# Public Notice of Meeting WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING

Tuesday, June 11, 2024

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

Videoconferencing: meet.google.com/bvh-znus-wnh

Audio: +1 631-820-6445 PIN: 756 966 870#

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

- I. CALL TO ORDER-Dennis Golding-Chair
- II. PLEDGE OF ALLEGIANCE
- III. STAFF ACKNOWLEDGEMENT
- IV. WLC ARTS IMPROVEMENT COMMITTEE-PERFORMANCE TECH PRESENTATION PROPOSAL
- V. ADJUSTMENTS TO THE AGENDA
- VI. 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.

#### VII. BOARD CORRESPONDENCE

- a. Reports
  - i. Superintendent's Report
  - ii. Principals' Reports
- iii. Curriculum Coordinator's Report/Data Report
- iv. WLCTA Report

# VIII. GENERAL ASSURANCES FY25 (Federal Grant Federal Compliance)

- IX. POLICIES
  - a. Readopt DFA-Investment Policy
  - b. 1st Reading
    - i. EEA-Student Transport Services
  - ii. EEA-R-Procedure For Requesting Bus Stop Change
  - iii. EEAE-School Bus Safety Program
  - iv. EEAE-R-Safety Guidelines For Parents/Guardians Of Students Using School Buses
  - v. ECAF-Audio And Visual Surveillance On School Buses
  - vi. JICC-Student Conduct On School Buses
  - vii. Withdrawals
    - i. EBCE-School closings
  - ii. GBA-Equal Opportunity Employment
  - iii. GBCD-R-Technical Assistance Advisory School Employee Background Investigation, Including A Criminal History Records Check
  - iv. JFA-R-Technical Assistance Advisory-Residency
  - v. JICC-R-Student Rules and Conduct On The School Bus

- vi. EEAEC-Student Conduct On School Buses
- vii. EB-Safety Program
- viii. JHCI-Concussion Policy
- ix. JHCI-R-Information Sheet For Parents/Student-Athletes-Concussion And Head Injury Information Sheet
- x. JKAA-R-Procedures On Use Of Child Restraint And Seclusion

#### X. ACTION ITEMS

- a. Approve Minutes of Previous Meeting
- b. Photocopier/Printer Lease
- c. Scholarship Payment Protocol

#### XI. COMMITTEE REPORTS

i. Facilities

#### XII. RESIGNATIONS/APPOINTMENTS/LEAVES

- a. Resignation-Carolyn McEntee-LCS-Personal Care Assistant
- b. Appointment-Paige Lusczk-WLC-HS Math Teacher
- c. Appointment-Amber Brewster-WLC-Reading Teacher
- XIII. PUBLIC COMMENTS
- XIV. SCHOOL BOARD MEMBER COMMENTS
- XV. NON-PUBLIC SESSION RSA 91-A: 3 II (C)
  - i. Review the nonpublic minutes
- XVI. ADJOURNMENT

#### INFORMATION: Next School Board Meeting-June 25, 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.

# School Board: End of Year Report 2023-2024

As we conclude our 2023-2024 academic year, we are delighted to share some of the numerous accomplishments and milestones our students and staff have achieved. This year has been marked by remarkable academic progress, enhanced extracurricular activities, and a steadfast commitment to fostering an environment where every student has the opportunity to thrive. Here are some highlights from this memorable year:

#### Academic Excellence and Enrichment:

- Standardized Test Improvements: Our students' performance on the NHSAS improved significantly. In Science, 54% of students achieved proficiency or advanced levels, up from 24% last year. The math and ELA scores are not ready to be released.
- SAT: Our scores improved 12% with our school's average now above both the averages of NH State and Nationally.
- Running Start and Advanced Placement Courses: Our Running Start program
  potentially saved students up to \$87,300 in tuition. Courses offered included
  Honors Pre-Calculus, College Composition, and more. Advanced Placement
  courses saw strong participation, with subjects ranging from Environmental
  Science to U.S. Government & Politics.
- National Honor Societies: This year, we inducted a remarkable number of new members into both the National Honor Society (18) and the National Junior Honor Society (22), reflecting our students' dedication to scholarship, leadership, and community service.
- InvestWrite Competition: A senior was recognized as a winner in the NH High School division for her insightful essay on investing, part of the Stock Market Game curriculum.

# Staff Stability and Growth:

• We are pleased to report a significant improvement in staff retention. Last year 11 teachers were replaced and 2 positions were left unfilled. As of May 31st we have replaced 4 of the 5 open positions including successfully filling a critical math position. We continue our search for a dedicated Computer Science teacher.

# Student Experiences and Extracurricular Achievements:

- Travel Opportunities: Students broadened their horizons with trips to Italy, where they explored Venice, Florence, and Rome. Closer to home, 8th graders visited Boston, 6th graders attended Ecology Camp in Maine, and 7th graders enjoyed "A Christmas Carol" at the Palace Theater in December and recently traveled to Canobie Lake Park.
- Athletics: Our student-athletes excelled, with four Scholar Athletes maintaining a
   "B+" average or above while participating in two or more varsity sports. The Girls
   Varsity Basketball team made it to the Final Four, and the Girls Softball team also
   reached the playoffs. We proudly launched Unified Sports in basketball and
   volleyball.
- Performing Arts: The Dance Team competed nationally in Orlando, FL, and hosted multiple performances, including a Nutcracker show and an end-of-year event. Our fine arts program held concerts and showcases, enriching our school's cultural life.
- Our art program hosted several festivals this year, was involved with an artist in residence program and exhibited AP art work at the town library.
- Our band and chorus program continued to wow us with their many talents. Most recently, the chorus perfected a 13 minute medley of original Disney songs with several solos.

#### Initiatives and Innovations:

- Warrior Winner Postcards: To promote and recognize student achievements, we sent 622 postcards home (108 in May) to celebrate positive behaviors and accomplishments.
- Recycled Percussion Visit: This event inspired students to pursue their "Best Version of Self" and strive for academic excellence.
- Emergency Operations Protocol: We implemented the A.L.I.C.E. protocol, ensuring safer emergency procedures.
- Internet Safety Awareness: We hosted assemblies and a parent meeting on Internet safety, featuring the Internet Crimes Against Children (I.C.A.C) unit.

# Community and Collaboration:

- Student-Led Conferences: Middle School students took charge of their learning by leading conferences, fostering responsibility and self-reflection.
- Vision Screenings: Sponsored by the Lion's Club, these screenings ensured our students' health needs were met.
- Field Trips to Higher Education Institutions: Students visited UNH's biotech program and SNHU's engineering program, broadening their academic perspectives. Students also competed against students throughout the state of NH.
- Robotics Team: Our middle school robotics team excelled, advancing to the Championship Event and securing first place in the Innovation Project Event.
- We began promoting our school through the use of social media's platform:
   Facebook. @ Wilton-Lyndeborough Cooperative Middle High School
- Inducted 5 new Athletic Hall of Fame members.

# Additional Highlights:

- Teacher Achievements: Stephanie Erikson published a book titled "Islands of Southern Lake Winnipesaukee," adding to our faculty's accolades.
- Awards and Scholarships: We are proud of our seniors who received numerous scholarships, to be announced at the Senior Awards Night. Additionally, 12 students participated in Apply NH Day, sending 60 applications and saving \$1,000.
- Patriot's Pen and Voice of Democracy Winners: Our students excelled in these essay contests, with four winners at the post level and two placing at the district level.

We are incredibly proud of the progress and achievements of our students and staff this year. Their hard work, dedication, and commitment to excellence have created a vibrant and thriving school community. We look forward to continuing this journey of growth and success in the coming years.

Thank you for your continued support.

Warm regards,

Tom Ronning and Katie Gosselin

# FLORENCE RIDEOUT ELEMENTARY SCHOOL LYNDEBOROUGH CENTRAL SCHOOL

18 Tremont Street
Wilton, New Hampshire 03086
(603) 732-9229
www.sau63.org

Bridgette Fuller, Principal FRES/LCS Christina Gauthier, Administrative Assistant FRES Kathleen Chenette, Student Services Coordinator LCS Sherry LeBlanc, Administrative Assistant LCS

# Principal Report June 11, 2024

In addition to wrapping up the end-of-the-year curriculum, addressing grade-level standards, and completing state, district, and school-wide testing, many classes have spent May and June completing projects, engaging in special events, and exploring off-campus locations. After-school opportunities, including tutoring, math enrichment, and Girls on the Run, completed their final sessions. On May 23rd, rising kindergarten families spent an evening with our kindergarten teachers and Sherry LeBlanc, learning about their students' 2024-2025 school year at LCS, and on May 31, 2024, the PTO hosted the last Skate Night of the year. On June 4th, all kindergarten and fifth-grade students had an opportunity to "Step up" and experience a taste of their new schools. On June 7th and June 10th, students at both schools engaged in the annual PTO-sponsored Field Day extravaganza. Thank you to all the volunteers, teachers, kitchen staff, support staff, and community members who made both events possible. This is just a short list, but an example of the level of commitment school and community stakeholders in our district put into our student's social and academic growth.

#### **Preparing for 2024-2025**

Our Curriculum Coordinator, Samantha Dignan, is scheduled to share a thorough end-of-year data presentation; however, the data suggests that overall, our student's proficiency in reading and math is in-line with or surpassing that of the state and the nation. In May, teachers at both LCS and FRES had an opportunity to analyze district and school-wide data and generate action plans for next year with their grade level and WIN team. Thank you, Kathleen Chenette, Valerie Bemis, and Tammy Cargill for facilitating. Teachers also had an opportunity to collaborate with their students' receiving teachers for the next school year during our May 24th professional development day. These meetings have become an invaluable practice for teachers to reflect on the curriculum, highlight data, and share pertinent student information to ensure smooth transitions. Additionally,

teams of administrators and teachers collaborated to prepare the annual District Title-1 Grant Evaluation, complete Accelerated Learning reflections, and consider Master Schedule and Student/Family handbook updates.

# **Off-site Update**

On May 28, 2024, local first responders supported our first off-site evacuation utilizing our bus company, Butlers Bus. Students and staff were calm, and Mr. Ronning was ready to welcome us into the WLC gymnasium. This opportunity also allowed us our first trial with the new walkie-talkies. Thank you to Nick Buroker, Tom Ronning, Katie Gosselin, Kristie LaPLante, Christina Gauthier, Pat Berube, Sam Metivier, Tammy Cargill, and Meghan Levesque for helping support this effort. Feedback from this drill will be applied to future drills.

**Behavior** 

There was an increase in behavior and bus referrals at FRES throughout May.

FRES	September Referrals	October Referrals	November Referrals	December Referrals	January Referrals	February Referrals	March Referrals	April Referrals	May Referrals	Difference
Total Log Entries <b>Bus</b>	13	11	6	8	11	8	5	2	5	+3
Log Entries for "Major Behavior" School	32	57	27	23	17	14	13	7	24	+17
Restorative Practice	14	17	5	1	1	0	0	0	0	0
Loss of Privilege (or detentions) along with restorative practices	16	32	13	20	13	12	10	6	16	+10
In School Suspension	2	4	6	2	2	2	3	1	6	+5
Out of School Suspension	1	4	3	0	1	0	0	0	2	+2

# **Behavior Data Observations**:

In September 2023, there were 45 log entries (Bus and School) recorded in PowerSchool

- These log entries represent 11% of students (27 students out of 242)
- Rollout of Mental Health room for student support from a social worker

In October 2023, there were 68 log entries (Bus and School) recorded in PowerSchool

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- These log entries represent 12% of students (28 students out of 242)
- Bus 6 monitor hired

In November 2023, there were 33 log entries (Bus and School) recorded in PowerSchool

- These log entries represent 10% of students (25 students out of 242)
- Shift from student support led by a social worker to behavior and self-regulation support from ABAs and BCBA

In December 2023, there were 31 log entries (Bus and School) recorded in PowerSchool

• These log entries represent 8% of students (19 students out of 243)

In January 2024, there were 28 log entries (Bus and School) recorded in PowerSchool

- These log entries represent 7% of students (18 students out of 243)
- Monthly CARES Learning Habit student recognition and Whole School Assembly implementation

In February 2024, there were 23 log entries (Bus and School) recorded in PowerSchool

• These log entries represent 6% of students (15 students out of 243)

In March 2024, there were 18 log entries (Bus and School) recorded in PowerSchool

• These log entries represent 6% of students (15 students out of 241)

In April 2024, there were 9 log entries (Bus and School) recorded in PowerSchool

• These log entries represent 2% of students (5 students out of 240)

In May 2024, there were 31 log entries (Bus and School) recorded in PowerSchool

• These log entries represent 8% of students (20 students out of 240)

#### **IMPORTANT DATES**

- June 4th Kindergarteners to FRES for Step-up Day 10:50-2:15 and 5th Grade to WLC for Step-up Day 1-2 pm (Step-up NIGHT at WLC 6 PM)
- June 5th-5th Grade Field trip to Canobie and last day for Beast Academy
- June 6th- Graduation Motorcade 10:15 on the flat and LCS Field Trip to the Friendly Farm
- June 7th- FRES Field Day (Rain Date June 10th)
- June 10th- LCS Field Day
- June 12th- 5th Grade Ceremony/Graduation **and** 5th grade vs. the community kickball game, 5:30 pm (the kickball game is a volunteer-organized event)
- June 13th-LAST DAY OF SCHOOL Early Release
- June 14th-July 3rd-Kindergarten Extended Year program at LCS
- July 8th- August 9th- ESY (T, W, TH) and Summer Academy (T, W, TH) at FRES, Pre-School ESY at LCS.
- July 8th- August 16th FRES RISE program (M, T, W, TH)



Girls on The Run



Rising First Graders enjoying their first music class at FRES during their Step-Up Day



# 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

Curriculum Coordinator Report June 11, 2024

# **Professional Learning**

# **Professional Development**

The Vocabulary Playbook: Learning Words that Matter K-12, book study group continues their dedication to new learning and met regularly. Over the course of two meetings since our previous board meeting, the teachers have delved into the material, with rich conversations and celebrations of strategies implemented. The group has held the final meeting last week, where we discussed ways to implement this new learning moving forward.

Our final Professional Development day for the year was held on May 24th. This day was filled with collaborative grade-span discussions, CPR training, training about PowerSchool, presentations about our district E-Portfolio, and other relevant training.

#### **Professional Development Committee**

We held our final Professional Development Committee meeting where we reviewed some sections of our Professional Development Master Plan for certified staff. This will serve to guide educators and administrators in our development of personalized professional development plans as well as guiding our professional development provided by the district moving forward.

#### **Summer Learning**

As mentioned in my previous report, teachers and the administrative team have continued to develop summer learning opportunities. The opportunities include, but not limited to, Responsive Classroom Training, Ongoing Assessment Project (OGAP), Open SciEd, Curriculum development, and a book study for the administrative team.

# **New Teacher Meetings**

We held our final new teacher meeting on May 5th. Teachers gathered together to reflect on the year, their growth, student growth and provide feedback on the program overall. It was a great close to the year of our meetings together, with lots of laughs, and some thoughtful reflection.

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

#### Curriculum

Teachers are continuing to develop and articulate their curriculum, including the work on this during our most recent Professional Development Day. Additionally, our sub-committee reviewing and discussing ELA programs that are aligned with the Science of Reading had another meeting.

#### Instruction

We have continued writing Summative Evaluations for certified educators. These Summative Evaluations are integral in supporting teachers in their learning and provide growth opportunities.

Teachers have submitted plans for summer learning opportunities for students as well. We have ideas we are looking to support this year including STEM/STEAM weeks, Math Academy (WLC) and Summer Academy (FRES).

#### Assessment

Testing season has officially concluded. Testing across the district has wrapped up for the school year. The data will be shared with the board tonight and an additional evening broken into 6-12 and K-5 data.

#### **FRES**

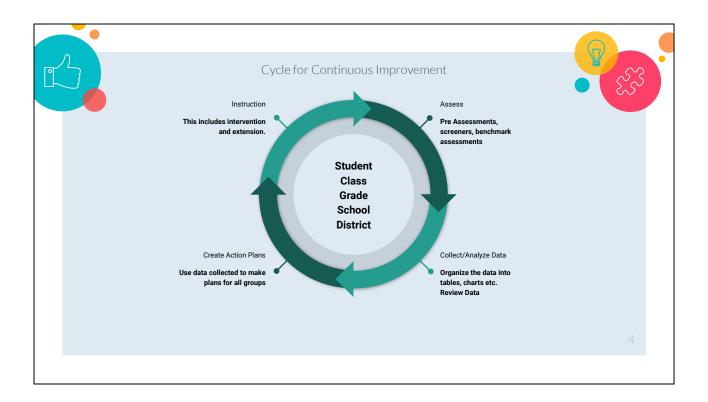
At FRES, I continue to support students and staff by attending 504 meetings, and IEP meetings. I am also working with students who need extra support to be successful throughout their day.

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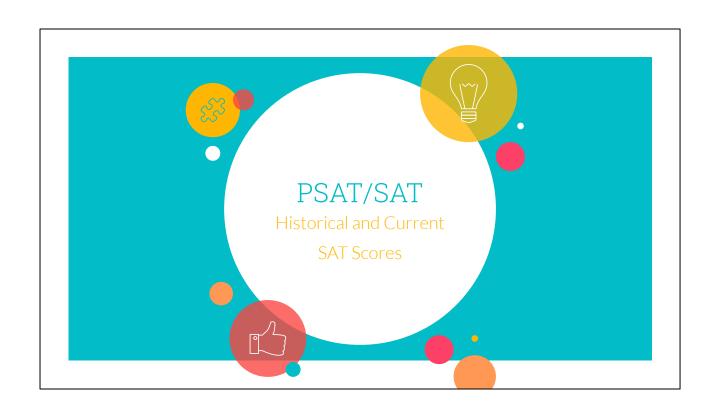


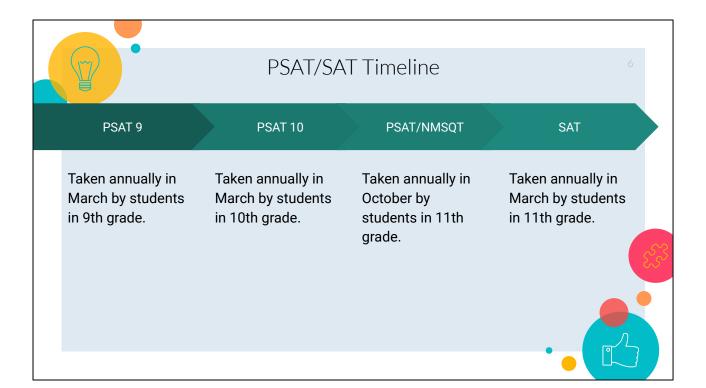


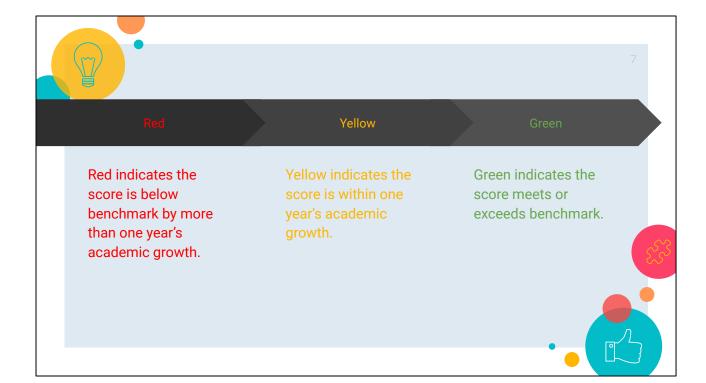
This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.

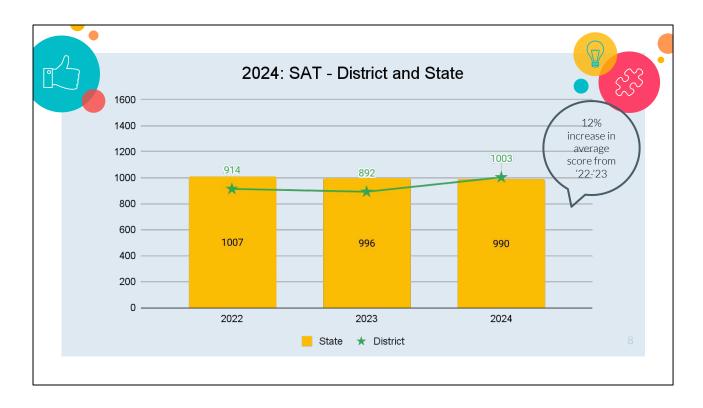


As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.









This graph shows state and district SAT data from 2022-2024. The pink is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is the teal color. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 90 points. Our average score has improved from last year to this year about 110 points.

This increase in average score can be attributed to multiple factors. This last year, our students have participated in WIN at WLC. Students were provided with a number of opportunities to support their growth this year.

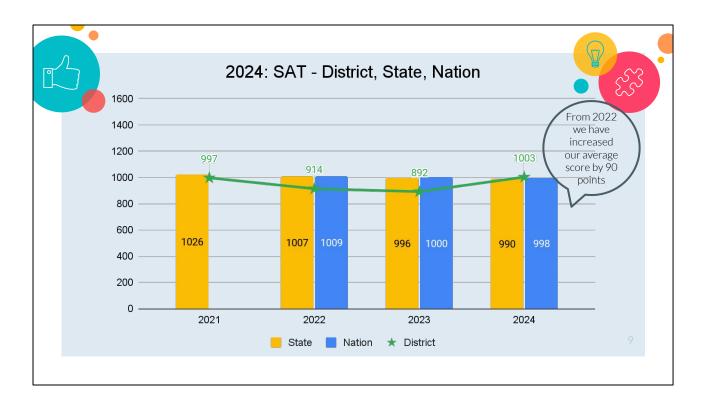
Their College Board accounts (the company who does the SAT testing) were linked to Khan Academy (an online platform with interactive lessons) to provide students with personalized learning opportunities.

Stephanie Erickson provided SAT prep for students to complete during Advisory this year. This work included a variety of skills in both reading and writing, as well as test taking strategies.

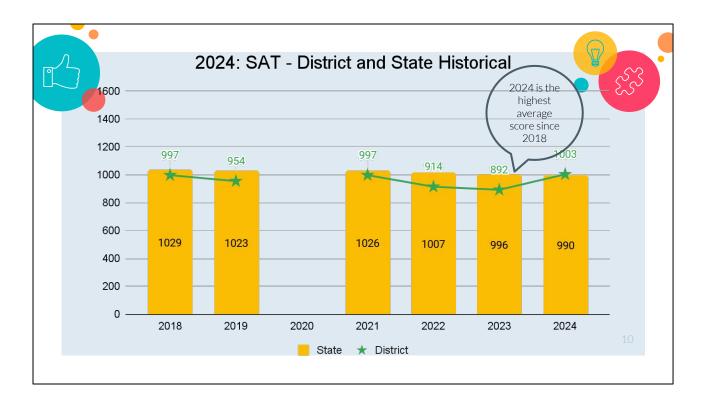
WLC hosted an SAT informational evening, which included presentations from the department heads.

WLC offered FREE in-person/online tutoring for SAT prep in both Math and Reading.

Overall this success is due to the fact that WLC staff and students have worked collaboratively to make learning a priority.

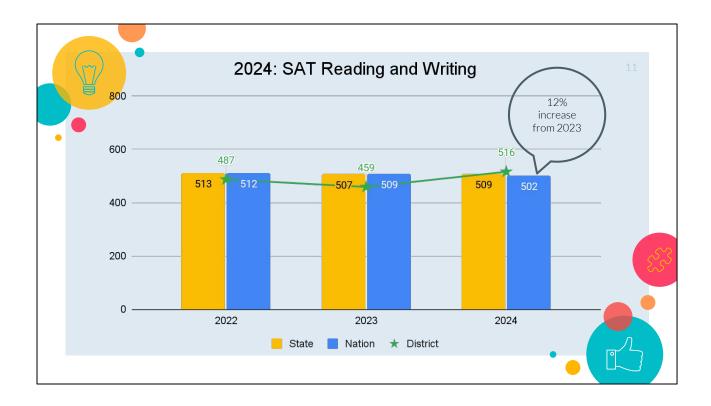


This graph shows national (missing for 2021), state, and district SAT data from 2021-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by about 10 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 90 points. Our average score has improved from last year to this year about 110 points.

