Honor Roll Student (September 2016-June 2020)</p>
<b>Professional Experiences:</b>	<p><b>Long-term Substitute Physical Education Teacher</b> Florence Rideout Elementary School - Wilton, NH (May 2024-June 2024)</p> <ul style="list-style-type: none"><li>• Created a positive learning environment that encourages students to actively participate in physical education activities.</li><li>• Followed the curriculum plans set by the regular teacher for physical education classes and health classes.</li></ul> <p><b>Paraprofessional Substitute</b> Wilton-Lyndeborough Middle School (Grades 6-8) (March 2024-May 2024)</p> <ul style="list-style-type: none"><li>• Created a positive learning environment by providing encouragement and support to students.</li><li>• Worked collaboratively with other paraprofessionals to ensure student success.</li><li>• Followed lesson plans designed by staff teachers.</li><li>• Enforced school and classroom rules to maintain order.</li></ul> <p><b>Dual Student Teaching Experience</b> Special Education Placement - Elementary - Florence Rideout Elementary School - Wilton, NH (January 2024-April 2024)</p> <ul style="list-style-type: none"><li>• Established and maintained cooperative working relationships with students and school staff.</li><li>• Attended grade-level team meetings to discuss student progress and plan future goals.</li><li>• Utilized technology to supplement instruction and enhance student learning.</li><li>• Demonstrated patience, compassion, and empathy in various situations.</li></ul> <p><b>Dual Student Teaching Experience</b> Special Education Placement - Middle School - Wilton Lyndeborough Cooperative - Wilton, NH (January 2024-April 2024)</p> <ul style="list-style-type: none"><li>• Provided academic, behavioral, and social-emotional support for students in need.</li><li>• Participated in IEP meetings with the student's parents, school administrators, and school staff.</li><li>• Offered small group and one-on-one instruction to students requiring reading, writing, and math support.</li><li>• Promoted a positive learning environment to engage students and encourage lesson participation.</li></ul> <p><b>Student Teaching Experience</b> 2nd Grade Placement - Elementary Education - Rindge Memorial School - Rindge, NH (August 2023-December 2023)</p> <ul style="list-style-type: none"><li>• Created an atmosphere that was conducive to learning by encouraging student participation.</li></ul>

# Kelsey Gregorio

## Elementary Education Teacher

<p><b>Other Experiences:</b></p>	<ul style="list-style-type: none"> <li>• Attended professional meetings, teacher training workshops, and parent-teacher conferences to maintain and improve professional competence.</li> <li>• Developed lesson plans and utilized instructional materials to create engaging learning experiences.</li> <li>• Applied behavior management strategies to maintain a safe and productive learning environment.</li> </ul> <p><b>Educational Field Work Hours Throughout Time at Franklin Pierce University:</b></p> <ul style="list-style-type: none"> <li>• 30 hours - Rindge Memorial School - Rindge, NH - Elementary Special Education Classroom</li> <li>• 15 hours - Jaffrey-Rindge Middle School - Jaffrey, NH - Middle School Special Education Classroom</li> <li>• 15 hours - Conant High School - Jaffrey, NH - High School Special Education Classroom</li> <li>• 15 hours - Memorial School - Winchendon, MA - 1st Grade Classroom</li> <li>• 30 hours - Jaffrey Grade School - Jaffrey, NH - 4th &amp; 5th Grade Classroom</li> <li>• 15 hours - Memorial School - Winchendon, MA - Kindergarten Classroom</li> </ul> <p>(January 2021-May 2023)</p> <p><b>Substitute Teacher</b> Goffstown/New Boston School District SAU19 (July 2021-May 2023)</p> <ul style="list-style-type: none"> <li>• When home from college breaks, I often subbed at Goffstown High School and New Boston Central School in the SAU19.</li> <li>• In these roles, I maintained discipline and classroom control, fostering a safe and positive learning environment as well as offered to provide support through duties like recess, lunch, and bus roles.</li> </ul> <p><b>Summer School Paraprofessional</b> New Boston Central School - New Boston, NH (July 2020-July 2022)</p> <ul style="list-style-type: none"> <li>• Engaged in meaningful conversations with students to build positive relationships.</li> <li>• Managed student behavior using positive reinforcement techniques.</li> <li>• Provided one-on-one assistance to struggling students when needed.</li> </ul> <p><b>Special Olympics Volunteer</b> Team Uncanoonuc - Goffstown, NH (September 2019-June 2024)</p> <ul style="list-style-type: none"> <li>• Organized and supervised games, practices, and events.</li> <li>• Coordinated with assisting coaches, team parents, and other volunteers to support athletes efficiently.</li> <li>• Created a safe and enjoyable environment for children to play sports.</li> </ul> <p><b>Community Assistant</b> Senior Area - Franklin Pierce University - Rindge, NH (August 2022-May 2024)</p> <ul style="list-style-type: none"> <li>• Organized and facilitated student events such as art activities, and game nights, and provided support on new student move-in day by giving directions and helping them bring in their belongings.</li> <li>• Facilitated mediation between roommates experiencing conflict through effective communication techniques.</li> <li>• Enforced campus policies fairly and consistently while interacting with students daily.</li> <li>• Monitored resident safety by conducting regular room checks and responding appropriately to emergencies.</li> </ul> <p><b>Welcome Center Representative</b> Merrimack YMCA - Greater Nashua Area - Merrimack, NH (July 2019-May 2023)</p> <ul style="list-style-type: none"> <li>• Greeted and provided customer service to visitors, answering questions promptly.</li> <li>• Maintained a tidy, presentable reception area with necessary stationery and materials.</li> <li>• Utilized computer software programs to manage visitor information and track guest usage.</li> </ul>
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**Kelsey Gregorio**  
**Elementary Education Teacher**