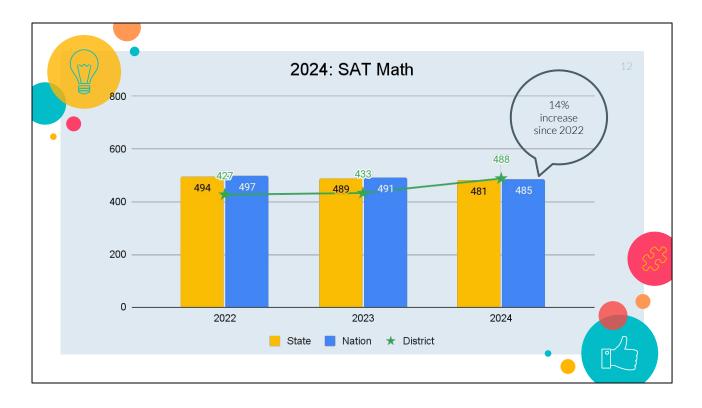


This graph shows state, and district SAT data from 2018-2024. This is valuable information because it shows how our students were performing prior to the pandemic, and how they are performing now.

This year's score is the highest average score our district has on record since 2018.

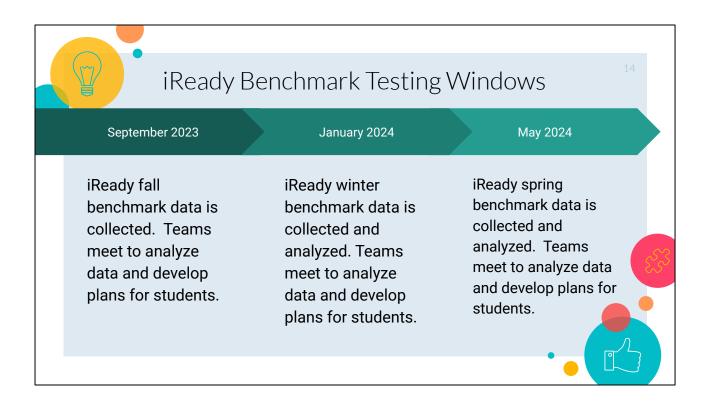


This graph shows national, state, and district SAT Reading and Writing data from 2022-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by about 10 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 30 points. Our average reading and writing score has improved from last year to this year about 60 points.



This graph shows national, state, and district SAT Math data from 2022-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by 12 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average Math score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average Math score by about 61 points. Our average Math score has improved from last year to this year about 55 points.

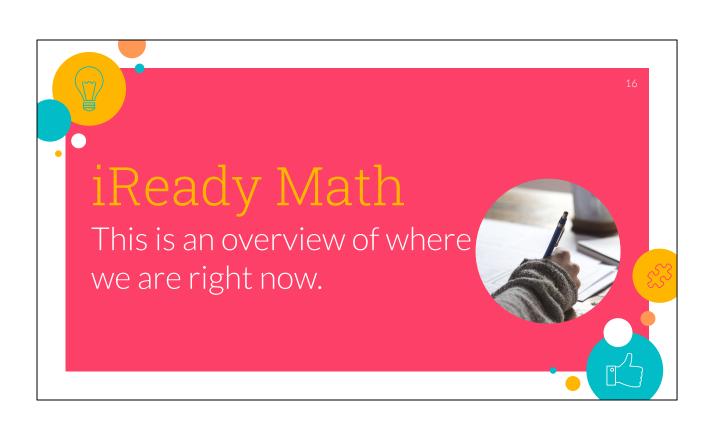


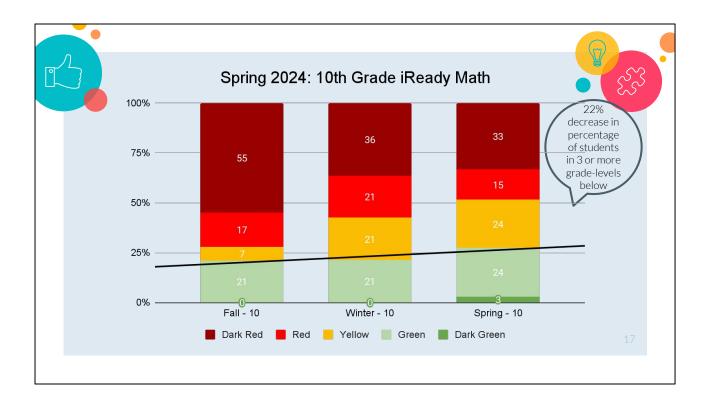


We take our iReady benchmark assessment three times a year, K-10.

	iR	Ready Scal	е	15
Deep Red	Red	Yellow	Green	Dark Green
Deep red indicates students are 3 or more years below grade level.	Red indicates students are 2 years below grade level.	Yellow indicates students are 1 year below grade level.	Light green indicates students are early on grade level.	Dark green indicates students are mid-grade level or above.

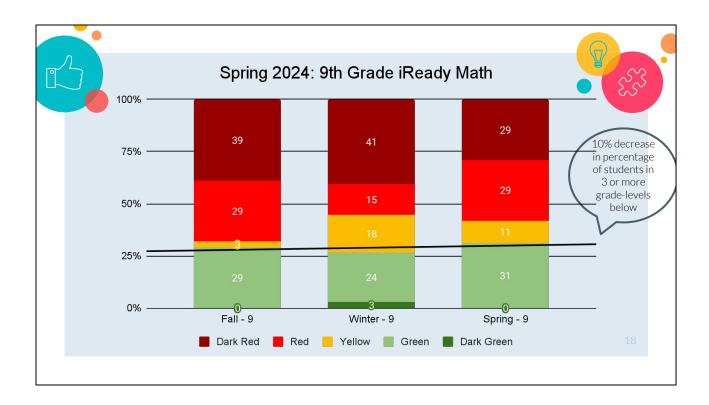
Just to review what each of our colors means. I know it has been a while, so to orient you to the colors, yellow is where most students should be scoring at the beginning of the school year and as we move toward the end of the year we want to see a higher percentage of students moving into the green.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



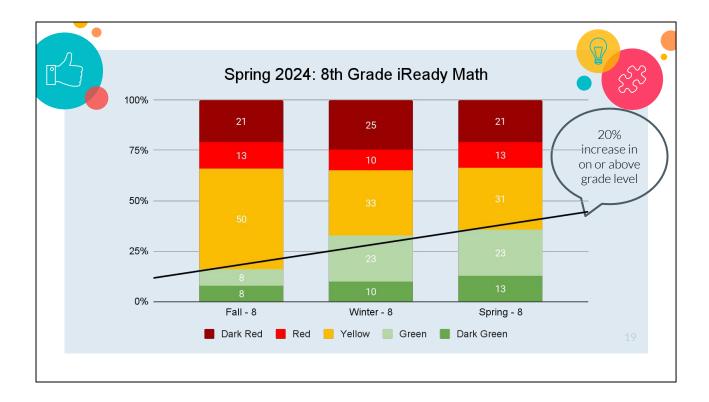


This is where our tenth grade students scored in math in the fall, the winter, and where they are right now. These numbers represent the percentage of students in each color gradient for that particular grade-level. The black line at the top of the on grade-level color band is our trendline. You will notice the percentage of students in the 3 or more grade-levels below has decreased by 22%, and the percentage of students in the one grade level below has increased by 17%. This shows that we are reaching our students who are struggling the most.

This decrease in the percentage of students within 3 or more grade-levels below could be caused by multiple factors. The high school has implemented a new WIN block which is providing personalized learning including SAT Prep (Khan Academy as well as Stephanie Erickson's work), and iReady MyPath if students are scoring below an 8th grade level on iReady. We have had a heavy focus on math due to the fact that our math scores were the largest area of struggle in both 9th and 10th grade.

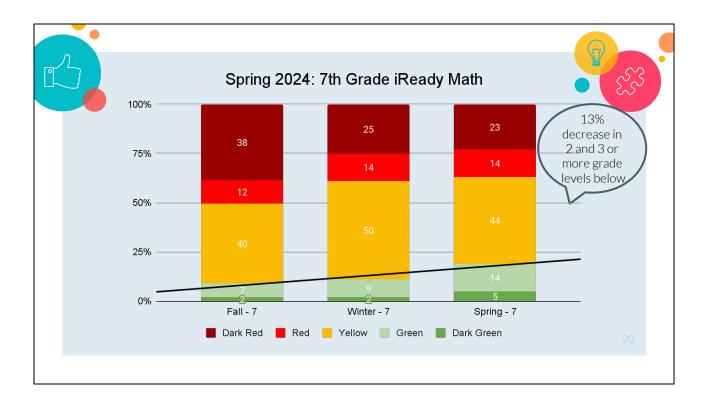


This is a comparison of our ninth grade students from the fall and winter benchmark to this most recent benchmark. These numbers represent the percentage of students in each grade-level band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in the 3 or more grade-levels behind has decreased by 10%, and the percentage of students in the one grade level below has increased by 8%. This shows that we are moving students from 3 or more grade levels below to one grade level behind.

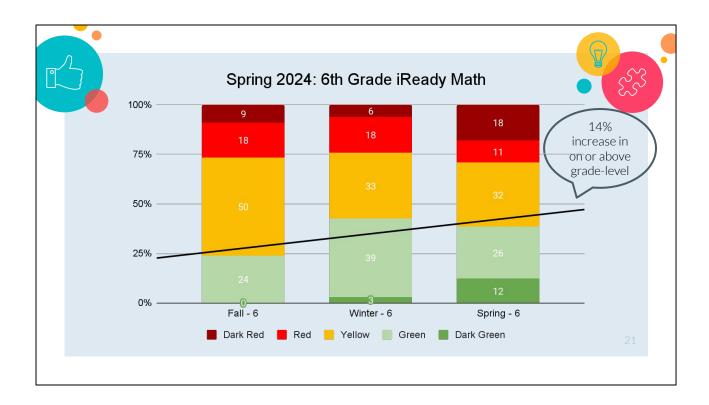


This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in the on and above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

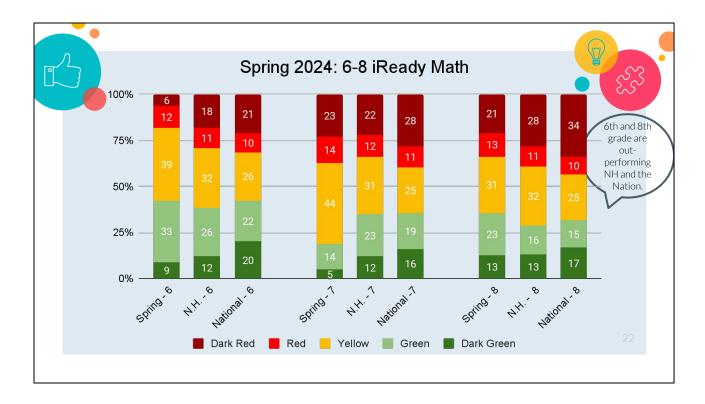
These increases can be attributed to the WIN block implemented at the middle school as well. Not only are teachers working with students to ensure they are completing their MyPath, but students are receiving Title I tutoring at the middle school and are working in small groups with their classroom teachers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



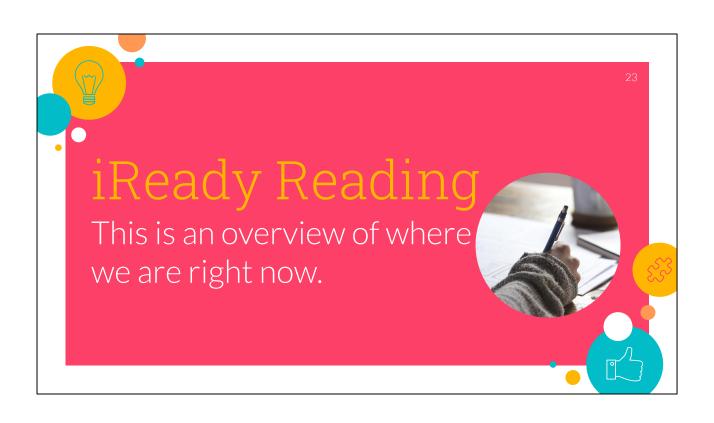
This is a comparison of our 7th grade students from the fall benchmark, the winter benchmark, and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students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

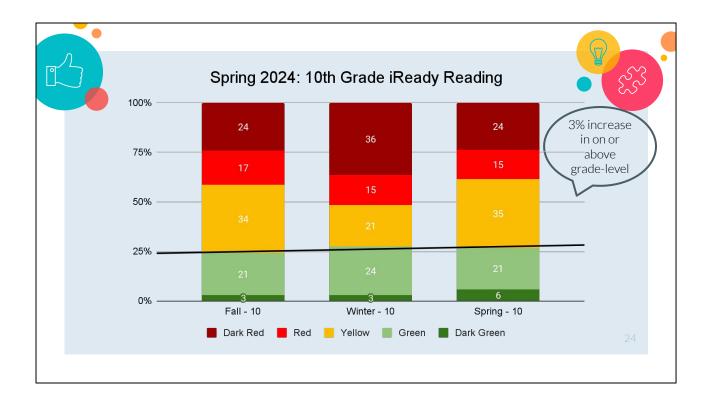


This is a comparison of our 6th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade level has increased by 14%.



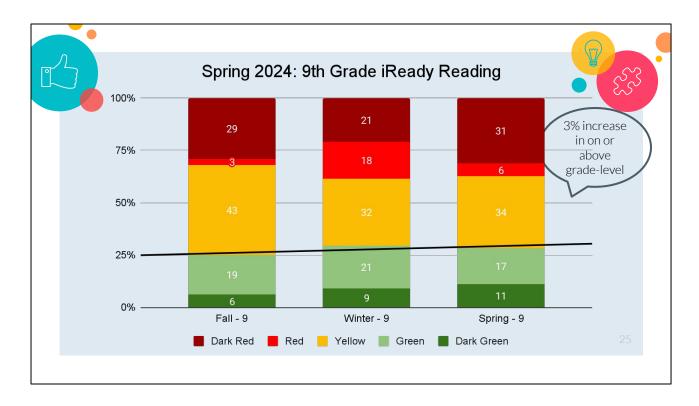
This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. Each grade has three bars for a reason. The first bar in each set is the percentage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



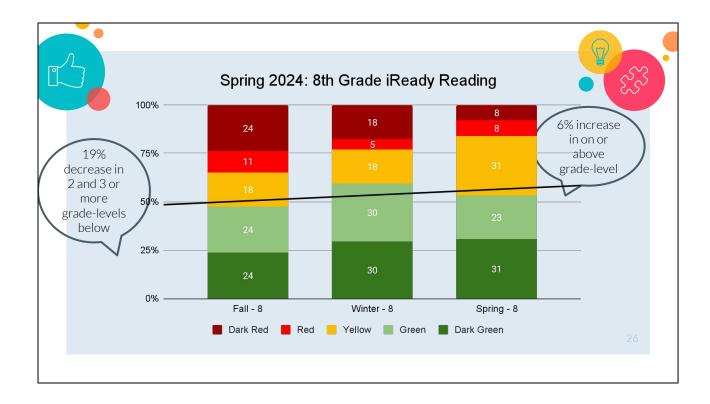


This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased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

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

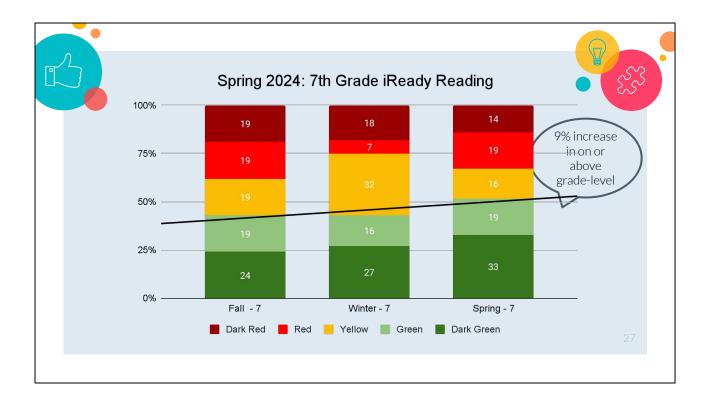


This is where our ninth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within the on or above grade-level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

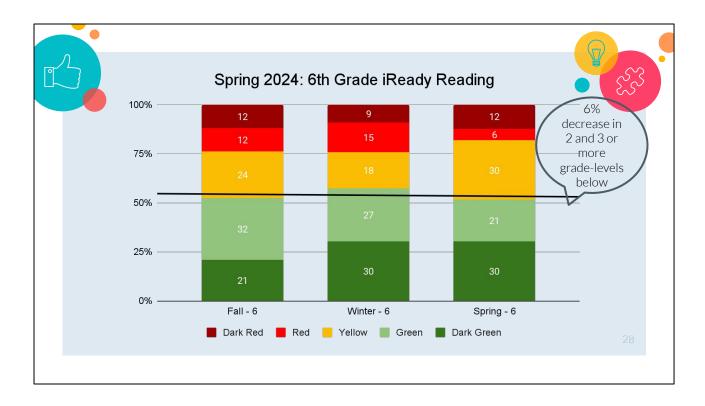


This is a comparison of our 8th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both on and above grade-level by 6%, and a decrease in 2 and 3 grade-levels below by 19%.

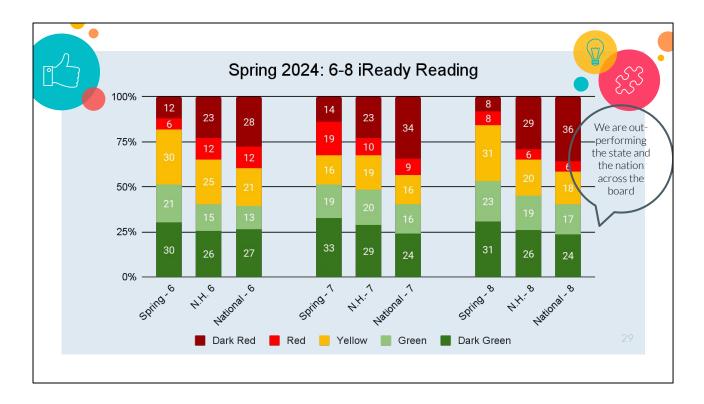
These improvements can be attributed to the teacher instruction, interventions, and iReady MyPath.



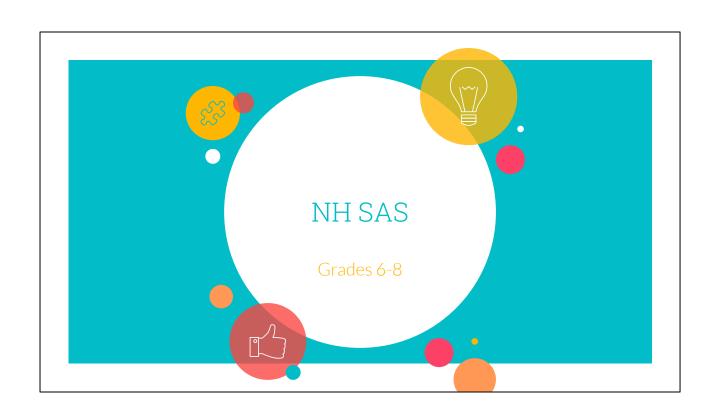
This is a comparison of our 7th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The increase in the percentage of students in the on or above grade-level has increased by 9%. This shows that we are taking students who are one grade-level below and moving them toward meeting on grade-level expectations.



This is a comparison of our 6th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two and three or more grade-levels below has decreased by 6%.



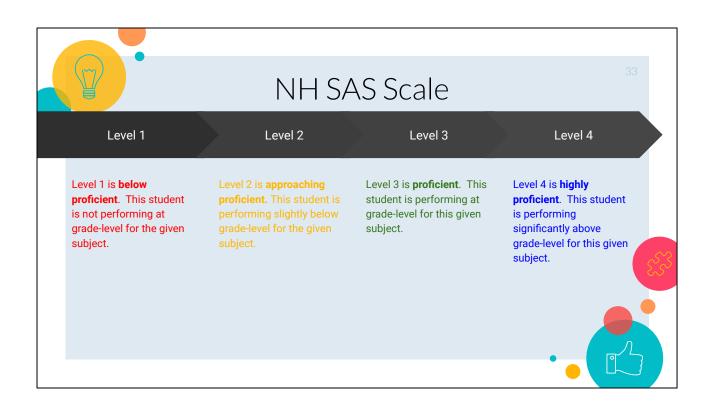
This graph mirrors the middle school math graph where the first column is our students most recent benchmark assessment, the second column is a comparison of other students in New Hampshire in this benchmark window, and the last column is the comparison of other students in the Nation in this benchmark window for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.



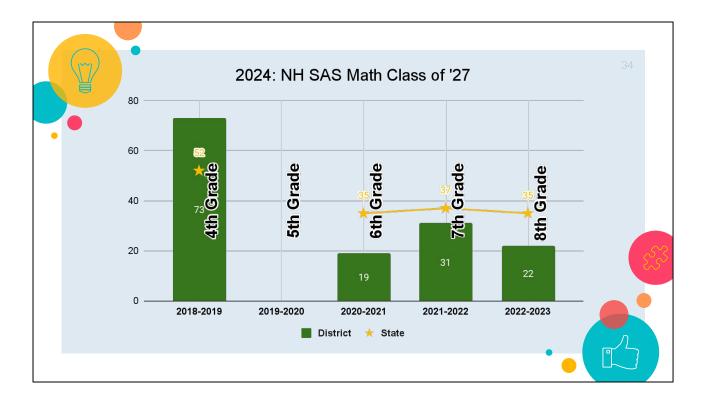


The data for this year is still considered preliminary data, so there is no current comparison to the state. Additionally, due to the way the Department of Education is scoring the English Language Arts Assessment, that data is currently not yet available.

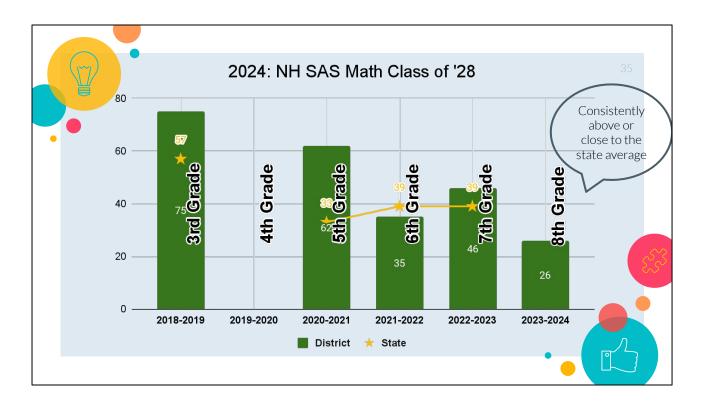




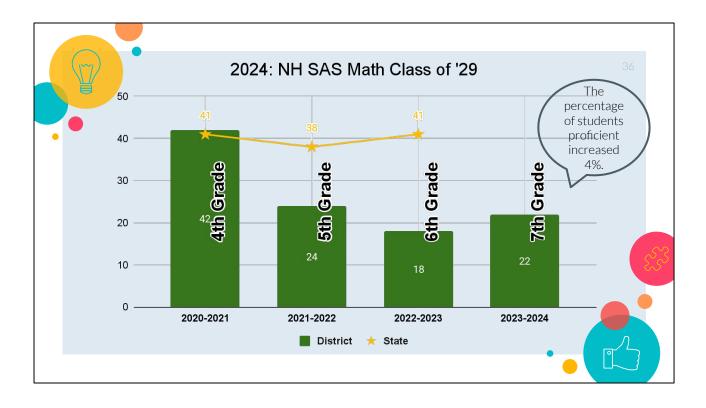
Levels 3 and 4 are both considered proficient. What we will look at moving forward are the percentage of students who fall in both level 3 (on grade-level) and level 4 (significantly above grade-level).



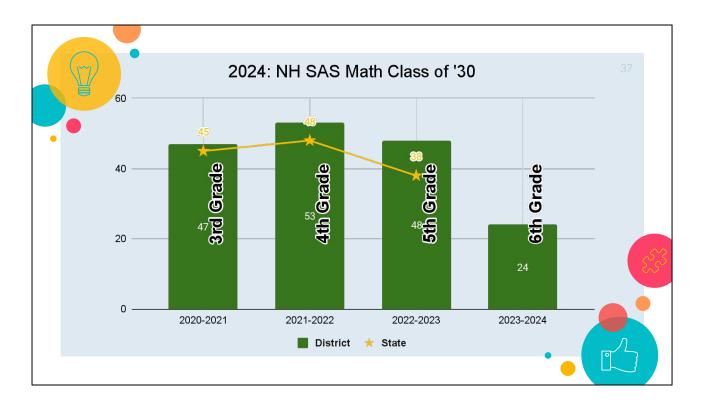
This is our NH SAS graph for the class of '27 which is the current 9th grade. On this graph you will see the Level 3 and Level 4 students combined to indicate the students who are deemed proficient or above according to NH SAS in Math. The gold star is a line graph (minus the 2019-2020 year due to Covid) for the percentage of students in the state that scored proficient or above. The bar graphs represent the percentage of students that are proficient each year. You can see prior to the pandemic, when the students were in 4th grade, they were scoring above the state average, and we have a slow climb to regain that momentum.



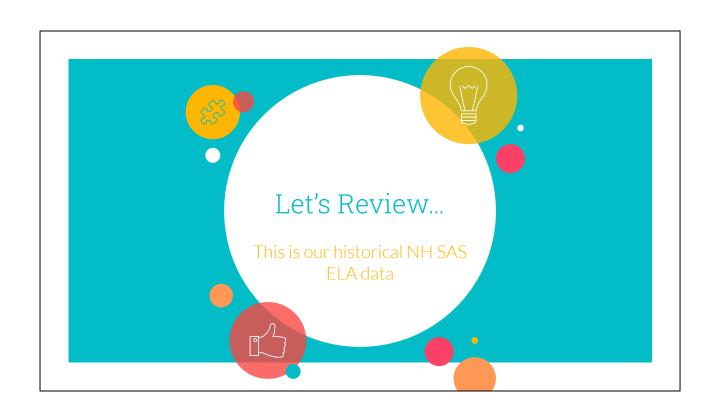
This graph is designed the same as the previous one. This is our NH SAS graph for the class of '28 which is the current 8th grade. You can see this group of students was not as impacted by the pandemic as the 9th grade was. They are out performing the state, or very close to the state pretty consistently.

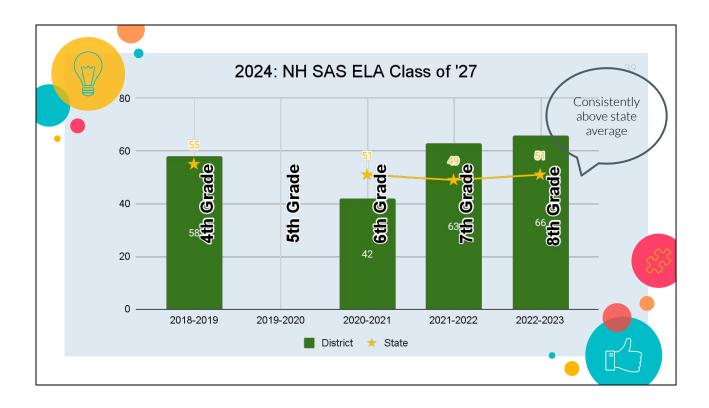


This graph is designed the same as the previous two. This is our NH SAS graph for the class of '29 which is the current 7th grade. This group was not tested in 3rd grade due to the pandemic, this group dipped a bit after 4th grade, but are starting to regain the percentage of students who are proficient this year.

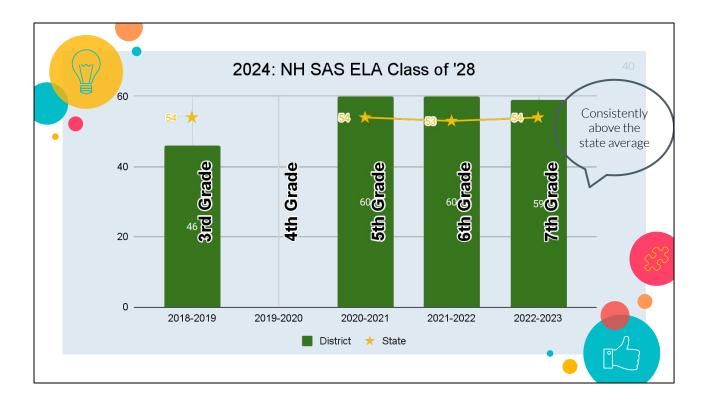


This graph is designed the same as the previous three. This is our NH SAS graph for the class of '30 which is the current 6th grade. This group is consistently scoring around the state scores.

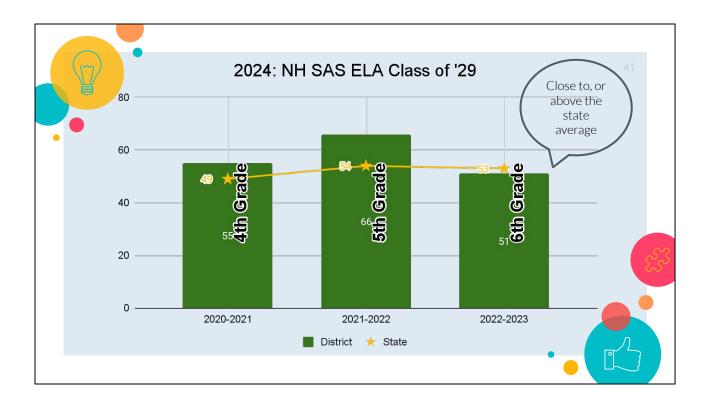




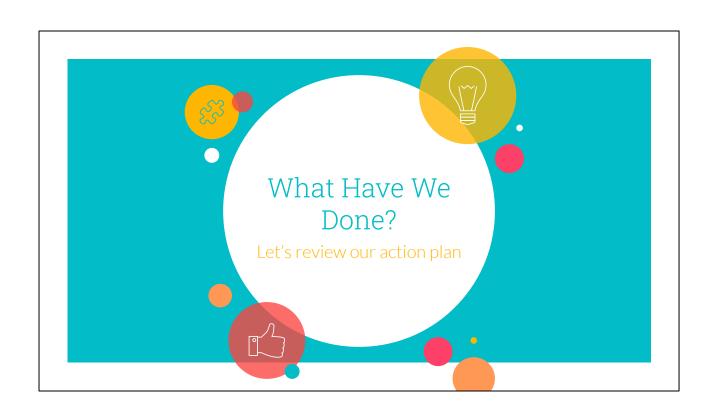
This is our NH SAS graph for the class of '27 which is the current 9th grade. On this graph you will see the Level 3 and Level 4 students combined to indicate the students who are deemed proficient or above according to NH SAS in ELA (both reading and writing are tested). The gold star is a line graph (minus the 2019-2020 year due to Covid) for the percentage of students in the state that scored proficient or above. The bar graphs represent the percentage of students that are proficient each year. You can see prior to the pandemic, when the students were in 4th grade, they were scoring above the state average, and they quickly recovered in reading to be higher than the state in their 7th grade year.



This graph is designed the same as the previous one. This is our NH SAS graph for the class of '28 which is the current 8th grade. You can see this group of students was again, not as impacted by the pandemic as the 9th grade was. They came back from the pandemic to outperform the state.

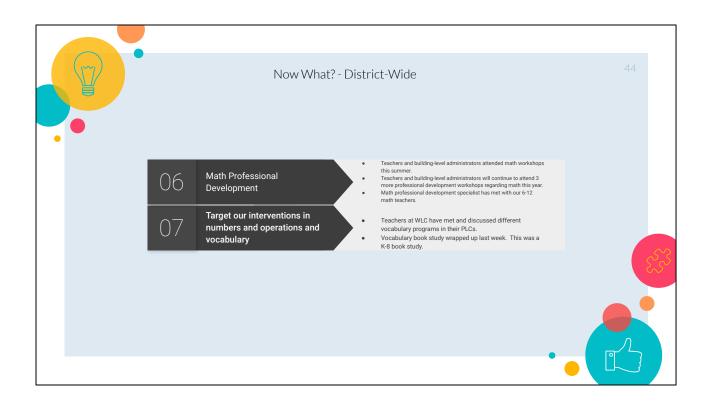


This graph is designed the same as the previous two. This is our NH SAS graph for the class of '29 which is the current 7th grade. This group was not tested in 3rd grade due to the pandemic, but you can see in 4th and 5th grade they were meeting the state scores.



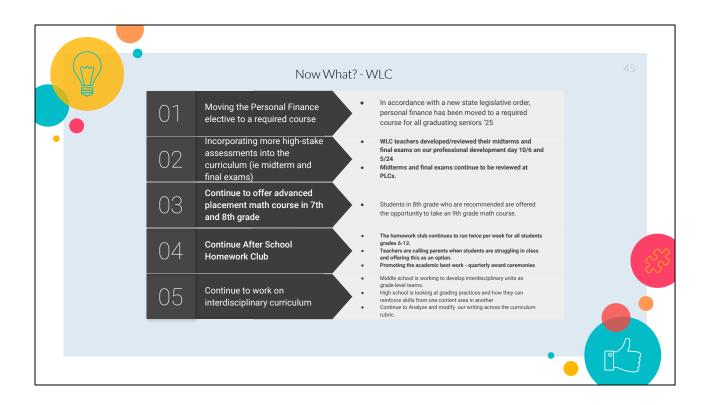
Now What? - District Wide	
Ongoing professional development about iReady  New Teachers were provided with iReady training prior to the start of school.  Ready met with the leadership teams from both schools to re-invigorate staff  Ready Tailored Professional Development Day 10/6, 2/5, and 4/29	
Streamlined evaluation process to focus on effective teaching practices  • The building level administrative team have met and developed a rubric for "look fors" that is shared with teachers at their perobservation meeting conference.  Next steps: We plan to review our supervision and evaluation document this year.	
Data Was reviewed and student action plans were developed.	
Transition Meetings between the buildings  In May of 2023, meetings were held with staff working with students in grades that transition from one building to another.  Transition meetings were held between buildings and grade-levels.	653
Continue to develop and vet curriculum  Continue to develop and vet curriculum  Teachers are working to continue to vet and update their curriculum.	

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



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

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



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

## Now What? - WLC

06	Continue PSAT and SAT prep into curriculum and WIN
07	Adjust the use of the PLC model
08	Implement motivators for students taking standardized assessments (NH SAS, SAT, iReady etc.)
09	Format classroom assessments
10	Emphasize the importance and rationale behind the assessments

- Every week during advisory all high school students are given PSAT/SAT prep.
- WLC hosted an SAT Informational Night on 11/29 for families in grades 8-11.
- WLC Math teachers are grouped in a PLC as a department, allowing these groups of teachers to have time to collaborate. Information from PLC meetings are embedded into departmental
- meetings.

  Analyzing student work to ensure common practice and rigor.

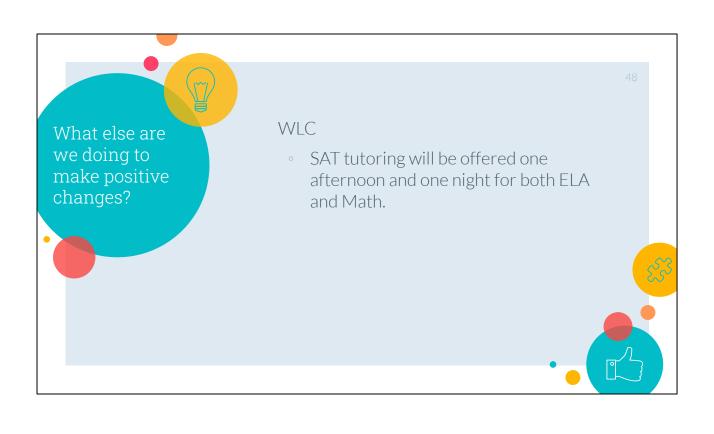
  Using PLCs to ensure all students are making academic progress.
- Awards will be given for students who drastically improve on their
- iReady.

  Gift cards will be given to students who are performing at their academic best on standardized assessments
- We are continuing to work to improve the rigor on classroom summative assessments.
- Prior to each iReady diagnostic , the middle and high school had assemblies with Mr. Ronning explaining the importance of these assessments. Our catch phrases are "Academic Best" and "Best Version of Self".



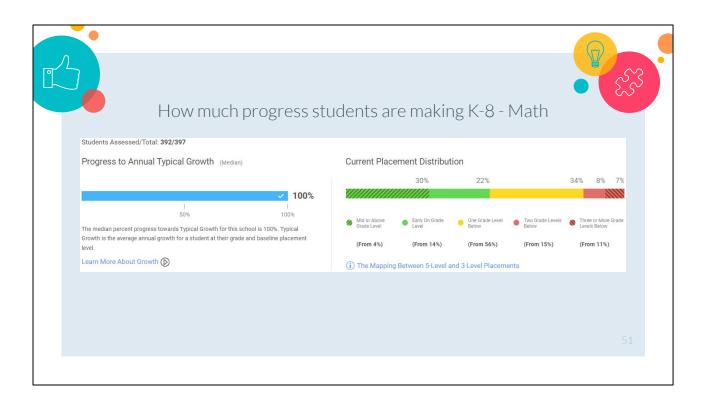












The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 100% of the way to reaching their annual goal.

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

On the right side are the overall placements for our students in each of the color gradients. For example in the mid-to-above grade level color band we have 30% of our students falling within that range, at the beginning of the year, we had 4% of our students falling within that range.

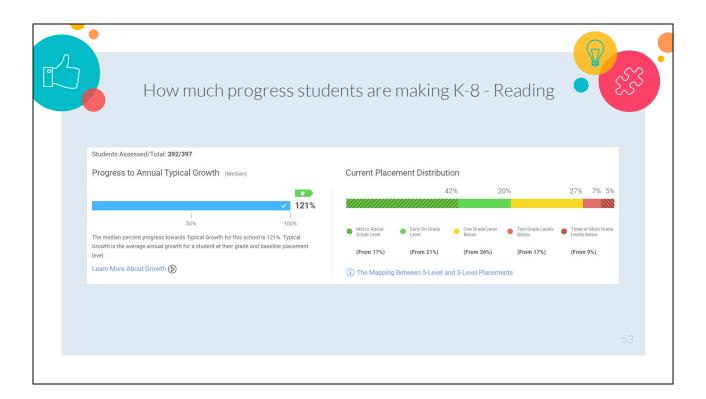




## How much progress students are making 6-8 - Math

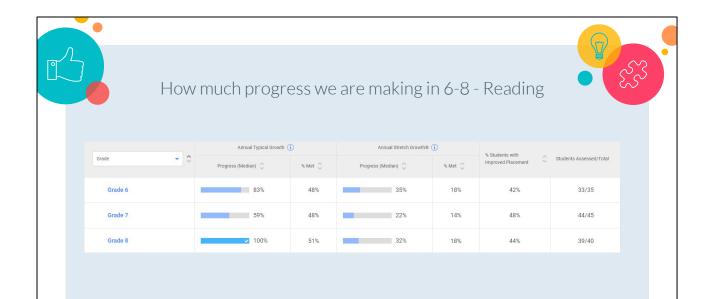
		Annual Typical Growth	Annual Stretch Growth® (i)		①	% Students with	
Grade	• 0	Progress (Median)	% Met 🗘	Progress (Median)	% Met 🗘	Improved Placement	
Grade 6		71%	45%	37%	9%	52%	33/35
Grade 7		73%	43%	33%	16%	43%	44/45
Grade 8		75%	46%	29%	13%	36%	39/40

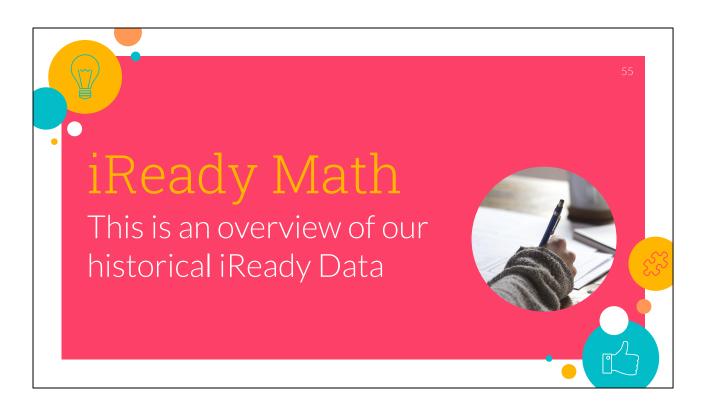
52



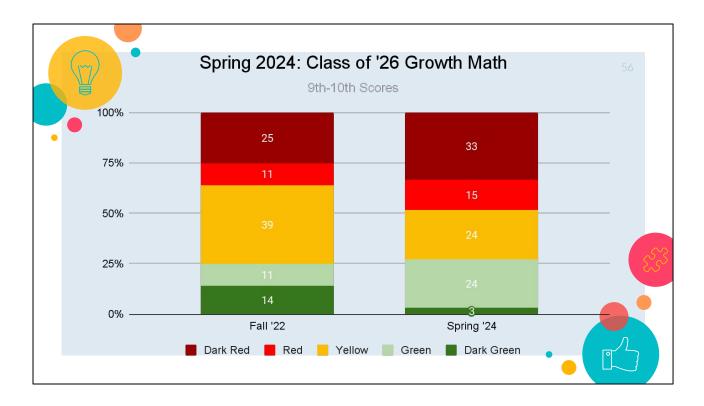
The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 68% of the way to reaching their annual goal.

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

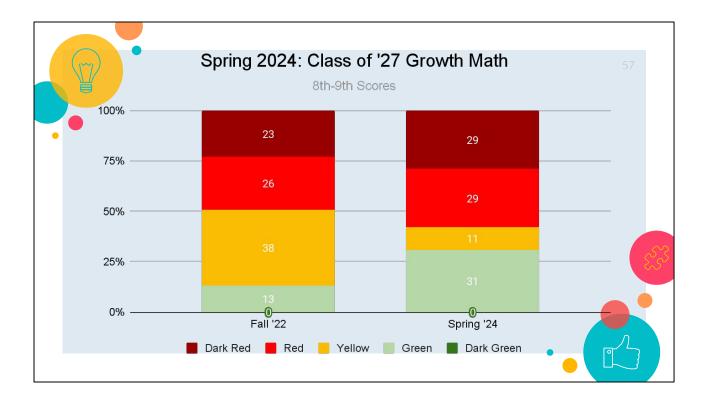




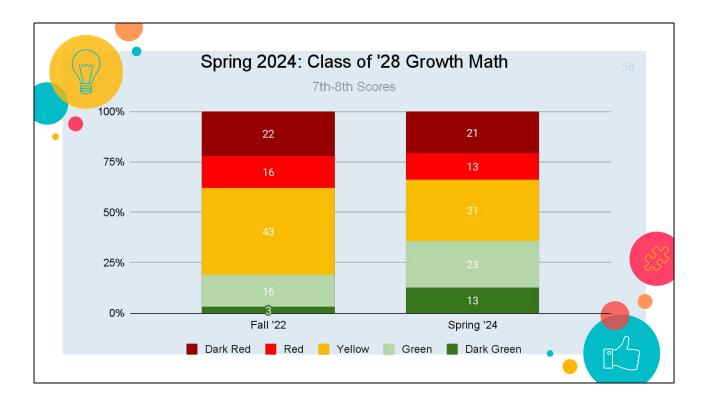
This next round of graphs is a review of the students iReady data last year, compared to this year. This data is following one particular group.



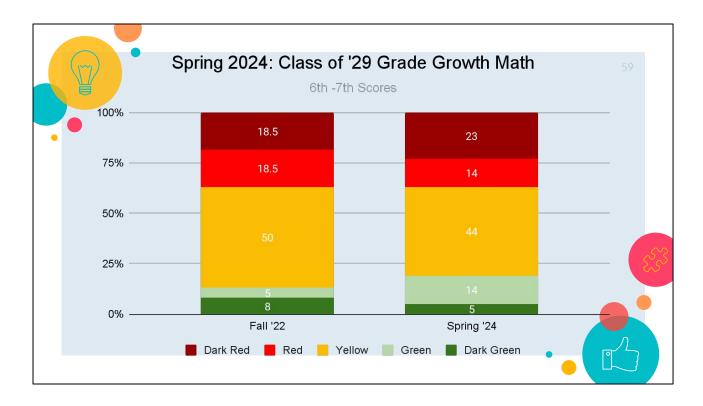
This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.



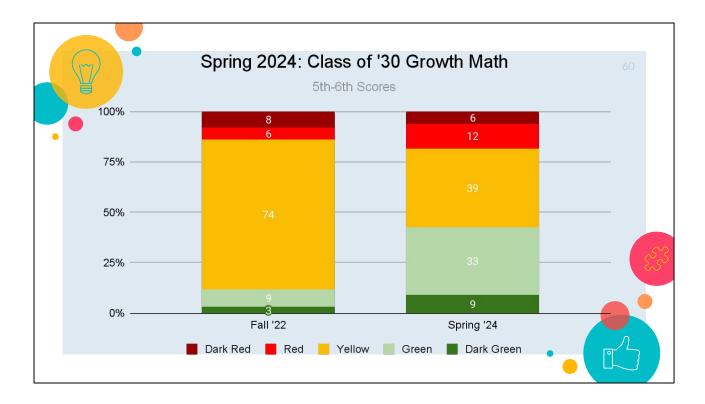
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This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.



This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

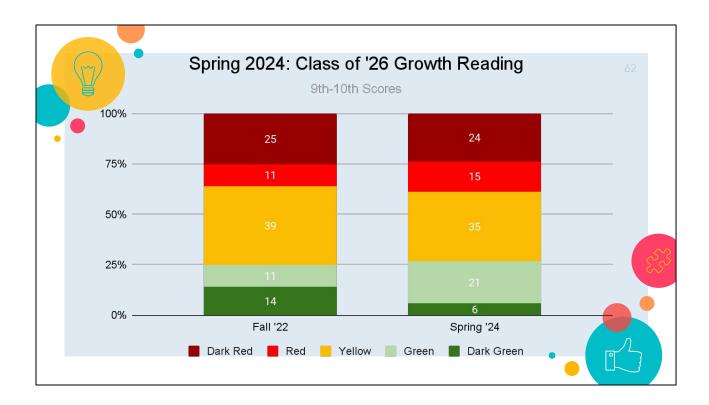


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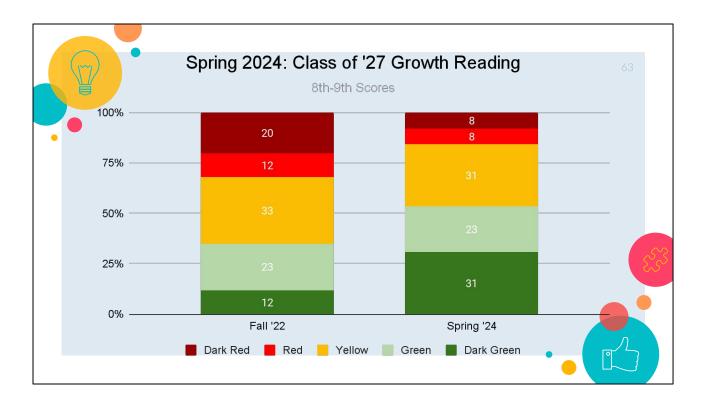
As you can see we are moving students consistently where more students are scoring on or above grade level on their iReady assessment in math.



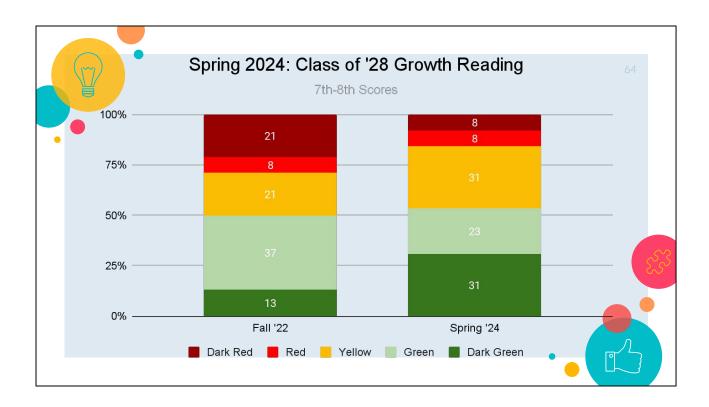
This section is designed the same way as the previous section, where it is a review of the students iReady data last year, compared to this year.