<b>College Awards:</b>	<ul style="list-style-type: none"><li>• Phi Alpha Theta History Honors Society Induction (2024)</li><li>• Alpha Chi National College Honor Society Induction for Top 10% of Students (2024)</li><li>• Chi Alpha Sigma National College Athlete Honor Society (2023)</li><li>• Phi Lambda Theta Education Honors Society Induction (2023)</li><li>• Sigma Tau Delta English Honors Society Induction (2023)</li><li>• 2x Northeast-10 Academic Honor Roll (2021 &amp; 2022)</li><li>• Dean's Honors List (Fall 2020-2023) &amp; Dean's List (Spring 2021-2023)</li><li>• Member of the Cross Country and Track Team (2020-2024)</li></ul>
<b>References:</b>	Available upon request.
<b>Additional References:</b>	<ol style="list-style-type: none"><li>1. Peter Weaver, Superintendent of SAU63: 603-732-9227</li><li>2. Zach Emerson, Head Coach of Cross Country and Track Team: 603-731-7670</li><li>3. Cassidy Peters, Supervisor of Community Assistant Role: 978-987-4317</li></ol>



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192 Forest Road Lyndeborough, NH 03082  
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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: May 28, 2024  
RE: Nomination for WLC MS Science Teacher

Please accept this as the nomination of Jeffrey Caisse as a MS Science Teacher for WLC. Mr. Caisse has been working as a MS science teacher since 2016, most recently working in the Nashua and Mascenic School Districts. Mr. Caisse has a Master's Degree in Education 5-12 from Fitchburg State University and a Bachelor of Science in Wildlife Biology from the University of Vermont. In 2012, he had the experience of working as a Biological Science Technician with Aquatic, Wildlife Branch, Yosemite National Park, CA.

There were nine applicants for this position. The budgeted salary for this position is \$47,000. I recommend a motion to appoint Jeffrey Caisse as a MS Science Teacher at WLC at a salary of \$58,000, Masters, Step 10.

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**JEFFREY R. CAISSE, M. Ed**

46 High Street, Apt. 2  
Greenville, NH 03048  
(603) 566-5869

[jeff.caisse@gmail.com](mailto:jeff.caisse@gmail.com)

**OBJECTIVE**

To continue to build skills as a science teacher and to positively impact the lives of children in New Hampshire through my recognition of students as individuals.

**EDUCATION & CERTIFICATION**

New Hampshire Educator Certification, Science 5-8 (EIS Code 1305) exp. June 2025

Master of Education in Education 5-12, Fitchburg State University December 2019

Bachelor of Science in Wildlife Biology, The University of Vermont May 2009

**PROFESSIONAL EXPERIENCE**

**Seventh Grade Science Teacher at Pennichuck Middle School, Nashua, NH**

(August 2020 – Present)

Instructed students in remote, hybrid, and in-person learning models. Utilized district-provided resources and edited them as needed to meet the needs of students. Adapted to changing scope and sequence over two years. Collaborated with District-wide Science Peer Coaches, Peer Coaches, and within Grade-level or Multi-Grade PLCs. Formed strong relationships with students and colleagues throughout a challenging and stressful time. Actively participated in discussion and activities within an Experienced Teacher Cohort. Communicated with parents and students about performance and expectations regarding behavior and learning to ensure students got the help they needed and felt safe in my classroom.

**Sixth Grade Science Teacher at Boynton Middle School, New Ipswich, NH**

(August 2016 – June 2020)

Planned, instructed and completed assessment for four science classes and two RTI classes with twelve to thirteen-year-olds. Collaborated with the sixth grade team, science department (5-8), administration, school counselors and special education staff to ensure directives were met and students were properly supported. Communicated with parents and provided support to students during class as well as before and after school. Supervised and assisted students in elective “choice” class on bicycle maintenance. Collaborated with instructional coach, mentor and colleagues to continually improve practice of planning, instruction and assessment. Planned and executed remote learning activities for students from home from March through June 2020.

**Summer Competency Recovery Teacher, Biology at Nashua High School North, Nashua, NH**  
(July 2016)

Planned activities and provided timely feedback for students that had failed 1-2 of 4 competencies in their High School Biology classes. Formed relationships with students quickly at the start of July through discussion of their experiences, successes and struggles in their Biology classes. Collaborated closely with administration and colleagues for a first-year competency recovery program.