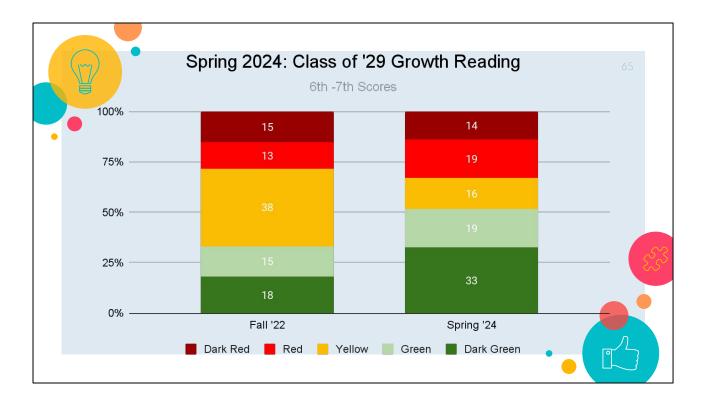
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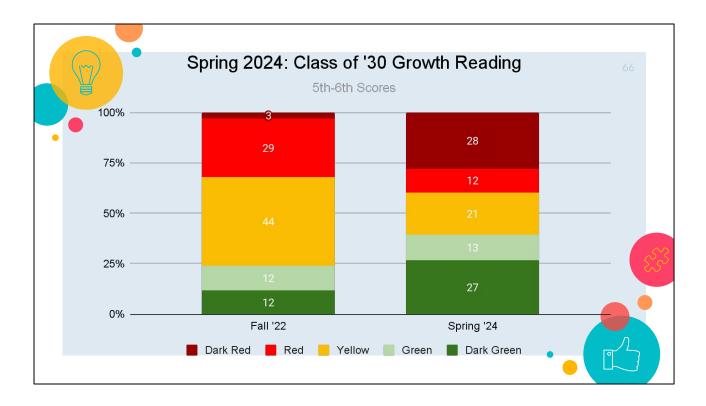
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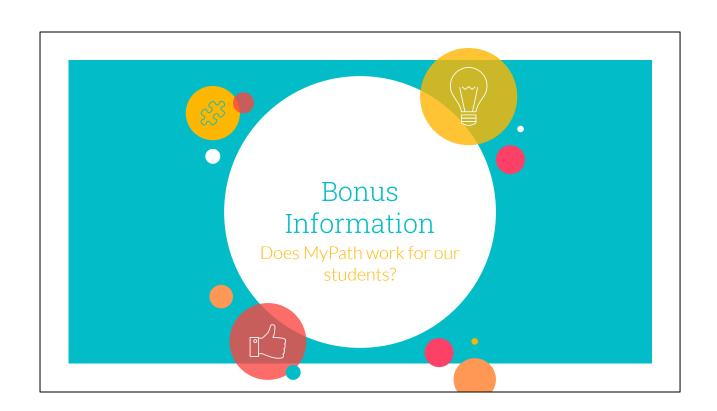


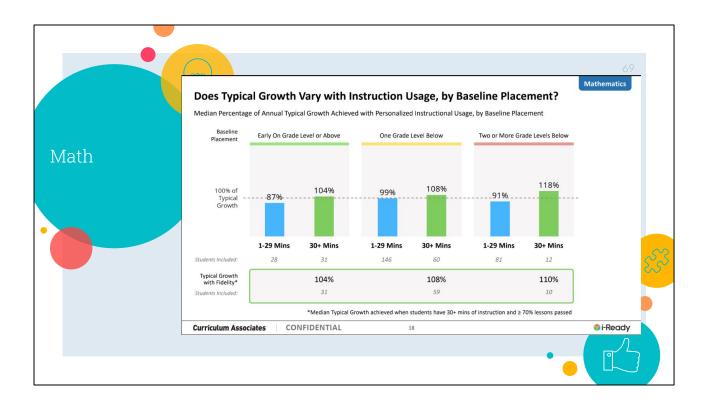
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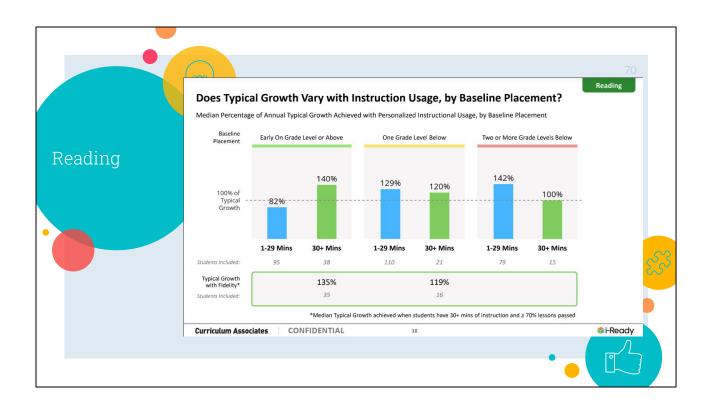


This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.









# **WLCTA School Board Report**

June 11, 2024

#### WLC:

- Students and teachers have been working hard to prepare for and be successful on Final Exams. Finals are 6/7-6/12.
  - Teachers will be running study blocks to prepare students for upcoming finals during second ½ of exam days (2 exams per day + 2 study sessions)
  - Fun activities will be running 6/12 and 6/13 for students who do not need to remediate/recover competencies
- Bill Comerford did a great job organizing and running Senior Project Extravaganza on May 23.
- Stephanie Erickson took her AP Environmental kids on a field trip to Odiorne State Park to clean up on May 31.
- WLC's winter concert went so well! Students practiced hard all year and should be very proud of their performance last Thursday! Thank you to Taryn Anderson for her hard work!
- More music news: due to our growing band program, Tonestro, a company for virtual music lessons, donated 40 free vouchers for 3 months of online music lessons! 30 WLC students and 10 students from FRES will be getting these vouchers to help them practice their instruments over the summer. This is a great opportunity for our musicians to get some extra help with their instruments over the summer. Reach out to Taryn Anderson with questions!
- Sophomore class selling drinks at graduation; all proceeds will be used for prom next year
  - Thank you to the students and parents who donated time and/or drinks to sell, and to community members who donated to the class of 2026!
- MS Field Day is scheduled for June 12th; planning was spearheaded by Melissa Norton & Joe Sullivan
- Teachers wanted to thank both the board and administration for a great year overall
  - Teachers appreciate the support from administration & school board regarding increased rigor and accountability

#### FRES & LCS:

- Field day is scheduled for June 7th, thank you to the PTO and all the family members who volunteered to make it a great day!
- Step Up Day was June 4th. 5th graders went to WLC to take a tour and meet teachers. Kindergarten came to FRES for a tour, meet and greet, and an extra fun music class!
- Fifth grade went to Canobie Lake for a field trip June 5th. Second grade went to Odiorne Park and the Seacoast Science Center on May 31st.
- Everyone got through the final round of I-ready and state testing! Teachers took time to analyze data to help set up next year for success, and have been building class lists based off of comprehensive analysis of students' strengths and needs.
- Fifth grade graduation will be June 12th, and the Community Vs Fifth grade Kickball game will be that evening.
- We are so grateful for the Board's and the community's support this year, particularly with approving
  our new contract that introduces meaningful change to our professional environment. Many teachers
  are preparing to work in summer school, attend professional development, and spend time developing
  curriculum this summer to further support our learning community.

### **DFA - INVESTMENT**

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

#### **OBJECTIVES**

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

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

#### STANDARDS OF CARE

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

The Board will annually review and adopt the investment policy.

# **Legal References:**

RSA 197:23-a, Treasurer's Duties RSA 383:22, Public Deposit Investment Pool RSA 386:57, Collateralization of Funds

See Policy DFA-R

Final Adoption: June 2, 2010 Revision: February 11, 2014  $2^{nd}$  Revision: April 7, 2015

Annual Adoption: May 10, 2016, May 9, 2017, May 8, 2018, April 30, 2019,

May 26, 2020, May 25, 2021, June 14, 2022, May 23, 2023

# EEA - STUDENT TRANSPORT SERVICES

Category: Recommended

Related Policies: ECEF, EEA-R, EEAE,

EEAE-R, EEAEA, EEAEA-R,

EEAG, EEAG-R, JICC, & JICK

# A. General Operating Policy.

The District will make available transportation services to all regular education resident students grades K-12, who live at least 2 miles from their assigned school.

The Superintendent, or his/her designee, will fulfill the duties of Transportation Coordinator as described in this and other applicable Board policies.

Residency is determined under RSA 193:12. For children with parents/guardians residing in separate households, residency will be determined pursuant to RSA 193:12, I (a)(2) and, when applicable, parenting plans established under RSA 461-A. In such circumstances, the District is not required to provide transportation beyond the designated attendance area for the school to which the child is assigned, or beyond the geographical limits of the school district in which the child resides. Parents/guardians in such circumstances should contact the Superintendent's office with any questions or requests for special accommodations.

Pupils who attend chartered public or non-public schools shall be entitled to the same transportation privileges within the District as are provided for pupils in public school using the same routes and termination points as are established for students attending the District's schools, consistent with RSA 194-B:2, V. Drivers may not load or unload pupils at other than authorized bus stops.

The District shall also provide transportation to, and pay transportation costs for, all students who reside in the District and attend a regional career and technical education center, or who attend an alternative program at a regional career and technical education center or other comprehensive high school. The Superintendent is responsible for recovering such transportation costs per RSA 188-E:8.

#### B. Establishment and Appeal of Routes, Schedules and Stops

The Superintendent or his /her designee will establish bus routes, schedules and stops. Routes will be developed annually and posted.

The purpose of bus scheduling shall be to achieve maximum service with a minimum fleet of buses consistent with rendering equitable service to all eligible students. The measure of service rendered shall be the total time between leaving a bus stop in the morning and returning thereto in the afternoon on a regular bus trip. To the greatest extent possible, routes, schedules and stops will minimize and balance the time students spend on buses. However, priority in distance to stops will be given to younger children.

Parents who wish to request a change or exemption from any of the Board transportation policies, including bus routes or bus stops, may engage in the request and appeal process detailed in EEA-R.

# C. <u>Authorized Transportation Providers</u>

The District authorizes students to be transported to school or school activities via school bus drivers, and to school activities via contracted carriers. See Policy EEAE for details.

# EEA - STUDENT TRANSPORT SERVICES

All other authorized transportation of students must be in accordance with Policy EEAG.

# D. Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's Principal.

Student conduct while on District transportation is regulated in accordance with Board policy JICC, and any District or school rules implementing the same. See the District's School Bus Conduct Rules included in the Student Handbook.

The Board authorizes the use of video and/or audio devices consistent with applicable law and School Board policies. Notwithstanding other Board policies, the Superintendent is authorized to allow video and/or audio recordings to the extent allowed by applicable law and in accordance with Board policies ECAF and JICK.

Students who violate regulations for student conduct within those policies may have bus riding privileges suspended. Such suspensions are in addition to other interventions or disciplinary consequences provided under the Student Code of Conduct and such other applicable Board policies and District or school rules and regulations. Parents/guardians may appeal transportation suspensions per Board policy JICC and accompanying administrative procedures.

#### District Policy History:

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010

District revision history:

# **Legal References:**

RSA 189:6, Transportation of Pupils

RSA 189:8, Limitations and Additions

RSA 189:9, Pupils in Private Schools

RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons

**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.

# EEAE-R - SAFETY GUIDELINES FOR PARENTS/GUARDIANS of STUDENTS USING SCHOOL BUSES

Category: Recommended Related Policies: EEAE

The following guidelines outline parent/guardian responsibilities relative to families using District school buses and transportation services.

- 1. Riding the school bus is a privilege. This privilege may be temporarily suspended or permanently revoked if a student's misconduct violates School Bus Conduct Rules, jeopardizes the safe operations of the school bus or the safety of the children riding this bus. See Board policies EEA and JICC.
- 2. Parents/guardians are responsible for the safety of their children from the time they leave home in the morning until the time they board the school bus; and at the end of the school day from the time the school bus departs the loading/unloading area and the children reach home. Once the child enters the school bus, the authority lies with the bus driver and the school.
- 3. Students should leave home early enough so that they arrive at the designated school bus stop point five (5) minutes before the scheduled arrival time of the school bus.
- 4. Parents/guardians should be aware of their responsibility not only for their child's behavior while on the school bus, but also their responsibility for damage caused by their child(ren) to the property of others, including the school bus. When a child walks to and from the bus stop, and while he/she waits at the school bus stop, and when he/she walks home from the school bus stop at the end of the school day, he/she must show consideration and respect for the property of those citizens whose homes and places of business are located along these routes.
- 5. Parents/guardians, together with the child, should develop a route to and from the school bus stop, or school, which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroad tracks can often be dangerous. Entering of abandoned houses or deserted buildings by children on their way to or from school should not be condoned. The route should be direct and uninterrupted.
- 6. Parents/guardians should walk with younger children to and from the school bus stop, using this opportunity to teach the child(ren) proper pedestrian practice. If the parents/guardians cannot accompany their child(ren), arrangements should be made, if possible, for older children (brother, sister, or neighbor) to escort the younger children to and from the school bus stop or school.

# EEAE-R - SAFETY GUIDELINES FOR PARENTS/GUARDIANS of STUDENTS USING SCHOOL BUSES

- 7. Parents/guardians should develop in their child(ren) an awareness of the molestation (personal harassment) problem. Encourage children not to accept candy, soft drinks, money, toys or rides from strangers or to associate with anyone they do not know. If your child is confronted with these problems on his/her way to or from school, he/she should tell you or his/her teacher as soon as possible. This is a situation that should be referred to the police.
- 8. Parents/guardians should realize that weather determines how a child is to be dressed. Encourage your child to wear the type of clothing that will not only keep him/her warm and enable him/her to see where he/she is going, but also permit him/her to be seen. If the child(ren) cannot be seen by the drivers of vehicles, they are in danger. For example, white clothing is difficult to see in snow, but makes one clearly visible at night. If the weather is inclement, the child should be dressed for the occasion and leave a few minutes earlier than his/her normal starting time in order to reach the school bus stop or school safely and on time.
- 9. Inclement weather announcements regarding the closing of schools or delayed opening begin at approximately 6:00 a.m. During severe weather conditions, pertinent information concerning the transportation program will be announced on the radio.
- 10. The application of common sense is the best method of determining the role of the parents/guardians regarding the safety of children traveling to and from school, either as a passenger on a school bus or as a pedestrian

# District Policy History:

First reading: Second reading/adopted: District revision history:

#### Legal References:

XXX

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# EEAE- SCHOOL BUS SAFETY PROGRAM

Category: Recommended Related Policies: ECAF, EEA, EEAE-R, GBCD, & JICC

**A.** <u>School Bus Safety Program.</u> The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

- 1. The Transportation Coordinator will assure that students using District transportation are provided annual instruction as to the proper procedure for boarding and exiting from a school bus, and in proper and safe conduct while aboard. See School Bus Conduct Rules at JICC. Additionally, the Transportation Coordinator will assure that emergency evacuation drills from school buses will be conducted at least two times a year to acquaint student riders with procedures in emergency situations (See RSA 189:6-a, I & II). Additionally, the Transportation Coordinator is encouraged to establish guidelines for families relative to safe practices for students in between home and bus stops.
- 2. All vehicles used to transport children will be inspected on a regular schedule to see that they meet applicable safety regulations.
- 3. All drivers, whether employed by the District or a contracted vendor, and whether certified school bus drivers or contracted carriers under RSA 376:2, VII, will be screened before employment for physical condition, proper license, criminal records background check (per Board policy GBCD), and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed. All checks and screenings will be conducted in accordance with Board policy EEAEA.
- 4. To help ensure the health, welfare, and safety of students, passengers and others relative to District provided transportation, the School Board has authorized use of video and/or audio surveillance on school buses. Conducting such surveillance, and the use of any subsequent recordings in student disciplinary proceedings, will be in accordance with Board policy ECAF.
- 5. The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

# EEAE- SCHOOL BUS SAFETY PROGRAM

**B.** <u>Student Conduct on School Buses</u>. Student conduct on District transportation shall be regulated in accordance with Board policy JICC, School Bus Conduct Rules See also Board policy EEA.

# **District Policy History:**

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010

Revision History:

# **Legal References:**

NH Statutes	Description

RSA 189:13-b School Bus Driver & Transportation Monitor Criminal History Records

Check

RSA 189:6-a <u>School Bus Safety</u>

RSA 189:9-a Pupils Prohibited for Disciplinary Reasons

RSA 376:2, VII <u>Motor Carriage of Passengers</u>

RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed

# Federal Regulations Description

49 C.F.R. § 40.1-40.13 (2001) Transportation Workplace Drug Testing Program

49 C.F.R. Part 391 (1995) Qualifications of Drivers

49 CFR Part 382 Controlled Substances and Alcohol Use and Testing

#### Federal Statutes Description

20 U.S.C. §1232g Family Educational Rights and Privacy Act (FERPA)

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# EEAE-R - SAFETY GUIDELINES FOR PARENTS/GUARDIANS of STUDENTS USING SCHOOL BUSES

Category: Recommended Related Policies: EEAE

The following guidelines outline parent/guardian responsibilities relative to families using District school buses and transportation services.

- 1. Riding the school bus is a privilege. This privilege may be temporarily suspended or permanently revoked if a student's misconduct violates School Bus Conduct Rules, jeopardizes the safe operations of the school bus or the safety of the children riding this bus. See Board policies EEA and JICC.
- 2. Parents/guardians are responsible for the safety of their children from the time they leave home in the morning until the time they board the school bus; and at the end of the school day from the time the school bus departs the loading/unloading area and the children reach home. Once the child enters the school bus, the authority lies with the bus driver and the school.
- 3. Students should leave home early enough so that they arrive at the designated school bus stop point five (5) minutes before the scheduled arrival time of the school bus.
- 4. Parents/guardians should be aware of their responsibility not only for their child's behavior while on the school bus, but also their responsibility for damage caused by their child(ren) to the property of others, including the school bus. When a child walks to and from the bus stop, and while he/she waits at the school bus stop, and when he/she walks home from the school bus stop at the end of the school day, he/she must show consideration and respect for the property of those citizens whose homes and places of business are located along these routes.
- 5. Parents/guardians, together with the child, should develop a route to and from the school bus stop, or school, which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroad tracks can often be dangerous. Entering of abandoned houses or deserted buildings by children on their way to or from school should not be condoned. The route should be direct and uninterrupted.
- 6. Parents/guardians should walk with younger children to and from the school bus stop, using this opportunity to teach the child(ren) proper pedestrian practice. If the parents/guardians cannot accompany their child(ren), arrangements should be made, if possible, for older children (brother, sister, or neighbor) to escort the younger children to and from the school bus stop or school.

# EEAE-R - SAFETY GUIDELINES FOR PARENTS/GUARDIANS of STUDENTS USING SCHOOL BUSES

- 7. Parents/guardians should develop in their child(ren) an awareness of the molestation (personal harassment) problem. Encourage children not to accept candy, soft drinks, money, toys or rides from strangers or to associate with anyone they do not know. If your child is confronted with these problems on his/her way to or from school, he/she should tell you or his/her teacher as soon as possible. This is a situation that should be referred to the police.
- 8. Parents/guardians should realize that weather determines how a child is to be dressed. Encourage your child to wear the type of clothing that will not only keep him/her warm and enable him/her to see where he/she is going, but also permit him/her to be seen. If the child(ren) cannot be seen by the drivers of vehicles, they are in danger. For example, white clothing is difficult to see in snow, but makes one clearly visible at night. If the weather is inclement, the child should be dressed for the occasion and leave a few minutes earlier than his/her normal starting time in order to reach the school bus stop or school safely and on time.
- 9. Inclement weather announcements regarding the closing of schools or delayed opening begin at approximately 6:00 a.m. During severe weather conditions, pertinent information concerning the transportation program will be announced on the radio.
- 10. The application of common sense is the best method of determining the role of the parents/guardians regarding the safety of children traveling to and from school, either as a passenger on a school bus or as a pedestrian

# District Policy History:

First reading: Second reading/adopted: District revision history:

#### Legal References:

XXX

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# ECAF - AUDIO and VISUAL SURVEILLANCE on SCHOOL BUSES

Category: Recommended Related Policies: EEA, EEAA, & JICK

### **General Authorization.**

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

NOTE CONCERNING AUDIO RECORDINGS: Recordings that include audio must also comply with the limitations of RSA 570-A:2, II (k)(2), which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

### **Notification.**

This policy constitutes notification that audio and video recordings may be made on school buses used in the district. See also Board policy JICK - Pupil Safety and Violence Prevention.

The Superintendent or his/her designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Notification of such video and audio recordings on the bus will also be included in the Student-Parent Handbook as well as the District and school websites.

# **Procedures Concerning Usage and Retention of Audio Recordings.**

The Superintendent is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. Video recordings without audio may be used, retained or destroyed as provided in Board policy EEAA.

Recordings may be viewed/heard only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Transportation Coordinator
- Investigators or attorneys retained by district
- Business Administrator
- Building Administrator

# ECAF - AUDIO and VISUAL SURVEILLANCE on SCHOOL BUSES

- Law Enforcement Officers
- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

The Superintendent is authorized to consult with the District's attorney relative to the use and retention of an audio and video recording either generally or in reference to a particular occurrence.

# **Student Records.**

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of the Family Educational Rights Privacy Act (FERPA) shall apply.

# District Policy History:

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010

District revision history:

# **Legal References:**

NH Statutes Description

RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed

Federal Regulations Description

34 CFR. Part 99 Family Educational Rights and Privacy Act Regulations

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Category: Recommended Related Policies: JICDD, ECAF

Students using school buses and other District transportation are under the jurisdiction of the School from the time they board the bus until they exit the bus. Additionally, Board policy JICDD applies to "out-of-school" student conduct, including, but not limited to, conduct at or near school bus stops.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses reference below.—These shall be printed in the Parent-Student Handbook, made available on the District and/or school website, and provided in other languages as needed.

Failure to abide by the School Bus Conduct Rules Continued, disorderly conduct or persistent refusal to submit to the authority of the driver may result in a student to be denied or suspended from the privilege of transportation in accordance with the RSA 189:9-a, and applicable District rules and procedures. Additionally, conduct on District transportation is subject to additional interventions, supports or consequences as provided in the Student Code of Conduct.

If a student is to lose the privilege of riding the bus ("transportation suspension"), advance warning will be given, except for misconduct that threatens the health, safety or welfare of other students, staff or any other person. Parents/guardians of students who have had bus privileges suspended have a right to appeal the suspension within 10 calendar days to the person who issued the original suspension. Transportation suspensions exceeding 20 days must be approved by the Board. Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian. The Superintendent shall include such appeal and review procedures in the School Bus Conduct Rules referenced below in sections B. and C. Transportation suspensions may extend to all District transportation.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus, along with the bus monitor, if applicable, is responsible for the orderly conduct of the students transported. Each driver and monitor has the support of the Board in maintaining good conduct on the bus.

In order to ensure the safety of all students riding District provided school buses, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best behavior while on school buses or vehicles.

The Student Code of Conduct policy JIC applies to students at all times when being transported on school buses or other District provided transportation to and from school or school activities. Thus, while students may lose the privilege to ride the bus or other District transportation due to students' failure to maintain the behavioral expectations, students may also be subject to interventions and/or disciplinary consequences for the same behaviors according to the Student Code of Conduct.

# A. <u>Behavioral Expectations & Rules for School Buses and Other District Provided</u> Transportation.

- 1. Students should arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
- 2. Students shall wait in a safe place, clear of traffic until the bus stops, the door is open, red flashing lights are on, and the driver has directed students to get on the bus.
- 3. Students shall wait in an orderly line and avoid horseplay.
- 4. Students may cross the road or street only <u>in front</u> of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
- 5. Students shall go directly to an available or assigned seat when entering the bus and move in toward the window.
- 6. Students shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency doors will be used for emergencies only.
- 7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
- 8. Students shall not engage in verbal abuse and/or use abusive language to others.
- 9. Students may carry only objects that can be held safely on his/her own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
- 10. Students shall refrain from throwing or passing objects on, from or into buses.
- 11. Students shall refrain from eating and drinking on the bus unless permitted by school staff.
- 12. Students shall respect the rights and safety of others.
- 13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)
- 14. Students are prohibited from extending their heads, arms or objects out of the bus windows, and are not allowed to open windows without permission of the driver.
- 15. Only authorized riders are permitted on the bus.
- 16. When necessary, students will be expected to sit three passengers.
- 17. Students shall not use profane language or obscene gestures, and shall make any excessive noises while on the bus.
- 18. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules

- or the Student Code of Conduct. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
- 19. Fighting, wrestling or acts of physical aggression are strictly prohibited.
- 20. Students shall not deface or otherwise damage the bus, the driver's or any other students belongings while on the bus. Students/Parents will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.
- 21. Students shall not carry hazardous material, nuisance items or animals onto the bus.
- 22. Students are prohibited from hitching rides via bumper or other parts of the bus.

# B. Response and Consequences for Misconduct on School Buses.

Students not adhering to the above expectations may receive consequences as described below. However, when a student engages in any conduct that threatens or impacts the health or safety of students, staff or others, the Principal, Transportation Coordinator or Superintendent may impose more significant and immediate consequences including lengthier transportation suspensions.

The following will generally apply to violations of expectations 2 through 17:

<u>First Referral</u>: will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

<u>Second Referral</u>: will result in one (1) hour after school detention. Parents/guardians must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a detention.

<u>Third Referral</u>: will result in an immediate five (5) day suspension from District transportation to and from school.

The following will generally apply to violations of expectations 18 through 22:

<u>First Referral</u>: will be an immediate five (5) day suspension from all District transportation.

Second Referral: will be an immediate ten (10) day suspension from all District transportation.

<u>Third Referral</u>: will result in the immediate suspension from all District transportation. "RSA 189:9 – Pupils prohibited for Disciplinary Reasons.

# C. General Provisions Relating to Transportation/Bus Suspensions.

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school sponsored activity or program (e.g., field trips, athletic competitions, etc.).

Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

Any suspension to beyond twenty (20) school days must be approved by the school board.

If a student's transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the parent or guardian of that student has the right of appeal within ten (10) days of suspension to the authority who issued the suspension.

The Board should consult with counsel regarding the procedures to apply at any Board review or appeal regarding suspension of an individual's transportation privileges.

Until any appeal is heard, or if the suspension of student's privileges to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that student for the period of the suspension.

#### D. Audio and Video Surveillance on School Buses.

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2. See Board policy ECAF – Audio & Video Surveillance on School Buses.

### E. Students with Disabilities:

Students with disabilities will be disciplined in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

# **District Policy History:**

First reading: September 14, 2010

Second reading/adopted: October 12, 2010

Final Adoption: October 12, 2010

NH Statutes Description

RSA 189:13-b School Bus Driver & Transportation Monitor Criminal History Records

Check

RSA 189:6-a <u>School Bus Safety</u>

RSA 189:9-a Pupils Prohibited for Disciplinary Reasons

RSA 376:2, VII <u>Motor Carriage of Passengers</u>

RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed

Federal Regulations Description

49 C.F.R. § 40.1-40.13 (2001) Transportation Workplace Drug Testing Program

49 C.F.R. Part 391 (1995) Qualifications of Drivers

49 CFR Part 382 <u>Controlled Substances and Alcohol Use and Testing</u>

Federal Statutes Description

20 U.S.C. §1232g Family Educational Rights and Privacy Act (FERPA)

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# **EBCE - SCHOOL CLOSINGS**

#### SCHOOL CLOSINGS

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by the Assistant Superintendent or Wilton-Lyndeborough Cooperative School Board Chairperson.

<u>Announcements</u>: When the Superintendent decides it is necessary to delay opening or close any facility or school or cancel any school event, he/she will initiate all related communications to the public by radio, television, website, or other available means.

<u>Delayed Opening of Schools</u>: The Superintendent may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, including the cancellation of morning kindergarten, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.

<u>Closing of Schools Only for the Entire Day</u>: When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. If school is closed for the entire day, all evening programs will be cancelled.

Afternoon and Evening Program Cancellations: When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.

<u>Weekend Closings</u>: When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent is responsible for decisions regarding cancellations and for notifying the appropriate media.

Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. When schools are closed for emergency reasons, staff members shall comply with Board policy in reporting for work.

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010

# **WITHDRAWAL**

# **GBA - EQUAL OPPORTUNITY EMPLOYMENT**

The Wilton-Lyndeborough Cooperative School District will recruit and consider candidates without regard to gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability. When there are opportunities for promotions and qualifications are equal, consideration will be given first to employees.

The District will employ individuals who meet the physical and mental requirements, and who have the education, training, and experience established as necessary for the performance of the job without regard to gender, sexual orientation, race, color, religion, nationality, ethnic origin, age, or disability, except for reasons related to ability to perform the requirements of the job.

Inquires, complaints, and other communications relative to this policy and to the applicable laws and regulations concerned with non-discrimination shall be received by the Superintendent or his/her designee.

This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

# Legal Reference:

RSA 354-A:7, Unlawful Discrimination Practices

*Appendix: AC-R* 

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010

# **GBCD-R**

#### TECHNICAL ASSISTANCE ADVISORY

Prepared by the Department of Education and the Department of Safety

# SCHOOL EMPLOYEE BACKGROUND INVESTIGATION, INCLUDING A CRIMINAL HISTORY RECORDS CHECK

# Purpose.

The purpose of this Technical Assistance Advisory is to provide clear and concise requirements for school administrative units (hereinafter, the "SAU"), school districts, or charter schools with respect to a school employee background investigation, including a criminal history records check, for each selected applicant regularly in contact with pupils in the performance of his/her duties.

# <u>Definitions</u>. The following definitions shall apply:

- (a) "Background investigation" means an investigation into the past employment and other background of a selected applicant in a SAU, school district, or charter school or an employee or employees of a contractor which contracts with a SAU, school district, or charter school with the intent of determining whether:
  - (1) The applicant is qualified for the position for which he/she has applied, and
  - (2) The applicant has been found guilty of any criminal activity or conduct that would make him/her ineligible for employment.
- (b) "Conditional offer of employment" means an offer of employment extended to a selected applicant subject to a successful completed criminal history record check which is satisfactory to the SAU, school district, or charter school.
- (c) "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 including but not limited to:
  - (1) cafeteria workers,
  - (2) school bus drivers,
  - (3) custodial personnel,
  - (4) any other direct service or services to students of the district or charter school.
- (d) "Criminal history records check" means a criminal history records inquiry conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation (hereinafter, the "FBI").
- (e) "Persons regularly in contact with pupils" means a person or persons who in the performance of his/her duties:
  - (1) Comes in direct contact with pupils on a daily basis for any period of time;

- (2) Meets regularly, once or twice a week, with students, including but not limited to an art, music, or physical education teacher; or
- (3) A substitute teacher who comes in direct contact with pupils on a limited basis.
- (4) Designated volunteers are categories of volunteers that designated by the governing bodies of SAU, school districts, or charter schools to have criminal history records checks performed.
- (f) "School employee" means an employee in any position in a SAU, school district, or charter school.
- (g) "Selected applicant" means a person selected for employment who has provided a SAU, school district, or charter school with:
  - (1) A signed notarized criminal history records release form, and
  - (2) A complete set of fingerprints taken by a qualified law enforcement agency or an authorized employee of a SAU, school district, or charter school which have been submitted by a SAU, school district, or charter school to the New Hampshire State Police for a criminal history record check.
- (h) "Subcontractor" means a private business or agency or an employee or employees of a contractor that contracts with a contractor to provide services.

### **Employee Background Investigation**

Each SAU, school district, or charter school, as part of the employment process, shall conduct an employee background investigation for each selected applicant for employment

SAU's, school districts, or charter schools are not liable in any lawsuit for negligence or deficiencies, if the SAU, school district, or charter school satisfies the requirements of RSA 189:13-a, I

#### Criminal Records Check.

- (a) For each selected applicant the SAU, school district, or charter school shall submit, with appropriate fees, a notarized criminal history records release form provided by the state police, (Attachment #1) and a complete set of fingerprints on a FBI <u>Applicant</u> Fingerprint Card (Attachment #2) to the New Hampshire State Police so that the State Police can conduct a criminal history record inquiry through the state repository and through the FBI.
- (b) No selected applicant may be extended a conditional offer of employment unless the SAU, school district, or charter school has initiated a criminal history records check.
- (c) A criminal history record check shall be prepared in compliance with RSA 189:13-a (Attachment #3) and with New Hampshire Department of Safety requirements included in this advisory.
- (d) The Department of Safety, Division of State Police shall notify, in writing, to the submitting agency whether the selected applicant does or does not have any convictions under RSA 189:13-a, V or a submitted list of other felonies
  - (1) The SAU, school district, or charter school will immediately destroy a "does not

have any convictions" notification received from the state police.

- (2) The SAU, school district, or charter school has 30 days to destroy a "does have a conviction" notification received from the state police.
- (3) Under no circumstances shall the criminal history records notification be kept by the school administrative unit, school district, or charter school.
- (e) No selected applicant shall be extended a final offer of employment if such person has been convicted of:
  - (1) RSA 630:1 Capital Murder
  - (2) RSA 630:1-a First Degree Murder
  - (3) RSA 630:1-b Second Degree Murder
  - (4) RSA 630:2 Manslaughter
  - (5) RSA 632-A:2 Aggravated Felonious Sexual Assault
  - (6) RSA 632-A:3 Felonious Sexual Assault
  - (7) RSA 632-A:4 Sexual Assault
  - (8) RSA 633:1 Kidnapping
  - (9) RSA 639:2 Incest
  - (10) RSA 639:3 Endangering Welfare of Child or Incompetent
  - (11) RSA 645:1,I (b) Indecent Exposure and Lewdness
  - (12) RSA 645:2 Prostitution and Related Offenses
  - (13) RSA 649-A:3 Child Pornography
  - (14) RSA 649-B:3 Computer Pornography and Child Exploitation Prevention
  - (15) RSA 649-B:4 Certain Uses of Computer Services Prohibited
  - (16) RSA 650:2 Obscene Matter Offenses
- (f) A SAU, school board, or charter school board of trustees may deny a selected applicant a final offer of employment if such person has been convicted of a felony in addition to (e) above as determined by the SAU, school district, or charter school.

# Criminal Records Check Through the Division of State Police, Department of Safety

- (a) The law (RSA 189:13-a) requires that a SAU, school district, or charter school must submit to the State Police a complete set of fingerprints and a notarized release form for each individual covered by the law. The state police must conduct a New Hampshire criminal records check, and will forward the fingerprints to the FBI for a national records' check. The FBI will not conduct that check without a proper set of fingerprints.
- (b) The state police will provide to each SAU, school district or charter school a set of records release forms and fingerprints cards. The records release forms and the

fingerprint cards, provided by the state police, will be the only types of forms that will be accepted. However each SAU, school district, or charter school may produce the release form as is necessary.

- (c) The selected applicant will complete the release form, have it notarized and bring the fingerprint card to a person qualified to take fingerprints. Depending on arrangements that have been made by the district, this may be a local law enforcement agency or a trained individual employed by the selected an employed by the SAU, school district, or charter school.
- (d) The SAU, school district, or charter school will then forward the release form and the fingerprints to the state police. The submission of the release form and the fingerprints must be accompanied by the proper fees, which cover the cost of both the state and federal records check. Inadequate fees will delay the process. The fees are as follows:

#### **Selected Applicants**

\$55.25 plus postage.

#### **Designated Volunteer**

\$25.25 plus postage.

- (e) The criminal history record check conducted by the FBI will take between 30 to 60 days. The FBI will forward the results to the state police and the state police will send a notification to the hiring agency indicting the presence or absence of a criminal conviction. If there is no criminal history record, the FBI will destroy the fingerprint card once the check has been completed. Similarly, no copy of the fingerprints will be kept by the state police.
- (f) The results of the completed criminal history records checks by the state police will be sent separately from the completed criminal history records checks by the FBI. The average time to receive a notification for a New Hampshire criminal history records check is two weeks.

<u>Criminal History Records Check by the State Police for Persons Who Work for Several School</u> Districts.

- (a) Because criminal history record information must be destroyed by the SAU, school district, or charter school, there is no record information to share with another SAU, school district, or charter school.
- (b) The sole exception will apply to substitute teacher applicants.
- (c) Substitute teachers concurrently applying to multiple SAU's, school districts, or charters schools will submit the proper release forms, fingerprints and fees to only one of the districts.
- (d) Upon request, in person or in writing to the state police, the substitute teacher applicant will receive a copy of their criminal history record notification.
- (e) The substitute teacher applicant will show the state police notification to the other SAU's school districts or charter schools, and this will satisfy the statutory requirements for the criminal history records check.
- (f) This copy of the substitute's criminal history record notification will be valid for 14 days from the date of the notification. After this time period the criminal history records

check process must be reinitiated.

# Fingerprints.

- (a) The overriding issues with respect to the fingerprints are that they be taken properly on the FBI Applicant Fingerprint Card supplied by the State Police.
- (b) The law allows this to be done by a qualified law enforcement agency or an authorized person employed by the SAU, school district, or charter school.
- (c) If, after two attempts a set of fingerprints is invalid, a SAU, school district, or charter school may, in lieu of fingerprints, accept clearances from every city, town or county where an applicant has lived during the past five years.
- (d) To assure that completed criminal history records checks are returned to the correct SAU's, school districts or charter schools, the SAU, school district, or charter school must place the name, address and identification number in Employer and Address section and the OCA section of the FBI Applicant Fingerprint Card.

# Conditional Offer of Employment.

- (a) A SAU, school district, or charter may extend a conditional offer of employment to a selected applicant, with a final offer of employment subject to a successful completed records check including a criminal history records check.
- (b) A selected applicant extended a conditional offer of employment shall be eligible for the same salary and fringe benefits as if he/she were provided a final offer of employment.
- (c) A conditional offer of employment may continue during the time the SAU, school district, or charter school is awaiting receipt of a completed criminal history records notifications.
- (d) In the event that the first set of fingerprints is invalid and a second set of fingerprints is necessary in order to complete the criminal history records check the conditional offer of employment shall remain in effect.
- (e) A conditional offer of employment for a selected applicant shall be valid for no more than on resubmission of fingerprints and the subsequent clearances for the law enforcement agencies in the city, town or county which the applicant has lived for the last five years.

# Final Offer of Employment.

- (a) A SAU, school district, or charter school may extend a final offer of employment to a selected applicant, who has a conditional offer of employment, if the selected applicant receives a successfully completed records check including a criminal history records check.
- (b) If a selected applicant is extended a final offer of employment, the individual shall be entitled to membership in the collective bargaining unit subject to the requirements of RSA 273-A and shall immediately be covered by the terms and conditions of the collective bargaining agreement.

# Records Retention.

Under no circumstances shall the criminal records be released to the school administrative unit, school district, or charter school. The school administrative unit, school district or charter school shall maintain the confidentiality of all criminal history records information received pursuant to this paragraph. If the criminal history records information indicates no criminal record, the school administrative unit, school district or charter school shall immediately destroy the information received from the Division of the State Police. If the criminal history record information indicates that the applicant has been convicted of a felony or a crime listed in paragraph V, the school administrative unit, school district or charter school shall review the information for a hiring decision, and the division of state police shall notify the department of education of any such convictions. The school administrative unit, school district or charter school shall destroy any criminal history record information that indicates a criminal record within 30 days of receiving such information.

# Contractors Or Subcontractor Responsibility.

- (a) An employee background investigation including a criminal history records check shall be conducted by a contractor or subcontractor for each employee in regular contact with pupils in accordance with this advisory.
- (b) The cost of such investigation, including criminal history records checks for employees or selected applicants for employment with such contractors, shall be borne by the contractor or subcontractor.
- (c) The contractor or subcontractor shall submit to the SAU, school district, or charter school, a written verification that a background a criminal history records check has been done for each employee of the contractor or subcontractor who is regularly in contact with pupils.
- (d) In the event that services performed by a SAU, school district, or charter school, are now provided by a contractor, an employee background investigation shall not be required for a school employee who becomes an employee of the contractor.

### Unsuccessful Criminal History Records Notification.

If a SAU, school district, or charter school receives a criminal history records notification which states "does have a conviction" for crimes listed in RSA 189:13-a V, or a separate list of felonies submitted by that agency's governing authority for a selected applicant the SAU, school district, or charter school shall immediately, within 24 hours of receipt of such report, excluding Saturday, Sunday, or a holiday, dismiss the selected applicant.

# Cost of an Employee Background Investigation, Including Criminal History Records Check.

The cost of a background investigation, including history records check or any other relevant records check shall be borne by the selected applicant unless otherwise determined by a SAU, school board, or charter school.

#### **GBCD-R**

(The new employee must initiate the Criminal Records Check at the Superintendent's

Office **before** s/he can be issued a conditional employment contract.)

- 1. Sign and have notarized the Criminal Records Release Authorization form.
- 2. Arrange to have your fingerprints taken by making an appointment with the appropriate police department.
- 3. Bring your (1) signed Criminal Records Release Authorization form, (2) completed fingerprints card, and (3) check for \$34 made payable to State of New Hampshire Criminal Records. The fee is set by the New Hampshire Division of Safety and is to be paid by the employee, not the School District.

### Do not send these materials directly to the Division of Safety.

4. Once the completed forms have been logged and sent to the NH Department of Safety via certified mail, you will be issued an employment contract. Sign two copies of the conditional employment contracts. Retain one copy and send the other copy to the Superintendent's office. Pursuant to RSA 198:13-a, this conditional employment contract entitles you to the same salary and economic benefits as you would otherwise receive under a final offer of employment, except that you are not covered by the terms and conditions of any applicable collective bargaining agreement while conditionally employed.

# **Completion of Criminal History Records Check**

- 5. The Superintendent's office will send by certified mail your Criminal Records Release Authorization form, fingerprints card, and payment to the New Hampshire Department of Safety, Division of State Police, Central Reporting for Criminal Records, 10 Hazen Drive, Concord.
- 6. The State Police will conduct a New Hampshire Criminal Records Check and will forward your fingerprints to the FBI for a National Criminal Records Check. The check done by the FBI will take a minimum of 30 days. The FBI will destroy your fingerprint card once the check has completed. No copy of the fingerprint card will be kept by the State Police.
- 7. The results of the completed Criminal Records Check conducted by the State Police will be sent to the Superintendent and the Department of Education separately from the completed Records Check conducted by the FBI. Your two-part Criminal Records Report shall be kept confidential, and only the Superintendent and the Principal shall have access to it. The Department of Education establishes its own confidentiality procedure. The Criminal Records Report issued by the FBI and the NH Department of Safety becomes the property of the School Administrative Unit, however, you, as an employee, may request and receive one attested copy of these Reports from the Superintendent's Office at no charge.

#### **Final Offer of Employment**

The District will automatically convert your conditional employment to a final employment contract if you have not been found guilty of a criminal activity or of any other contract if you

have not been found guilty of any Criminal Records Check, then state law requires that you be dismissed from employment within 24 hours of our receipt of the report, excluding Saturday, Sunday or holidays.

See Policy GBCD

First Reading: May 11, 2010 Second Reading: June 2, 2010 Final Adoption: June 2, 2010

Policy Committee Reviewed: February 22, 2022



### JFA-R

#### TECHNICAL ASSISTANCE ADVISORY

#### RESIDENCY

Purpose.

The purpose of this Technical Assistance Advisory is to clarify existing law with respect to a pupil's district of residency and school district liability for educational costs when a child is placed in a home for children; the home of a relative or friend by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA169-C, RSA 169-D, or RSA 463; health care facility; or state institution.

<u>Definitions</u>. The following definitions shall apply:

- (a) "Legal residence" means, in the case of a minor, where the parents reside, except:
  - (1) If parents live apart and are not divorced, legal residence is the residence of the parent with whom the child resides.
  - (2) If parents are awarded joint legal custody the legal residence of a minor child is the residence of the parent with whom the child resides.
  - (3) If a parent is awarded sole or primary physical custody, legal residence of a minor child is the residence of the parent who has sole or primary physical custody.
  - (4) If the parent with sole or primary physical custody lives outside the state of New Hampshire, a minor child does not have residence in New Hampshire.
  - (5) If the parents are awarded joint or shared physical custody legal residence of a minor child is the residence of whichever parent has primary physical custody. If primary physical custody is not awarded by a court of competent jurisdiction the legal residence of a minor child is the residence of the parent with whom the child resides more than 50% of the school week, or 3 days out of the 5-day school week.
- (b) "Legal guardian" means a person appointed by a probate court in New Hampshire or a court of competent jurisdiction in another state, territory, or country. A legal guardian shall not be appointed solely for the purpose of allowing a pupil to attend school in a district other than the district of residence of the minor's parent or parents.
- (c) "Legal resident" as defined in RSA 193:12, III means:
  - (1) Legal resident of a school district is "a natural person who is domiciled in the school districtand who, if temporarily absent, demonstrates an intent to maintain a principal dwelling place in the school district indefinitely and to return there, coupled with an act or acts consistent with that intent.
  - (2) A married person may have a domicile independent of the domicile of his or her spouse.
  - (3) If a person removes to another town with the intention of remaining there indefinitely, that person shall be considered to have lost residence in the town in which the person originally resided even though the person intends to return at some

future time.

- (4) A person may have only one legal residence at a given time."
- (d) "Home for children or health care facility" means any
  - (1) Orphanage;
  - (2) Institution for the care, treatment, or custody of children;
  - (3) Child care agency as defined by RSA 170-E: 25, II and III;
  - (4) A residential school approved under RSA 186:11, XXIX; or
  - (5) A program approved pursuant to Ed 1133.
- (e) "Child of homeless parents" means a child whose parents:
  - (1) Lack a fixed, regular and adequate residence; or
  - (2) Have a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations such as:
- a. Public assistance hotels,
- b. Emergency shelters,
- c. Battered women's shelters, and transitional housing facilities, or
- d. A public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- (f) "Home of a relative or friend" means an unlicensed home of a relative or friend where a child has been placed by the Department of Health and Services or a court of competent jurisdiction. "Friend" means any non-relative.
- (g) "Legal custody" means an award of legal custody by a court of competent jurisdiction, in this state or in any other state. A parent shall not have legal custody if legal custody has been awarded to some other individual or agency, even if that parent retains residual parental rights.
- (h) "Placement" means the physical placement of a child in a residence. For purposes of assigning financial or programmatic responsibility for a child's education or special education and related services, it shall not include incidental, transient, or short-term stays of an emergency nature.

# Legal Residence and Right of Attendance.

- (a) No person shall attend school, or send a pupil to the school, in any district of which the pupil is not a legal resident, without the consent of the district or of the school board.
- (b) In accordance with RSA 189:1-a, "It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils who reside in the district until such time as the pupil has acquired a high school diploma or has reached age 21, whichever occurs first; provided, that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of

the school, and further provided that this section shall not apply to pupils who have been exempted from school attendance in accordance with RSA 193:5."

(c) "Whenever any child is placed and cared for in any home for children, or is placed by the department of health and human services in the home of a relative or friend of such child pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, such child, if of school age, shall be entitled to attend the public schools of the school district in which said home is located unless such placement was solely for the purpose of enabling a child residing outside said district to attend such schools, provided that the school district for a child placed in a group home, as defined in RSA 170-D:25,II(b), within a cooperative school district, shall be the cooperative school district."

(RSA 193: 28)

Education Of A Child Placed And Cared For In Any Home For Children.