**Long-term Substitute Life Sciences Teacher at Nashua High School South, Nashua, NH**  
(May 2016 - June 2016)

Instructed and assessed student learning for two Biology classes of freshmen and sophomores and one Forensic Science class of juniors and seniors. Worked with Department Head and other science teachers to ensure proper curriculum was covered and district grading and grade recovery procedures were followed.

**Long-term Substitute Biology Teacher at Milford High School, Milford, NH**  
(November 2015 - March 2016)

Instructed during the Fall and Spring semesters. Classes included honors biology, marine biology, as well as general biology. Quickly began position with minimal transition or supervision due to staff absences. Formed valuable relationships with administration, other science teachers and other staff as well as students. Resolved student issues with the support of Administration as well as through collaboration with students.

**RELATED INTERNSHIPS**

**Biological Science Technician with Aquatics, Wildlife Branch, Yosemite National Park, CA**  
(June 2012 - September 2012)

Surveyed areas in Yosemite National Park for amphibian species. Retrieved water samples and recorded data. Used gillnets and packaged fish for mercury study. Followed strict protocols for all work completed. Entered data using Microsoft Excel. Navigated off trail and safely operated department vehicles.

**Full-Time Intern with Aquatics, Wildlife Branch, Yosemite National Park, CA**  
(June 2011 - October 2011)

Surveyed areas in Yosemite National Park for Yosemite Toads and other species. Used gillnets for mercury study. Entered data using Microsoft Excel and Access. Safely operated department vehicles.

**OTHER SKILLS, INTERESTS & EXPERIENCE:**

- Strong written and oral communication skills
- Experience with Microsoft Word, Excel, and PowerPoint; Google Classroom, Docs, Drive, Sheets, Slides and Sites
- Over 10 years' experience with choral and choir groups
- Polite conversation abilities in Spanish
- Floor Supervisor at Eastern Mountain Sports, Nashua, NH, 2013 - 2016



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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: May 28, 2024  
RE: Nomination for WLC Spanish Teacher

Please accept this as the nomination of Lynn Colantuoni as the Spanish Teacher for WLC. Ms. Colantuoni has been employed as a Spanish Teacher since 2001. She has experience most recently at Farmington High School since 2011 and Campbell High School since 2023. She has a Master's Degree in Spanish from Middlebury College.

There were six applicants for this position. The budgeted salary for this position is \$48,000. I recommend a motion to appoint Lynn Colantuoni as the Spanish Teacher at WLC at a salary of \$73,500, Masters, Step 18.

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

# LYNN COLANTUONI

EDUCATOR

## CONTACT



603.553.1251



lynncolantuoni@gmail.com



P.O. Box 6275  
Manchester, NH 03108

## CERTIFICATION

STATE OF New Hampshire

Experienced Teacher License

## EDUCATION

### MASTER'S DEGREE

Spanish  
Middlebury College  
2004

### BACHELOR OF ARTS

Spanish (minor: French)  
University of New Hampshire  
2001

## EXPERIENCE

### Campbell High School

AUGUST 2023 - PRESENT | Litchfield, NH

- A full time teacher instructing Spanish 1, 2 and 3
- Worked collaboratively through PLC time with the other Spanish teacher on Spanish 2 course assessments and materials.
- Worked with middle school Spanish teachers to develop common assessments for 8th grade and high school Spanish 1.

### Farmington High School

AUGUST 2011 - PRESENT | Farmington, NH

- A full-time teacher instructing all Spanish classes (levels 1-4)
- Developed an alternating year curriculum for levels 3 and 4 as they meet during the same class period.
- Taught French 1 courses as needed from 2012-2016 and took over all French courses during the 2022-2023 school year.
- Developed the written curriculum for all Spanish and French courses ahead of our NEASC visit in the spring of 2023.
- Established rapport with students, parents and critical family members.
- Participated on a variety of committees: Competency Committee (district wide), Culture and Climate and NEASC.
- Observance, plan, teach and assess practice to inform and modify instruction for multicultural classes with many levels of ability.
- Class Advisor

### Lowell Catholic High School

AUGUST 2005 - JUNE 2010 | LOWELL, MA

- Designed, planned and implemented Spanish 1 and 2 courses at both the honors and college prep levels.
- Established rapport with students, parents and critical family members.
- Advisor to the Freshmen Class, Dance Team and Peer Mediation.
- World Language Coordinator 2007-2010
- Started a chapter of the Spanish National Honor Society
- Faculty Rep to the Parent Association

**Methuen High School**

AUGUST 2004 - JUNE 2005 | METHUEN, MA

- Designed, planned and implemented Spanish 1 (honors and college prep) and 3 courses.

**Pinkerton Academy**

AUGUST 2002 - JUNE 2003 | DERRY, NH

- Designed, planned and implemented Spanish 1, 2 and 3 courses.

**Sanborn Regional High School**

AUGUST 2001 - JUNE 2002 | KINGSTON, NH

- Designed, planned and implemented Beginner Spanish, Beginner Spanish Honors, Spanish 1 and 3 courses.