- (a) Nothing shall limit or abridge the right of any child placed and cared for in any home for children, as defined in RSA 193:27, to attend school in the district in which the home is located.
- (b) Any child placed in the home of a relative or friend by the Department of Health and Human Services, or by a court pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, may attend the public schools of the school district in which the home for children or home of the relative or friend is located.
- (c) Whenever a parent or guardian voluntarily places a child with a relative at the recommendation or request of the Department of Health and Human Services, that child shall be permitted to attend the public schools of the school district in which that relative resides provided that:

"Upon request of the school district, the Department of Health and Human Services shall confirm that the department recommended or requested that the child be placed with the relative to promote the child's well being, and not for the purpose of allowing the child to attend school in the district where the relative resides; and

Upon request of the school district, the relative shall take reasonable steps to secure a court

award of guardianship over the child; the child being allowed to attend school in that district while

the relative seeks guardianship." (RSA 193:12,V,a)

"Upon request of the school district, the Department of Health and Human Services shall confirm

that the department recommended or requested that the child be placed with the relative to promote the

child's well being, and not for the purpose of allowing the child to attend school in the district where the

relative resides; and

Upon request of the school district, the relative shall take reasonable steps to secure a court

award of guardianship over the child; the child being allowed to attend school in that district while

the relative seeks guardianship." (RSA 193:12,V,a) Legal Guardianship

- (a) Legal guardianship shall not be appointed solely for the purpose of allowing a pupil to attend school in a district other than the district of residence of the minor's parent or parents.
- (b) Whenever a petition for guardianship or legal custody is filed in a court of competent jurisdiction on behalf of a relative of a child, other than a parent, the child shall be permitted to attend school in the district in which the relative of the child resides pending a court determination relative to custody or guardianship.
- (c) Upon the request of the school district, the relative shall take reasonable steps to secure a court award of guardianship over the child, and the child shall be allowed to attend school in that district while the relative seeks guardianship.
- (d) Any change of legal guardianship shall be filed with and approved by the probate court.
- (e) If guardianship papers are filed with the probate court, the pupil shall be entitled to attend school in the district in which the guardian resides.
- (f) Once guardianship is approved, the pupil shall be a resident of the school district in which the guardian resides.

Liability of School District for Special Education Costs.

### (a) If a child is:

- (1) placed in a home for children, the home of a relative or friend by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, or RSA 463, health care facility, or state institution; and
- (2) the child is not in the legal custody of a parent or if the parent resides outside the state, then the school district in which a child most recently resided prior to such placement shall be liable for the cost of special education and related services. However, if the child is retained in the legal custody of a parent residing within the state, the school district in which the parent resides shall be liable for the cost of special education and related services.
- (b) If custody is transferred subsequent to the original placement of a child in a home for children, the home of a relative or friend in which a child is placed by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, health care facility, or state institution, then the "sending district" shall be, from the change in legal custody or guardianship forwards, that district in which the child resided at the time of the original placement.
- (c) If a pupil 17 years of age or older, who is living independently, is placed in a non-residential facility by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, the pupil shall be considered a resident of the school district in which he/she is living.

- (d) If a pupil 17 years of age or older is placed in a residential facility by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, the school district which was liable for the cost of special education and related services immediately prior to the pupil's 17th birthday shall remain the school district of liability.
- (e) If a child is placed by the Department of Health and Human Services or a court of competent jurisdiction pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463, and the parent resides outside the state of New Hampshire, the district of liability shall be determined in accordance with the interstate agreement.

# Appeals: Residency

- (a) The superintendent shall decide all residency issues within a school district.
- (b) If more than one school district is involved in a residency dispute or the parents who live apart cannot agree on the residence of a minor child, the respective superintendents shall jointly make such decision.
- (c) In those instances when an agreement between superintendents cannot be reached within 10 days, the Commissioner of Education shall make a determination.
- (d) The Superintendents shall jointly submit to the Commissioner a written Request for Determination of Residency identifying the specific issues involved in the residency dispute.
- (e) The Commissioner, upon receipt of the written Request for a Determination of Residency, shall utilize the provisions of Ed 200, except that Ed 213 shall apply to a proceeding before the Commissioner.
- (f) A decision of the Commissioner of Education may not be appealed to the State Board of Education.
- (g) If the residency dispute does not involve more than one school district the dispute shall be resolved by the local school board. Such decision may be appealed to the State Board in accordance with Ed 200.
- (h) During the pendency of a determination of residency, a pupil shall remain in attendance in the pupil's current school.

# Appeals: District of Liability

- (a) The State Board of Education shall determine the district of liability in disputes involving a special education child placed in the home of a relative of that child by the Department of Health and Human Services, or placed in the home of a relative or friend by a court pursuant to RSA 169-B, RSA 169-C, RSA 169-D, or RSA 463.
- (b) Such determination shall be made in accordance with rules adopted by the State Board of Education.

### Nonresidents.

(a) No person shall attend school, or send a pupil to the school, in any district of which the pupil is not a legal resident, without the consent of the district or of the school board

except as otherwise provided by law or a local school board policy.

(b) Each school district shall adopt an admission and attendance of non-resident student's policy.

# Purpose

The purpose of this advisory is to provide clarification concerning the education of homeless students in New Hampshire. Varying Interpretations of homelessness, school placement, and New Hampshire Residency Law regarding homeless students have led to confusion and in certain instances have prohibited children from enrolling and attending school. This advisory addresses the basic requirements for school districts to meet the needs of homeless students and answers some of the most frequently asked questions.

#### Definition

The Stewart B. McKinney Homeless Assistance Act, Subtitle VII-B: Education of Homeless Children and Youth, protects homeless children and youth from being excluded from school enrollment due to the nature and impermanence of their night-time residence. Under the McKinney Act, school districts must review any rules or regulations, practices, or policies that may act as barriers to the enrollment of homeless children and undertake steps to revise such regulations, practices or policies to assure that homeless children and youth are afforded the same opportunities as non-homeless children and youth.

"New Hampshire Education for Homeless Children and Youth", means as part of the Stewart B. McKinney Homeless Assistance Act, that a homeless child has the right to:

- A free, appropriate public education.
- Remain in the school of origin (last school attended or school attended when child lost housing) for the remainder of the academic year, or if the child or youth became homeless between academic years, for the following academic year, or attend the school nearest their shelter or temporary home. To the extent feasible, the Local Education Agency (LEA) shall comply with the request made by the parent or guardian regarding school placement, regardless of whether the child or youth lives with the homeless parent(s) or is temporarily living elsewhere.
- Immediate enrollment, even when school or medical records cannot be produced at the time of enrollment.
- A priority to pre-school programs.

Which school may a homeless child attend?

There are options, whichever is in the best interest of the child or youth, either

- 1. The school of origin, which is the school attended when last permanently housed, or the school in which the child was last enrolled; or
- 2. Any school in which non-homeless students living in the attendance area are eligible to attend. In making a determination of school attendance, the best interest of the child and the request of the parent and/or youth are to be considered.

Is there any reason to delay enrolling a homeless child or youth?

No. Lack of school records or immunizations **cannot** prevent a homeless student from enrolling in a new school. It is the responsibility of the new school to request health and academic records from the previous schools in a "timely manner" and to refer parents and/or youth to a physician or to a free or low cost clinic for any required immunizations. Homeless students do not need to wait until academic or health records arrive to attend the new school. Federal law requires immediate enrollment of homeless children and youth.

#### NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Questions and Answers Regarding Homelessness

Who is considered homeless?

If a family, out of necessity, because of lack of housing, must reside in a shelter, motel, vehicle, campground, on the street, or doubled up with family or friends, they are homeless. Children and youth living under these or similar circumstances with or without other family members, are considered homeless.

# Does homelessness have to be proven?

No. If a family reports they are homeless, the case must be decided individually. Present living conditions (i.e., shelter, campground, motel, hotel or doubled-up families) should be reviewed according to present situation of the family and relative permanence and adequateness of the living environment.

## Does residency have to be proven in order for a homeless child to enroll in school?

No. Proof of residency is not required for the enrollment of homeless children. A school may require the parents or guardian of a homeless child to submit an address or other information for contact purposes, as they would for any non-homeless child enrolling in their school.

# How does the New Hampshire Residency Law deal with school enrollment of homeless students?

- RSA 193:12 (IV) provides the definition of a homeless child and exceptions to legal residence requirements for homeless pupils. Homeless pupils may attend school in either the district the child/youth is presently residing or, if parents and another district agree, in the best interest of the child, for continuity of education, remain in the school the child/youth was attending when he/she became homeless (known as the school of origin).
- In those cases when there appears to be a conflict in state law and federal law with respect to homeless students, federal law prevails.

#### What if there is a disagreement on school placement between two superintendents?

The following procedures are in place if superintendents are not able to reach a placement agreement, taking into consideration the best interest of the student(s), and request of the parent(s):

- The Coordinator for the Education of Homeless Children and Youth, Lynda Thistle Elliott (271-3840) may be called upon to help resolve differences.
- In those instances when an agreement between superintendents cannot be reached within 10 days, the Commissioner of Education will make a determination.

- The Superintendents shall jointly submit to the Commissioner a written Request for Determination of Residency identifying the specific issues involved in the residency dispute.
- The Commissioner, upon receipt of the written Request for Determination of Residency, shall utilize the provisions of Ed 200, except that Ed 213 shall apply to a proceeding before the Commissioner.
- A decision of the Commissioner of Education may not be appealed to the State Board of Education.

# What if there is a school placement dispute between homeless constituents and Local Education Agencies (LEAs)?

The following steps are provided when there is a placement dispute between parents/youth and LEAs:

- Informal discussion between school district personnel and homeless parents/or or homeless youths to reach a mutually agreeable solution.
- The State Coordinator for the Education of Homeless Children and Youth (271-3840) may be called upon to help resolve continued differences.
- If the residency dispute does not involve more than one school district the dispute shall be resolved by the local school board. Such decision may be appealed to the State Board of Education. The State Coordinator will provide information to the homeless parents and or youths and the school district about the state appeals process in accordance with the New Hampshire Code of Administrative Rules, Chapter Ed 200.
- During the pendency of a determination of residency, a pupil shall remain in attendance in the pupil's current school.

### Where can you call for more information?

If you have questions about enrolling homeless children or youth or providing services please call the Department of Education Homeless Education Program at 271-3840 or e-mail <a href="https://link.nih.us">LthistleElliott@ed.state.nh.us</a>.

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010



# **JICC-R**

#### STUDENT RULES AND CONDUCT ON THE SCHOOL BUS

- 1. Pupil shall arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive.
- 2. Pupil shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed you to proceed.
- 3. Pupil shall wait in an orderly line and avoid horseplay.
- 4. Pupil shall cross the road or street in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
- 5. Pupil shall go directly to an available or assigned set when entering the bus and move in toward the window.
- 6. Pupil shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
- 7. Everyone shall observe classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
- 8. Pupil is permitted to carry only objects that can be held on his/her lap.
- 9. Pupil shall refrain from throwing or passing objects on, from or into buses.
- 10. Pupil shall refrain from eating and drinking on the bus.
- 11. Pupil shall respect the rights and safety of others.
- 12. Pupil shall refrain from leaving or boarding the bus at locations other than assigned stops at home or school. Students may ride only the bus that they have been assigned. (Exceptions will only be made with a note from a principal.)
- 13. Pupil is prohibited from extending head, arms or objects out of the bus windows. Students will not be allowed to lower windows without permission of the driver.
- 14. Only authorized riders will be permitted on the bus.
- 15. When necessary, students will be expected to sit three passengers to a seat.
- 16. Pupil is prohibited from using tobacco, alcohol, drugs, or any controlled substance. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
- 17. Pupil shall refrain from the use of profane language, obscene gestures, excessive noise, fighting, wrestling or acts of physical aggression on the bus.
- 18. Pupil shall not carry hazardous material, nuisance items and animals onto the bus.
- 19. Pupil is prohibited from hitching rides via bumper or other parts of the bus.

20. Students/Parents will be held responsible for any and all damages to the bus perpetrated by the student.

There may be circumstances that could result in immediate suspension from the bus -- such disciplinary action to be at the discretion of the appropriate school administrator. The following procedure will be used whenever rules 1 through 15 have been violated:

FIRST OFFENSE will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

SECOND OFFENSE will result in one (1) hour after school detention. Parents must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a detention.

THIRD OFFENSE will result in an immediate five (5) day suspension from ANY bus. (This includes field trips, sports events or any activities.)

All suspensions represent school days, not calendar days.

For infractions 16 through 20 the following procedures will be followed:

FIRST OFFENSE will be an immediate five (5) day suspension from ALL buses.

SECOND OFFENSE will be an immediate ten (10) day suspension from ALL buses.

THIRD OFFENSE will result in the immediate suspension from ANY bus. "RSA 189:9 -- Pupils prohibited for Disciplinary Reasons. Notwithstanding the provisions of RSA 189:6-8, the Superintendent, or his representative as designated in writing, is authorized to suspend the right of pupils from riding in a school bus when said pupils fail to conform to the reasonable rules and regulations as may be promulgated by the school board. Any suspension to continue beyond twenty (20) school days must be approved by the school board. Said suspension shall not begin until the next school day following the day notification of suspension is sent to the pupil's parent or legal guardian.

- I. If a pupil has been denied the right to ride a school bus for disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority that suspended this pupil's right.
- II. Until the appeal is heard, or if the suspension of pupil's right to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

See Policies EEA, EEACC & JICC

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010



### EEAEC - STUDENT CONDUCT ON SCHOOL BUSES

Students using Wilton-Lyndeborough Cooperative School District transportation must understand that they are under the jurisdiction of the school from the time they arrive at the bus stop, until they exit the bus stop.

Pupils transported in a school bus shall be under the authority of the District and under control of the bus driver. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reasons for a pupil to be denied the privilege of transportation in accordance with the regulations of the Wilton-Lyndeborough Cooperative School Board.

The driver of the bus shall be held responsible for the orderly conduct of the pupils transported.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses and these shall be printed in the Parent-Student Handbook.

#### **Resolution of Conflicts**

A parent who wishes to request a change or exemption from any of the Student Transportation policies shall direct that request first to the SAU Transportation Coordinator. If the parent is not satisfied by the ruling of the SAU Transportation Coordinator, he or she may appeal the ruling within five days to the School Business Administrator. If the parent is again not satisfied by the ruling, he or she may appeal to the Superintendent within the next five-day period. As a last appeal, the parent may request to appear before the Board's Transportation Committee.

# **Legal References:**

RSA 189:9a, Pupils prohibited for Disciplinary Reasons

Appendix: JICC-R & EEA-R

First Reading: September 14, 2010 Second Reading: October 12, 2010 Final Adoption: October 12, 2010

# **WITHDRAWAL**

# **EB - SAFETY PROGRAM**

The Superintendent will cause the formation of the Joint Loss Management Committee as required by RSA 281-A:64, III.

The practice of safety shall also be considered a facet of the instructional plan of the Wilton-Lyndeborough Cooperative School District schools by incorporating educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, and others, appropriately geared to students at different grade levels.

Each school will reference the district safety plan as approved by the Joint Loss Management Committee. Each Principal shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. The principal shall be responsible for developing student safety procedures to be used on school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

Each employee will have a copy of the district safety plan and will be asked to sign an acknowledgement form. This signed acknowledgement form will be filed in their personnel folder for reference. The safety plan will be on file in each district building and in the SAU office.

#### Legal References:

RSA 200:40, Emergency Care RSA 281-A:64, III, Worker's Compensation, Safety Provisions; Administrative Penalty NH Code of Administrative Rules, Section Ed 306.04(a)(2), School Safety NH Code of Administrative Rules, Section Ed 306.04(d), School Safety Procedures

First Reading: May 11, 2010 Second Reading: June 2, 2010 Final Adoption: June 2, 2010

Reviewed: March 5, 2019, March 19, 2019

Revised: March 19, 2019

#### JHCI CONCUSSION POLICY

The Wilton-Lyndeborough Cooperative School Board recognizes that student-athletes are at risk of suffering concussions while participating in school athletics. Further, students in all grades may incur concussion injuries while participating in school activities, classes, or while at play. The Board understands the importance of educating students, parents and school staff about the risks of concussions and the need for careful handling of the postinjury healing process.

#### A. Concussion Information to Parents and Student-Athletes

A copy of this policy will be included in all student handbooks in all district schools. In addition, the Athletic Department will distribute this policy and a concussion and head injury information sheet to all student athletes at sign-ups or try-outs for each sport or at the orientation program for each sport. At all initial team organizational meetings, coaches will highlight this policy, emphasizing that student safety will be paramount at all times, and that there will be no exceptions made to any policy requirements. A parent/legal guardian and the student-athlete must submit a signed acknowledgment indicating that they have reviewed and understand the information provided before being permitted to play in regular season games.

### B. Student-Athletes with Suspected Concussions

Coaches are required to be alert to situations where a student-athlete may have suffered a concussion or head injury. However, there may be situations where a coach may not have observed an incident which could result in a concussion or head injury. Student-athletes and parents are required to report to the coach any incident which may result in a concussion or head injury, or any possible symptoms.

- 1. Any student-athlete who is suspected of sustaining a concussion or head injury in practice or in a game shall be immediately removed from play.
- 2. The student-athlete shall not return to play in either practice or in a game until he or she is evaluated by a health care provider and receives a written medical authorization to return to play.
- 3. The student-athlete's parent/guardian must also complete and sign the WLCSD Parental Permission to Return to Play form.

#### C. Definitions

1. "Student-athlete" means a student involved in any intramural sports program conducted outside the regular teaching day or competitive student sports program between schools in grades 4-12.

# JHCI CONCUSSION POLICY

2. "Student sports" means intramural sports programs conducted outside the regular teaching day for students in grades 4-12 or competitive athletic programs between schools for students in grades 4-12.

Legal Reference: RSA 200:49, 200:50

First Reading: September 11, 2012 Second Reading: October 23, 2012 Final Adoption: November 27, 2012 Reviewed: September 10, 2013

Revision: September 10, 2013



#### JHCI-R

# INFORMATION SHEET FOR PARENTS/STUDENT-ATHLETES WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL DISTRICT CONCUSSION AND HEAD INJURY INFORMATION SHEET

A concussion is a brain injury caused by a blow or a motion to the head or body, which causes the brain to move rapidly inside the skull. A concussion can range from mild to severe and can disrupt the way the brain normally works. A concussion can occur during practice or games in any sport or recreational activity. You do not have to lose consciousness to have a concussion. The risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed.

You cannot see a concussion. The signs and symptoms of a concussion may appear immediately or they may not appear until days after the injury. If your child reports any symptoms of a concussion, or if you notice the symptoms or signs of a concussion, seek medical attention.

Symptoms Reported by Student Athletes	Signs Observed by Parents or Guardians
Headache	Loss of consciousness
Nausea	Appears dazed
Balance Problems or Dizziness	Confused about assignment or position
Blurred, double or fuzzy vision	Forgets an instruction
Sensitivity to light or noise	Is unsure of the game, score or opponent
Fogginess or grogginess	Clumsiness
Drowsiness or sluggishness	Answers questions slowly, slurred speech
Concentration or memory problems	Behavior or personality changes
Confusion	Can't recall events <i>prior</i> to the injury
Change in Sleep Patterns	Can't recall events <i>after</i> the injury
Depression or anxiety	Seizures or convulsions

Continuing to play with the signs/symptoms of a concussion leaves the student athlete vulnerable to greater injury. Returning to play before completely recovering from a concussion increases the likelihood of sustaining another concussion. A repeat concussion that occurs before the brain recovers from the first can slow recovery and/or increase the likelihood of long-term problems. In some cases repeat concussions can lead to swelling of the brain, brain damage, and even death. Source: Center for Disease Control and Prevention. For more information see: <a href="https://www.cdc.gov/Concussion">www.cdc.gov/Concussion</a>

Parents and student-athletes are also encouraged to read the Board's Concussion Policy (Code JHCI), which contains important information about removal from play for suspected concussions or head injuries and return to play requirements.

# A PARENT/LEGAL GUARDIAN AND STUDENT-ATHLETE MUST SIGN THIS ACKNOWLEDGMENT BEFORE THE STUDENT WILL BE ALLOWED TO PLAY IN ANY REGULAR GAME.

Parent/Legal Guardian and Student-Athlete Acknowledgment		
We acknowledge		
Name of Student-Athlete (printed)	Signature of Student Athlete	Date
Name of Parent/Legal Guardian (printed)	Signature of Parent/Guardian	Date

# WILTON-LYNDEBOROUGH COOPERATIVE ATHLETICS PARENTAL PERMISSION TO RETURN TO PLAY AFTER CONCUSSION/HEAD INJURY

I, ,t	the parent/legal guardian of
	acknowledge that I am aware of the signs and hat my child has received medical clearance to return
to athletic play, and I hereby give permissi	
Parent/Legal Guardian Signature	

#### **Returning to Daily Activities after Concussion**

- 1. Get lots of rest. Be sure to get enough sleep at night- no late nights. Keep the same bedtime weekdays and weekends. We recommend 8-9 hours / night.
- 2. Take daytime naps or rest breaks when you feel tired or fatigued.
- 3. Limit physical activity as well as activities that require a lot of thinking or concentration (video games, texting, computer use, TV, reading) these activities can make symptoms worse. If symptoms worsen, stop and reduce that activity.
  - Physical activity includes PE, sports practices, weight-training, running, exercising, heavy lifting, etc.
  - Thinking and concentration activities (e.g., homework, class work load, job-related activity).
- 4. Drink lots of fluids and eat breakfast, lunch and dinner.
- 5. As symptoms decrease, you may begin to gradually return to your daily activities. If symptoms worsen or return, lessen your activities, and then try again to increase your activities gradually.
- 6. During recovery, it is normal to feel frustrated and sad when you do not feel right and you can't be as active as usual.
- 7. The athletic director will manage a return to play protocol that will progress the athlete back to athletic activity in a safe manner. Please report to the athletic director on a daily basis for assessments.

#### **Returning to School after Concussion**

- 1. If you are still having symptoms of concussion, you may need extra help to perform school-related activities. As your symptoms decrease during recovery, the extra help or supports can be removed gradually.
- 2. Inform the teacher(s), school nurse, school psychologist or counselor, and administrator(s) about your injury and symptoms. School personnel should be instructed to watch for:
  - Increased problems paying attention or concentrating
  - Increased problems remembering or learning new information
  - Longer time needed to complete tasks or assignments
  - Greater irritability, less able to cope with stress
  - Symptoms worsen (e.g., headache, tiredness) when doing schoolwork
- 3. The Athletic Director will notify the administration and school nurse. If your symptoms worsen after return to school, you should report to the school nurse.

This form is part of the "Heads Up: Brain Injury in Your Practice" tool kit developed by the Centers for Disease Control and Prevention (CDC).

#### **Return to Play: Step Progression**

- 1. No athlete may begin the return to play protocol until they have been evaluated by a health care provider and received written medical authorization to return to play and until the athlete's parent or guardian has provided written authorization permitting the athlete to return to play. Please provide this documentation to the Athletic Director.

  2. No athlete may return to a sport until they have completed the RTP protocol and have been cleared by the athletic
- director. An additional ImPact test may be requested after step 2, 3 or 4.
  - Conditioning moderate intensity 15' on a stationary bike only
  - 2 Light running for 10-15 minutes, no sprinting or conditioning
  - 3 Non sport specific low intensity agility drills, light conditioning no more than 10 minutes.
  - 4 Sport specific non-contact drills, short sprint work and conditioning.
  - 5 Full practice after clearing post injury ImPact Test.
  - Cleared \* Clearance may not mean starting with a game.
  - \*Collision sports have one additional step between steps 4 and 5.

#### STATE OF NEW HAMPSHIRE

SB 402

#### In the Year of Our Lord Two Thousand Twelve

AN ACT relative to the adoption of policies for the management of concussion and head injury in student sports.

Be it Enacted by the Senate and House of Representatives in General Court convened:

234:1 Legislative Findings. The general court finds that:

- I. A concussion is caused by a blow or motion to the head or body that causes the brain to move rapidly inside the skull. The risk of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed.
- II. Concussions are a type of mild brain injury that can disrupt the way the brain normally works. Concussions can result from a fall or from players colliding with each other, the ground, or obstacles. Concussions occur with or without loss of consciousness, but the vast majority occur without loss of consciousness. When managed properly, the majority of concussions resolve without direct medical intervention in 10-14 days.
- III. Continuing to play with a concussion or symptoms of head injury leaves the student-athlete especially vulnerable to greater injury and even death.
- 234:2 New Subdivision; Health and Sanitation; Head Injury Policies for Student Sports. Amend RSA 200 by inserting after section 48 the following new subdivision:

#### Head Injury Policies for Student Sports

200:49 Head Injury Policies for Student Sports. Education is the key to identification and appropriate management of all concussions. The school board of each school district is encouraged to develop guidelines and other pertinent information and forms for student sports to inform and educate coaches, student-athletes, and student-athletes' parents or guardians of the nature and risk of concussion and head injury including continuing to play after concussion or head injury. On an annual basis, a school district or school is encouraged to distribute a concussion and head injury information sheet to all student-athletes.

#### 200:50 Removal of Student-Athlete.

- I. A school employee coach, official, licensed athletic trainer, or health care provider who suspects that a student-athlete has sustained a concussion or head injury in a practice or game shall remove the student-athlete from play immediately.
- II. A student-athlete who has been removed from play shall not return to play on the same day or until he or she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider to return to play. The student-athlete shall also present written permission from a parent or guardian to return to play.
- III. No person who authorizes a student-athlete to return to play shall be liable for civil damages resulting from any act or omission in the rendering of such care, other than acts or omissions constituting gross negligence or willful or wanton misconduct.
- 200:51 School Districts; Limitation of Liability. An employee of a school administrative unit, school, or chartered public school, or a school volunteer, pupil, parent, legal guardian, or employee of a company under contract to a school, school district, school administrative unit, or chartered

public school, shall be immune from civil liability for good faith conduct arising from or pertaining to the injury or death of a student-athlete provided the action or inaction was in compliance with this subdivision and local school board policies relative to the management of concussions and head injuries. This limitation of liability shall extend to school-sponsored athletic activities. A school district or school may provide concussion guidelines to other organizations sponsoring athletic activities on school property, however the school district or school shall not be required to enforce compliance with such guidelines.

200:52 Definitions. As used in this subdivision:

- I. "Health care provider" means a person who is licensed, certified, or otherwise statutorily authorized by the state to provide medical treatment and is trained in the evaluation and management of concussions.
- II. "School property" means school property as defined in RSA 193-D:1, V.
- III. "Student-athlete" means a student in grades 9-12 involved in student sports.
- IV. "Student sports" means athletic programs for students in grades 9-12.

234:3 Effective Date. This act shall take effect 60 days after its passage.

Approved: June 18, 2012

Effective Date: August 17, 2012

#### CHAPTER 19 HB 180 – FINAL VERSION

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13-0303 04/05

#### STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Thirteen

AN ACT relative to the definitions of "student athlete" and "student sports" for the management of concussion and head injury.

Be it Enacted by the Senate and House of Representatives in General Court convened:

19:1 Head Injury Policies for Student Sports; Definitions. Amend RSA 200:52, III-IV to read as 1 2 follows: III. "Student-athlete" means a student involved in any intramural sports program 3 conducted outside the regular teaching day or competitive student sports program between 4 schools in grades [9-12 involved in student sports] 4-12. 5 IV. "Student sports" means [athletic programs] intramural sports programs conducted 6 outside the regular teaching day for students in grades 4-12 or competitive athletic 7 programs between schools for students in grades [9-12] 4-12. 8 19:2 Effective Date. This act shall take effect 60 days after its passage. 9 10 Approved: May 16, 2013 Effective Date: July 15, 2013 11

# WITHDRAWAL

# JKAA-R – PROCEDURES ON USE OF CHILD RESTRAINT AND SECLUSION

The Wilton Lyndeborough Cooperative School District hereby establishes the following procedures to describe how and in what circumstances restraint or seclusion is used in this District. The procedures are adopted for the purpose of meeting the District's obligations under state law governing the use of restraints and seclusion. The procedures shall be interpreted in a manner consistent with state law and regulations.

# I. Definitions.

**Restraint.** Any 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 restraints, physical restraints, and medication restraint used to control behavior in an emergency or any involuntary medication..

Restraint shall not include the following:

- (1) A brief touching or holding to calm, comfort, encourage, or guide a child, so long as there is no limitation on the child's freedom of movement.
- (2) 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.
- (3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages and supportive body bands, or other physical holding when necessary for routine 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.
- (4) The use of seat belts, safety belts, or similar passenger restraints during transportation of a child in a motor vehicle.
- (5) 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.

The five interventions listed immediately above are not considered "restraint" under these procedures, are not barred or restricted by these procedures, and are not subject to the training or notification requirements that otherwise apply to permissible restraints addressed herein.

**Medication Restraint**. When a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

**Mechanical Restraint**. 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.

**Physical restraint.** When a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

#### **Dangerous Restraint Techniques.**

- a. Any technique that:
  - (1) Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;
  - (2) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back or abdomen of a child;
  - (3) Obstructs the circulation of blood;
  - (4) 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 wash clothes, or
  - (5) Endangers a child's life or significantly exacerbates a child's medical condition.
- b. 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 the child for the purpose of controlling or modifying the behavior of or punishing the child.
- d. Any technique that subjects the child to ridicule, humiliation, or emotional trauma.

**Seclusion.** The involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock, or other mechanical device or barrier.

#### Seclusion does not include:

- (1) 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;
- (2) Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

# II. Use of Restraint

- 1. Restraint as defined in these procedures shall be used only to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to others.
- 2. Restraint as defined in these procedures shall only be used by trained personnel and with extreme caution. It should be used only after all other interventions have failed or appear unlikely to succeed based on the student's past history.
- 3. Use of restraint as defined in these procedures shall be limited to physical restraint. School officials shall not use or threaten to use any dangerous restraint techniques, any inappropriate aversive behavioral interventions, any medication restraints, or any mechanical restraints except as permitted for transporting students.

# III. Use of Seclusion

- 1. Seclusion may only be used when a child's behavior poses a substantial and imminent risk of physical harm to the child or to others, and may only continue until that danger has dissipated.
- 2. Seclusion shall only be used by trained personnel 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.
- 3. Each use of seclusion shall be directly and continuously visually and auditorially monitored by a person trained in the safe use of seclusion.

# IV. Prohibited Use of Restraint or Seclusion

- 1. School officials shall not use or threaten to use restraint or seclusion as punishment or discipline for the behavior of child.
- 2. School officials shall not use or threaten to use medication restraint.
- 3. School officials shall not use or threaten to use mechanical restraint, except its use is permitted in the transportation of children, as outlined under these procedures.
- 4. School officials shall not use or threaten to use dangerous restraint techniques, as defined in these procedures.
- 5. Seclusion shall only be used by trained personnel 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.
- 6. Seclusion shall not be used in a manner that that unnecessarily subjects the child to the risk of ridicule, humiliation, or emotional or physical harm.

# V. Authorization and Monitoring of Extended Restraint & Length of Restraint

When restraint may permissibly be used on a child, school officials must comply with the following procedures:

- 1. Restraint shall not be imposed for longer than is necessary to protect the child or others from the substantial and imminent risk of serious bodily harm;
- 2. Children in restraint shall be continuously and directly observed by personnel trained in the safe use of restraint:
- 3. No period of restraint shall exceed 15 minutes. If restraint is to exceed this time, approval of the Principal or supervisory employee designated by the Principal to provide such approval is required.
- 4. No period of restraint shall exceed 30 minutes unless a face-to-face assessment of the mental, emotional and physical well-being of the child is conducted by the Principal or supervisory employee designated by the Principal who is trained to conduct such assessments. The assessment must include a determination of whether the restraint is being conducted safely and for a proper purpose. These assessments must be repeated at least every 30 minutes during the period of restraint and documented in writing pursuant to the notification requirements set forth below.

# VI. Restriction of Use of Mechanical Restraints during Transport of Children.

- 1. Mechanical restraints during the transportation of children are prohibited unless the child's circumstances dictate the use of such methods. In any event when a child is transported using mechanical restraints, the Principal shall document in writing the reasons for the use of mechanical restraint. This documentation shall be treated as notification of restraint as discussed in paragraph VI, below.
- 2. Whenever a child is transported to a location outside a school, the Principal shall ensure that all reasonable measures consistent with public safety are taken to transport and/or escort the child. Such measures should:
  - a. Prevent physical and psychological trauma,
  - b. Respect the child's privacy, and
  - c. Represent the least restrictive means necessary for the safety of the child.

# VII. Room Conditions for a Seclusion Area

When permitted by this chapter, seclusion may only be imposed in rooms which:

- (a) Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the children placed in them.
- (b) Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
- (c) 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.
- (d) Are free of any object that poses a danger to the children being placed in the rooms.
- (e) 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:
  - (1) The need to provide direct and immediate medical attention to a child;
  - (2) Fire;
  - (3) The need to remove a child to a safe location during a building lockdown; or
  - (4) Other critical situations that may require immediate removal of a child from seclusion to a safe location.
- (f) Are equipped with unbreakable observation windows or equivalent devices to allow the safe, direct, and uninterrupted observation of every part of the room.

### VIII. Notice and Record Keeping Requirements

- 1. Unless prohibited by a court order, a school official shall verbally notify the parent or guardian and guardian ad litem of a restraint or seclusion no later than the time of the return of the child to the parent or guardian on that same day, or the end of the business day, whichever is earlier. Notice shall be made in a manner calculated to provide actual notice of the incident at the earliest practicable time.
- 2. A school employee who uses restraint or seclusion shall submit a written report to the building principal or the principal's designee within 5 business days after that intervention. If the school employee is not available to submit such a report, the employee's supervisor shall submit such a report within the same time frame. If

the principal uses restraint or seclusion, he/or she shall submit a written report to the Superintendent, or his/her designee, within 5 business days. Any report addressed in this section shall contain the following information:

- a. The date, time and duration of the restraint or seclusion;
- b. A description of the actions of the child before, during, and after the occurrence; a description of any other relevant events preceding the use of restraint or seclusion, including the justification for initiating the restraint or seclusion;
- c. The names of the persons involved in the occurrence;
- d. A description of the actions of the school employees involved before, during, and after the occurrence;
- e. A description of any interventions used prior to the restraint or seclusion;
- f. A description of the seclusion or restraint used, including any hold used and the reason the hold was necessary;
- g. A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during, or after the use of restraint or seclusion;
- h. A description of any property damage associated with the occurrence;
- i. A description of actions taken to address the emotional needs of the child during and following the incident;
- j. A description of future actions to be taken to control the child's problem behaviors:
- k. The name and position of the employee completing the notification; and
- l. The anticipated date of the final report.
- 3. Unless prohibited by court order, the Principal or other designee shall, within 2 business days of receipt of the written report described above, send or transmit by first class mail or electronic transmission to the child's parent or guardian and guardian ad litem the information contained in that written report. Within the same time frame, the Principal shall also forward any such report to the Superintendent for retention in that office.
- 4. Each written report referenced in this section shall be retained by the school and shall be made available for periodic, regular review consistent with any rules that may be adopted by the state board of education for that purpose.

# IX. Serious Injury or Death during Incidents of Restraint or Seclusion.

1. In cases involving serious injury or death to a child subject to restraint or seclusion, the school district shall, in addition to the notification requirements above, notify the commissioner of the department of education, the attorney general, and the state's federally designated protection and advocacy agency for individuals with disabilities. Such notice shall include a copy of the written report referenced in Section VIII above.

2. "Serious injury" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

# X. Team Meeting Requirements

- 1. After the first incident of restraint or seclusion in a school year for students identified under special education or Section 504, the District shall hold an IEP or 504 meeting to review the student's IEP or 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.
- 2. Parents may request a 504 or IEP team meeting after any restraint or seclusion incident and that request must be granted "if there have been multiple instances of restraint or seclusion since the last review."

# XI. Notice and Records of Intentional Physical Contact

- 1. If a school employee has intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior, a school representative shall make reasonable efforts to promptly notify the child's parent or guardian.
- 2. Such notification shall be no later than the time of the child's return to the parent or guardian on that same day, or the end of the business day, whichever is earlier. Notification shall be made in a manner to give the parent or guardian actual notice of the incident at the earliest practicable time.
- 3. Within 5 business days of the incident of "intentional physical contact with a child which is in response to a child's aggression, misconduct, or disruptive behavior," the school shall prepare a written description of the incident. This description shall include:
  - a) Date and time of the incident;
  - b) Brief description of the actions of the child before, during and after the occurrence;
  - c) Names of the persons involved in the occurrence;
  - d) Brief description of the actions of the school employees involved before, during and after the occurrence; and
  - e) A description of any injuries sustained by, and any medical care administered to, the child, employees, or others before, during or after the incident.
- 4. If an incident of intentional physical contact amounts to a physical restraint as set forth earlier in these procedures, the school shall meet the notification and record

requirements that apply to physical restraint, rather than the requirements that apply to incidents of "intentional physical contact."

- 5. The notification and record-keeping duties for an incident of intentional physical contact do not apply 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 -- unless the child is actively combative, assaultive, or self-injurious while being escorted, and then these requirements do apply.
  - b) When actions are taken such as separating children from each other, or 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 except that 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 requirement.

# XII. Department of Education Review

- 1. A parent may file a complaint with the New Hampshire Department of Education regarding the improper use of restraint or seclusion. Resolution of any such complaint should occur within 30 days, with extensions only for good cause.
- 2. Investigation of any such complaint shall include appropriate remedial measures to address physical and other injuries, protect against retaliation, and reduce the incidence of violations of state standards on restraint and seclusion.

# XIII. Civil or Criminal Liability

Nothing in the District's Policy or Procedures on the Use of Child Restraint should be understood in any way to undercut the protections from civil and criminal liability provided to school officials for the use of force against a minor, consistent with state law found at RSA 627:1, 4, and 6.

See policy JKAA

Legal Reference: RSA 126-U:1 to 13 (2014); RSA 627:1, 4, 6.

2 SCHOOL BOARD MEETING 3 Tuesday, May 28, 2024 4 Wilton-Lyndeborough Cooperative M/H School 5 6:30 p.m. 6 7 The videoconferencing link was published several places including on the meeting agenda. 8 9 Present: Dennis Golding, Brianne Lavallee, Michelle Alley, Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen, and Diane Foss 10 11 12 Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Principal Bridgette Fuller, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, and Clerk 13 14 Kristina Fowler 15 CALL TO ORDER 16 I. 17 Chairman Golding called the meeting to order at 6:30pm. 18 19 II. PLEDGE OF ALLEGIANCE 20 The Pledge of Allegiance was recited. 21 STUDENT/STAFF ACKNOWLEDGEMENT 22 III. 23 Principal Ronning spoke of it being hard this time of year to get students here. He acknowledged MS students who 24 participated in the Patriot's Pen by writing essays on what inspires them about being an American. In 1st place, Kayden Graham, 2<sup>nd</sup> place Cadence Hazelton and 3<sup>rd</sup> place Evan Kimball. Kayden went on to compete in the district 25 level competition where he was awarded 2<sup>nd</sup> place. The Voice of Democracy competition was an essay on what are 26 27 the greatest attributes of our Democracy. Eila O'Toole came in 1st place, went on to district level competition, and was awarded 3<sup>rd</sup> place. He spoke of how hard the seniors worked this year and their perseverance throughout the 28 29 year. He congratulated them on completing their senior projects. 30 31 IV. ADJUSTMENTS TO THE AGENDA Superintendent requested the following adjustments, add 2<sup>nd</sup> public comment before board member comments, and 32 add a resignation and an appointment. 33 34 A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept the adjustments to the agenda. 35 Voting: all aye, motion carried. 36 37 V. 38 **PUBLIC COMMENTS** The public comment section of the agenda was read. Superintendent called out all the phone numbers and names 39 joined in the meeting asking if they wanted to comment. There was no public comment. 40 41 **BOARD CORRESPONDENCE** VI. 42 43 a. Reports 44 i. Superintendent's Report Superintendent reported he has been working with an agency regarding having a foreign exchange student from 45 Spain come here. He spoke of it being a great experience for our kids. We took a trip to Italy and discussions have 46 47

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been how we could grow that experience. It will give students a scope of the world and how big it is. He has 48 reviewed all the application materials and has handed it over to Principal Ronning and Assistant Principal Gosselin 49 to review with their team and we then can move forward with having Maria from Spain who speaks 3 languages, plays volleyball attend. He is glad we could make it work. He spoke of thinking of his top 5 experiences here in his 50 time and the Hall of Fame is one of those. He expressed that one thing that connected all the inductees stories was 51 how profound the foundation was that they got from WLC. The speeches and comments were moving. He wishes it 52 had been recorded to show it. They spoke of their community and it was powerful and almost transformative. Next 53 54 time we should record it and share it at a board meeting. A question was raised regarding the athletic director's (AD) resignation. The Superintendent responded when he finally made the decision to not continue I was proud of him, of 55 56 course I was disappointed though considering where we have been with athletics. Mr. Taber and I go back a long

way. I was proud of him to make a difficult decision like that; it is not easy to admit that maybe you may have taken on too much, not just work but also the balance of life. I was proud of him to have the courage to say the school deserves someone that can fully commit and right now, I cannot give the school and students everything that they need as an AD. We have a great team to help, Linda Draper who has been AD previously and already scheduled most of the games for the fall, Principal Ronning who has experience with athletics and Assistant Principal Gosselin as well. He believes we will have a number of applicants again but need to make sure they realize it is not a full time position. We need someone who is connected to our school, a parent or employee; if we get someone from outside and they cannot commit to the time we need, it is a problem. We need someone who is excited about athletics and kids. He is confident in the team and in finding a qualified candidate to fill it. Chairman Golding noted he is excited about not having a lot of vacant teaching positions other than HS math and computer science. Superintendent noted feeling good about our new hires. It is the first year we have been able to go into the summer having applicants and most of the positions filled already. It is important for teachers to know people want to work here. He spoke of the computer science position being difficult to fill. We have been talking about how to find a handful of people who can help with technology. We have been talking about Milford and having a Python class or taking a van of students to Nashua Community College. The cost would be significantly less than filling the position. He is sure there are more options out there. There are classes from VLACS but you still need an adult in a room checking on the students, making sure they are participating and following up. It could be a paraprofessional. Those are the top 3 ideas we have discussed. We cannot go another year without it; there are not many certified computer science teachers. We have zero applicants and are not the only district facing this. We are working on an option before school starts and Principal Ronning is working on a meeting with Milford now. Mr. Allen spoke of his experience and running into a problem with robotics. They partnered with Skills USA and they help them with finding industry professionals in the area. They had some graduate and PHD level students to work and commit to a year and we got some high level professionals. Superintendent noted he spoke to Mr. Zavgren who is a professor in a computer technology department and asked him to speak with some of his colleagues to see if we can get kids involved in that level. We are open to any possibilities that would work for our students.

# ii. Student School Board Representative's Report

Ms. Hannah Hamilton was absent. Her last board report was submitted as written.

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#### iii. Director of Student Support Service

Mr. Pratt reported the ESY begins July 8-Aug. 16, 6 weeks for RISE, 4 days a week. The general SPED program runs 3 days a week for 5 weeks. Our teachers are amazing; they step forward every year to do this program. It is designed so there is some time off too so they have long weekends. It is the same staff every summer coming back. Parents have until the end of the week to tell us if they are coming. We will have the same amount of students or a little more this year. It is a busy time of year for the department; we are doing all we can before time runs out on June 13. The DOE requires an enormous amount of things that we need to do for them this time of year. We have 4 open paraprofessional positions. We are advertising for them. We lost our SPED reading teacher at WLC. That person was an online teacher and we are looking at some ways to deal with that better. We posted the position and he will bring a plan back to the next meeting. The rest of the contracted service providers are returning, that is huge. They are prime commodities and we are happy to have them back. We talked during the budget about IDEA. We are still up in the air; there is not a lot of information coming out. They are changing the way we are doing budgets this year and hopefully next meeting he will have a figure. SPED aid will happen over the summer; we are working on Medicaid with MSB and had some hiccups with them regarding reimbursement not coming in as frequent as it should. The laws and regulations keep shifting and have been trying to keep up with doing it all right. He thanked the staff, all who work in the district, all the school board members, SAU staff. It is a pleasure to close my 42<sup>nd</sup> year here. It is a team process, SPED to general education is collaborative and a pleasure to work with everyone and the students.

#### iv. Director of Technology's Report

Mr. Buroker reported having 80 new tickets, decrease of 19. This is a slower time of year and that ends in 2 weeks. His summer is getting stacked with projects. They are sitting at 7 open tickets with an average close time of 7 days. NH SAS testing and iReady was underway and went off pretty well from a technology standpoint. We learned many lessons previously and this one was the smoothest in his career. He reported before the projects during February break were a disaster, Aprils went off without a hitch. We have almost implemented an east west firewall in place and consolidated management of most of our network infrastructure. Per the Technology Committee's request he has come up with an AI Code of Ethics, one for students, and one for staff. He took a lot from the NH Department from Information Technology, they have a code of ethics from state agencies and a fair bit applies to us. He tried to make it as clear as possible; it is a new field for us. It is with the understanding the graduates are graduating with these software existing and being used in the every day. The goal is to include these in staff and student handbooks and he will make any changes you recommend. A question was raised if the AI Code of Ethics will be touched upon in each of the 3 schools. Superintendent responded we have to make sure we are on the same page and need a lot from Mr.

Buroker. When we come back to school in August, Mr. Buroker is planning something with staff. We want to make sure we have a common understanding and don't want to shut it down because we don't understand. We have to work with it. We want to make sure the students are on the same page too. It is about how to use it to our advantage than just reading it. We want them to see it as a tool and staff too. A question was raised if there has been any thought given to what students or other professionals will need to do to demonstrate transparency. Mr. Buroker responded more or less, if you used ChatGPT for proofreading vs. used it to write your essay, we would expect honestly regardless. If you had it written by AI that is dishonest. We have tools that have not been deployed yet to determine if they used AI to write an essay for example. He will put it in the staff presentation and students who have attempted to use it are aware of it already. The power of this technology was noted. A question was raised that it seems specific to students using to create assignments, is there any concern for teachers using it to teach and create lesson plans. Mr. Buroker responded it is a concern, one of the tools we looked at can write a rubric for you and one of the tools he demonstrated to the Technology Committee created a 15-question quiz and came up with it immediately. A deep interrogation to what it came up with revealed it was not the smartest and you can't necessarily trust it. One directive is safeguarding against dependents. If it is writing for you and you are not thinking for yourself that is a problem. A question was raised if there were errors in the content. Mr. Buroker responded yes, it may give you a multiple-choice question and none of the answers was right. AI is very much autocorrect, mostly guessing what you want and trying its best. He confirms it is not specifically STEM oriented across the board. He confirms if there are no changes from the Board regarding the Code of Ethics he will get it to Principal Ronning by the end of the meeting for the student handbook. He spoke of a facelift for the website. An ad-hock committee came up with a couple of options that went to the Technology Committee who reviewed those. The Technology Committee sent it up to the School Board for final approval. If it is approved, he hopes to have it in place around July 1. It will cost nothing except his time and the intern's time to complete it. He showed the committee an example on the screen. A question was raised if there is a sandbox version the Board play around with. Mr. Buroker responded no, not without giving administrator rights and as some staff found out it is not as easy as it looks. He thinks this looks slicker and for this demonstration, he can only show the district page. Ms. Anzalone spoke of asking previously for a long time to get the syllabi on the website. She wants to see the textbooks and books they are using, testing they will have and due dates etc. Mr. Buroker responded if it is not up there already this change won't add that. It is essentially a new coat of paint. Ms. Anzalone noted she asked for this last year as well and it has not happened. Superintendent added Ms. Dignan is not here and is the constructor of that webpage. He asked her if she got them from the teachers. Ms. Anzalone responded mostly she gets the rules of the classroom and wants to see the textbooks and materials my child is learning. She would like to see a general overview of what your grade consists of with some kind of sense when it will be due. She understands things may change a little and has asked since she has been on the Board. She has seen the curriculum page and as a parent, it does not mean anything to her. Principal Ronning noted that the teachers have turned in their syllabi to him and we are in the process of scanning them and the plan is to get it done for January or February but did not have a place to put them. Yes, it will be there for you and all the parents. Superintendent added we will review the elements to make sure the things you and a couple of other parents asked for like the books and reading etc. to list those also. Principal Ronning confirms it does have books, how things are weighted, and homework they can expect in a common template for parents. He added it that most teachers send it home at the beginning of the year. Ms. Anzalone has not been getting those; it is mostly about the rules of the class. Ms. Alley commented the new website looks great when you come to the site, you can see all that you want to, the icons, and a search area. She questioned about the white space in the logo and if that could be removed. Mr. Buroker responded he is working on that, it is more difficult than he thought. Ms. Alley thinks it looks good. She notes updating the calendar would be great to be sure we have everything on there. It was noted the games were not updated or the last day of school. Mr. Buroker asked if he has the Board's permission to implement it.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to move forward with the implementing the changes to the website.

Voting: all aye; motion carried.

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169 170 Mr. Buroker reported to the Technology Committee that our emergency alert system, the one that reports snow days in particular is going away and we cannot renew it. He did not include it in his report because at the time he did not have a plan for it. We are going with ParentSquare; he was impressed with the product. Approval has been received and are in the final stages of implementing it starting with the parent contacts. It should be live about July 1. We should expect no drop in service barring any catastrophes. He expects to have the first draft of an alert ready to go in 2 weeks but need to be sure the information was transferred correctly. There is a lot of work verifying all the information that is the slowest part. He spoke of the FRES technician resigned and he will be deeply missed and beloved in that school. He has interviews scheduled and many applicants.

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### VI. ESSER FUNDING REQUEST

Superintendent confirms we did not do math camp previously because we didn't have enough students and hoping this year to offer it with a different approach and more active recruitment we hope to get more students involved. We want to tie it to the real world in a fun way. The science camp is great, looking at rockets, propulsion, physics, and a more advanced curriculum that we have not really been able to get to (still for learning loss). Once the Board approves it, we will start recruitment. Mr. Pratt can speak to the 3<sup>rd</sup> one, the behavior specialist and the last one we did before that is the competency recovery program. He confirms the students have not been identified just the curriculum although would not be surprised that teachers are already talking to students. He thinks kids want to do things in the summer academic oriented but don't want to sit in a room and do the same thing they did all year. If we can make it fun he thinks we can get kids excited too and hope to do it next summer too with our without ESSER funds. Tentatively it will be 3-4 days a week; we set a ceiling high enough so that we can extend it to as many days as kids want. Summer Academy is 4 days a week. If we do not have enough students, we cannot run the programs. If we do, we can expand it if he kids want. He thinks the teachers would be all in for that as well. It was requested to get more information about the behavior specialist. Mr. Pratt clarified every year we have a number of students in transition going to WLC from FRES and FRES from LCS with that provides a lot of challenges, a bigger school etc. This is designed for 3-4 kids to make sure their transition is good, take advantage helping ESY, serves us great feedback for the regular school year, and take some of those techniques to make it easier for the kids. A question was raised if the \$10,000 covers transportation. Superintendent confirms it does not cover transportation but does cover field trip transport. It was noted if the Board approves this, there is still \$95,000 remaining that needs to be spent by September 30. Is there a way we can offer transport within that amount of money to potentially get more students to attend? It would need to be clear with parents that the reason we can offer it is because of the funding we need to use up and there is no expectation that we can always offer it. A question was raised if part of the remaining balance could be used for professional development for teachers regarding learning loss specifically in areas we are struggling in, if there are programs teachers can participate in over the summer. It is just an idea and it may not work. Superintendent noted that they did work with teachers to get ideas. There was a caveat with transportation but he doesn't recall what that was. It is an issue for families but does not recall if it is allowed through ESSER, we will look at that and the professional development. Ms. Lavallee noted learning loss is a significant issue because of COVID, one thing she sees in schools is the behavioral piece that was significantly because of COVID. If there are ways we can potentially pay for training in learning (for teachers) or behavior management it would be an effective use of that money. Superintendent responded we are looking to see if we can encumber money now before September 30 and have the service happen after. If we could have a math interventionist that would extend through the school year or do we have to stop it in September. Ms. LaPlante has tried to get an answer 3 times and no one seems to know. We are not the only district holding on to money trying to figure out how to use it appropriately. They are not necessarily approving facilities expenses now, a time ago we could have used the funds for bleachers and some schools did that and had amazing upgrades but we didn't do that and now they wont allow us to replace the bleachers for \$22,000. We will look into those suggestions mentioned. A question was raised that if the math camp and science camp are for targeted MS/HS recovery, do we have anything in place for students going beyond who are ahead of that. Superintendent notes the science camp is more geared to advanced learners and math is partly recovery. We have competency recovery as well. These 2 are geared to a genuine interest in math and pushing the students and as well as students who need differentiation. We could have advanced learners and kids who need more support in math and want to have fun with it as well not just recovery. Mr. Allen notes if it were for advanced, he would like to see something written up about it. Superintendent notes it needs to fulfill the need for learning loss to meet ESSER requirements and are trying to make it exciting and some is beyond just competencies. Mr. Allen asked about the behavior specialist program it says it is SPED ESY program but then down below it says for students who have difficulty accessing the ESY program. He asked if this is one of the ESY staff or something different. Mr. Pratt responded we would hire this person on a contracted service basis to serve in the SPED ESY program it does not preclude this person to work in any other programs if there is the same difficulty with transition or whatever to work with that student. Even though it is targeted for SPED, it can be used for anyone entering SPED or having an issue with behavior. He was asked if there is no defined students that you want to hire this person for, you are bringing someone in to address or identify issues that you may have seen historically. Mr. Pratt responds we have 3-4 students we "targeted" but any type of transition with our students we are always concerned about since COVID. A question was raised if there is a long list you want to use the left over funds for, it seems the time is ticking by and that is a lot of money to leave out. Superintendent noted in larger districts the funds can go faster. We have exceeded the minimum amount for learning loss. We put a large amount aside for the boilers, a minimum of \$200,000 and there was a period where we were toying with having to go to propane and we had to be disciplined on how to use the remaining ESSER. When we went back to oil, the estimate was almost \$50,000 lower than budgeted the year before.

Now we are sitting on the money that we set aside for the boilers. Some schools replaced windows and did amazing things that they did not budget for. We wanted to focus on the boilers as they are over 25 years old. There is only so much we can do with learning loss as well. If we had this a year ago, we may have paid a math interventionist but the problem was we could not get anyone to apply the salary we set it at and the expectations were high like a certified person. Finding a salary was competitive and not undermining the CBA created issues. It is a good problem to have but we are getting to the 11<sup>th</sup> hour and we are running out of ideas to spend it on. He was asked if there are other things he is planning to bring for approval. Superintendent responded we still have time and are meeting tomorrow and will talk about are there other programs to support students to use allowable ESSER funds before September. We will look at transport and PD if it is allowed. He adds the conversation is ongoing. It is tough to get kids in the summer to come to school and do more school, it's a challenge. Ms. Lavallee voiced that given we are in the 11<sup>th</sup> hour, we are going into the summer, and have 2 more meetings in June, none in July. It would be appropriate to discuss the previous decision we had made when we requested to have administration bring us anything to us that would exceed \$5000 because I would like us to spend this money. Given that, Ms. LaPlante has shown that she does her due diligence in researching that the items you bring forward to us are covered under the grant, I would feel comfortable making a motion.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to waive the previous decision that the Board request you (administration) bring forward (anything over \$500) in regard to the discussions for (spending) ESSER funds with the expectation that we (Board) will continue to receive full transparent information moving forward but you will not have to bring it to the Board prior to spending the money up to \$20,000 while we are gone (on break).

Discussion was had including rather holding a special meeting than to give carte blanche to approve something without school board approval. Ms. Foss voiced from what she has seen from administration is they are very responsible and knows these funds go away very quickly. She would like them to be able to use them and tell us after the fact. She thinks they can be trusted with that. Further discussion included it is not about trust but we as a school board community it is part of our job to see what is being spent, it is more about information. Ms. Anzalone voiced she likes to have this stuff come before the Board, she thinks the current amount is \$5000. We have come up with other ideas of how to use the funds. Chairman Golding confirmed the current amount is \$500. Ms. Lavallee noted that last July we had a difficult time getting a quorum together in July. She understands but doesn't want to return the funds that could have been spent on professional development during the summer for example. She agrees we need to have oversight and keep our finger on it 100% but also feels going through the ESSER process with Ms. LaPlante that she is very good to make sure it falls under the prevue of what we should be spending it on. It is a grant and there are very specific laws of what we can and can't spend it on and for her that is in some way reassurance, we can't spend it outside of the prevue. She would hate for the taxpayers, for us to not spend it because we couldn't get a quorum together in July. Ms. Foss noted she was not suggested that we should shirk our responsibility she just knows that these deadlines come up quickly especially during the summer months. She was saying that it is reasonable to let the people who are highly qualified to look at these things and she thinks Ms. LaPlante has done a good job. She feels comfortable letting her make the decision and sharing it with them after. Mr. Allen expressed we still have 30 days before a break then 2 meeting in August. He thinks a better course of action from the Board would be to direct administration to come back to us at the next meeting with a list of how they would like to spend the remaining funds and we can act on it then. Chairman Golding reiterated the motion on the table is to up the amount from \$500 coming to the Board to \$20,000.

Voting: 4 ayes; 3 nays from Mr. Allen, Ms. Anzalone and Ms. Alley, motion carried.

Ms. Lavallee noted it was part of the motion that we still get all the information. Superintendent spoke that if we to come up with something in July, he doesn't see that we wouldn't come up with it in June. It is really important that we talk as a team not because we know more than each other do but to come to an agreement so the community can see we are all behind it together. If we did come up with something in July we want to avoid that and do what Mr. Allen recommended and will work hard to get any ideas to you so you can get your voice heard and make a formal vote. If something happens in July, we will figure it out and do it but my guess would be we would be able to bring it in August. The stuff we need for July we will know in June.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept the (ESSER funding) proposals for math camp not to exceed \$10,000, science camp not to exceed \$10,000, behavior specialist not to exceed \$10,000 and WLC competency recovery program not to exceed \$10,000.

Ms. Anzalone voiced it is very important to have all the details around the program not that she doesn't support it but if she had more information on the math one for example maybe she would be interested. Who is the program for, what does it do. Is it an hour here or there or sucking up all the kids' summer? I don't know enough about what the program entails. She wants more information. Superintendent responded the plan is once we got support to spend the ESSER funds, the HS will send out detailed information to get kids onboard including competency recovery which is something we always had and can't seem to get kids here regardless how many times we have sent that communication home. Those details have to go to parents so they can plan their summer. It needs to meet the requirements for ESSER. We need to make sure it hits all the kids but meets the narrow requirements of learning loss. You are approving tonight the recovery for learning loss but we will also market it to all kids. Principal Ronning has posters ready and in your email on Friday. Ms. Anzalone questioned was if we can come up with programs that would extend pass Sept. 2024 as she would like more opportunities for after school tutoring for the kids, can we earmark some of the funds for that. Superintendent spoke of one of the challenges is to get kids to stay, the right kids to stay and our goal would be to be able to use the funds after Sept. He can easily write a grant for tutoring but the issue is getting the kids to stay on a regular basis afterschool and getting the extra help. It is not a money issue for us it is getting them to stay. It could be a transportation issue. Ms. Alley spoke about tutoring and the key being marketing it to the parents. Her children although did not want to go, but did and ended up liking it in the end.

Voting: all aye, motion carried.

#### VII. ACTION ITEMS

#### a. Approve Minutes of Previous Meeting

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Cloutier-Cabral to approve the minutes of May 14, 2024 as written

Voting: all aye, motion carried.

#### VIII. POLICIES

a. 2nd Read

### i. JLCF-Wellness Policy

Ms. Lavallee reviewed there were no changes since the 1<sup>st</sup> read. She asked for any questions, comments or concerns. A question was raised what the changes are and if that could be included it would be great. Ms. Lavallee reviewed there were legislative changes, SB 233 which amended RSA 200.11b it added students were permitted to bring water bottles, principals needed to enact discipline with misuse of them. In 2020, there were changes in relation to school lunch and breakfast lunch programs and NHDOE guidelines.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept policy JLCF-Wellness Policy as written.

Voting: all aye, motion carried.

# ii. GBCD-Background Investigation and Criminal History Records Check

Ms. Lavallee reviewed there were no changes since the 1<sup>st</sup> read. This policy we changed seems like yearly since she has been on the Board. This is changed frequently due to legislation. In 2023, SB 39 reversed 2020 legislation, which made the state responsible for criminal history checks for transportation monitors and also passage of SB 136, prohibiting employment or appointment as volunteers of educators whose credentials have been revoked or under current suspicion. The changes are also related to bus monitors and that is found in section D, 2. The only other significant change is in D, 5 allowing language for Superintendent to share criminal record for misdemeanor or higher has been revised and is cross-referenced with our policy on hiring and has discussion about non-section 5 offences.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept policy GBCD-Background Investigation and Criminal History Records Check as written. Voting: all aye, motion carried.

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

Ms. Lavallee reviewed there were no changes since the 1<sup>st</sup> read. There were substantial changes originally and reformatting throughout the policy due to SB 179 and HB 491 both amended provisions of RSA 126-U, it changed the definition of seclusion and added a requirement of use of co-regulators. SB 179 further required the DOE and

Dept. of Health and Human Services to develop a form for recording the information that is required in RSA 126-U.7,2. The form has not been released and there were changes made from HB 491, which added specific definition and prohibited use of restraint and sections were added relative to mandatory reporting. She asked for any questions or comments. None heard.

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A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept policy JKAA-Use of Child Restraint and Seclusion as written.

Voting: all aye, motion carried.

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# iv. EFAA-Meal Charging

Ms. Lavallee reviewed there were no changes since the 1<sup>st</sup> read. This policy was worked on for a while. There were changes made a long time ago and not updated in our policy. It is a required policy and completely rewritten by NHSBA a few years ago, and then she went through it with Ms. LaPlante and she went through it with Ms. Nantel to be sure it specifically applies to our school. She asked for any questions. None heard.

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Voting: all aye, motion carried.

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# IX. COMMITTEE REPORTS

# i. Policy Committee

Ms. Lavallee reports she does not have a written report as we met right before this meeting. We have a number of policies coming to the Board throughout the summer. Legislative updates are taking place in the fall and will start working on those then. We started rewriting a policy for Board evaluation and operation procedures. Administration will work on a draft and meet in August with the committee. The committee won't meet again until August and policies will start coming forward at the next meeting.

# ii. Budget Liaison

Ms. Alley reported we met on May 21. Stephanie Kirsch has resigned leaving another open seat. They would like that to be advertised. Ms. Fowler has done this. There was discussion of having a meeting on August 29 and to have the Board discuss having instead of Ms. Alley report out to the Board, have their representative Mr. Vanderhoof give the update to the school board during the Board meeting seeing as they don't have as many meetings with us anymore, that is why. They would rather direct communication rather than having me give the update. They want us to discuss if that is something that can be done. Chairman Golding noted that Ms. Alley did call him before and doesn't know the legalities of this. He spoke to the Superintendent about it. He discussed with Ms. Alley that personally he felt it would make her position as Board liaison in the Budget Committee moot. He felt having Ms. Alley, the Superintendent and Business Administrator at the meetings the Board would be well informed and there was discussion around the Budget Committee recording their meetings so they are visible like our meetings are and we can see those and their secretary take detailed minutes enough that Ms. Alley can relay those to us. The need for another Budget Committee member to come to speak on what was said at the committee meeting is moot in his opinion and he doesn't feel, nor does the Superintendent feel that it is an appropriate measure. Ms. Lavallee asked what Ms. Alley thought of it, as she is a member of the Budget Committee, she can vote, talk and have discussions. Ms. Alley responded she sees both sides. She sees their point potentially that they want to have more of a voice in our meetings. The rest of the committees are built off the school board. She believes it seems this is a completely different committee than the others, this is voted in and she represents the school board and is the only one like that. On the other hand, she sees that she is the liaison between the 2 and can easily relay what they said. She doesn't see why there is a need other than the potential opportunity that the school board representative be here to say what he would like to say if he feels it is different than what the committee talked about. She doesn't see the reason. Discussion was had regarding this. Ms. Lavallee added that the Chair running the meeting can recognize anyone in the audience to speak even if it is not during public comment if we have a question that needs clarification that the Superintendent, the business administrator or liaison could not answer there is the opportunity to ask it. We all have to be wait to be recognized to speak even ask board members. She was not present and had wondered how it came about. Ms. Alley responded just through natural discussion, because the meetings are less they wanted to have more of a presence. The discussion continued including Ms. Alley noting she doesn't see why he can't be given the opportunity to speak but on the other hand, she is not sure there is a need. She doesn't know if it is even legal. Chairman responded it is legal. Ms. Anzalone spoke that she doesn't see the harm in it, Mr. Vanderhoof may have a different understanding on the discussion and if you are not there, he can come. He is not on the Board he doesn't get a vote. Ms. Cloutier-Cabral would agree with that and is fine with it either way as long as the information is back and 399 forth. Ms. Anzalone commented that we have to remember they are elected and it didn't go over well when we talked about cutting back their participation. This way we are meeting them half way. Mr. Allen spoke, at face value, he 400 401 agrees with Chairman Golding, we have a liaison who is a voting member of the Budget Committee and just as much 402 a Budget Committee member as anyone else from the Budget Committee and is not less of a member. However, to Ms. Anzalone and Ms. Cloutier-Cabral's point he doesn't care but thinks it is redundant. Chairman Golding voiced, 403 the way he sees it is if they take detailed minutes, record the meetings as we do, have our liaison there, we don't need 404 405 someone else from the committee to speak, they will tell us the same as they tell us in the joint meetings. We cut it 406 back because the meetings were chaotic and wanted just one person to be the moderator and that was conveyed 407 during the meeting with the Chairs and administration and that was when we came up with a smaller schedule. They fought about having this budget for years, so if they will do it, let them do it and we have a liaison, they develop the 408 budget, we spend it. Ms. Foss commented for whatever it is worth, she feels if anyone else wants to come in and 409 410 share that is already part of things she feels our liaison and others who are actively involved in the budget can do the job. She feels it is taken care of that way. Ms. Lavallee agrees with that as well. One of the things she found hard last 411 412 year, she attended a couple Budget Committee meetings and read the minutes after, the thing that was frustrated at times was the information we are presenting and Ms. Alley is presenting should all be factually based. This is what 413 was shared, discussed and opinions should be left out of it. She thinks to keep it running efficiently it is good to hear 414 one report. She wants to hear how the meeting went but between the minutes, having it recorded and Ms. Alley here 415 416 to tell us how it went she thinks it does that. Having it recorded makes her happy she wanted that to happen all last 417 year. Having Ms. Alley here and administration serves the purpose, helps us run an effective meeting and helps us be able to function well as a Board but still there is that avenue if we need more information. Chairman Golding noted 418 in that meeting all of the technology we have here was offered to them. He asked if anyone wanted to make a motion. 419 420 None heard. No action taken.

iii. Appoint Community Member/s to Facilities Committee

Chairman Golding informed the group that Mr. Bill Crouse, Lyndeborough has volunteered for the Facilities Committee.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to appoint Bill Crouse community member of Lyndeborough to the Facilities Committee.

Voting: all aye, motion carried.

# X. RESIGNATIONS / APPOINTMENTS / LEAVES

- a. Resignation-Kathleen Chenette-LCS-Student Support Services Coordinator
- Resignation-Dan LaSala-FRES-Desktop Support Technician

Superintendent reviewed the resignation.

# b. Appointment-Allison Hayden-FRES-1<sup>st</sup> Grade Teacher

Superintendent reviewed the nomination for appointment.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Cloutier-Cabral to appoint Allison Hayden as a 1<sup>st</sup> grade teacher at FRES, Bachelors, Step 3 salary of \$48,000.

Voting: all ave, motion carried.

# c. Appointment-Kelsey Gregorio-FRES-4th Grade Teacher

Superintendent reviewed the nomination for appointment.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to appoint Kelsey Gregorio as a 4<sup>th</sup> grade teacher at FRES, Bachelors, Step 1 salary of \$46,000. Voting: all aye, motion carried.

# d. Appointment-Jeffrey Caisse-WLC-MS-Science Teacher

Superintendent reviewed the nomination for appointment.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to appoint Jeffrey Caisse as a MS science teacher at WLC, Masters, Step 10 salary of \$58,000.

453 *Voting: all aye, motion carried.* 

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# Appointment-Lynn Colantuoni-WLC-Spanish Teacher

Superintendent reviewed the nomination for appointment.

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A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to appoint Lynn Colantuoni as the Spanish teacher at WLC, Masters, Step 18 salary of \$73,500. Voting: all aye, motion carried.

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# Appointment-Nathaniel Trask-WLC-HS English Teacher

Superintendent reviewed the nomination for appointment.

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A MOTION was made by Ms, Cloutier-Cabral and SECONDED by Ms. Foss to appoint Nathaniel Trask as a HS English teacher at WLC, Masters, Step 4 salary of \$52,000.

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Voting: all aye, motion carried.

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The new hires were welcomed to the district. Superintendent asked if you have any ideas for computer science to let him know even if similar to the idea Mr. Allen spoke of. He would love to talk to them and show them the resources we have and try to convince them this is the right place for them in their career. Chairman Golding spoke of being excited with the amount of people who have applied. It is incredible with where we were before. The Superintendent gave a shout out to Mr. Lavoie for suggesting adding the salary ranges to the postings. We needed people to know we have a competitive CBA, good scores and that changes the trajectory of our schools. He expects less openings next year.

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#### XI. **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.

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Ms. Mary Golding commented she was sorry to have missed the first part of the meeting but was at the art show. It was something to see, very interesting art. They put themselves into their designs and it was wonderful to talk to the artists. Kudos to the art teacher for putting it on. She had missed a lot of stuff; ESSER funds please spend the money. She is glad that you passed it and you trust the business administrator will be responsible in making those decisions on where it is spent and perhaps the Board can take July off. They work so hard beyond these meetings. Ms. Lavallee is a master class in the policies. She thinks everyone should read and follow the policies. Mr. LaSala has helped her countless times in technology and is sorry to see him go and Ms. Chenette. She can't wait to work with Ms. Hayden and is happy Ms. Gregorio is onboard and staying. Congratulations to all the new hires, Mr. Caisse, Mr. Trask, Ms. Colantuoni. She voiced you all do so much and some right before the meeting, tonight we were at the art show, you spread yourselves so thin. You are amazing.

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# **SCHOOL BOARD MEMBER COMMENTS**

Ms. Alley congratulated the students who participated in the Patriot's Pen competition. She missed the senior projects but knows her sons enjoyed watching them. It is exciting to have an exchange student. She thanked the case managers working on the IEP's and making sure all our children have the necessary things they need to be the best they can be. She thanked Mr. Buroker for making sure we talked about AI and the Code of Ethics. She is looking forward to hearing more about ESSER funds and what your plan is to spend the funds on.

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Ms. Foss thanked administration for staying on top of ESSER funding and is sure they will find some creative ways to use those funds and is sure they will keep us abreast of things. One thing she really liked is after we discussed the ESSER funds the Superintendent came forward and basically said you would keep everyone abreast of things as a last resort you would get a program off in an emergency and I really appreciated that. She knows these funds and when there is a deadline, there is a deadline. She appreciates that we may not always agree and oversight is important and he did a good job bringing it in.

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508 509 Ms. Cloutier-Cabral thanked Mr. LaSala and Ms. Chenette for numerous contributions and is excited for all the new staff. The conversation is different now it's about who we have and not who we need. Senior projects were outstanding, to see what students can do and see the community come in and in greater numbers than before. There was a HVAC presentation on how to keep schools cool. Everyone did a great job it was awesome to watch.

Ms. Lavallee congratulated the Patriot's Pen students and the graduating seniors. Senior projects were great this year to watch and loved one comment from teacher Mr. Comerford who said for teachers it is a big moment too, it shows them all their hard work paid off. For parents sometimes we feel we don't always get through and it is great for the community to see and the parents. She welcomed all the new staff and best wishes to Mr. LaSala, she enjoyed seeing him progress in his career here custodian and technology support. She is sorry to see him go but is happy for him. Ms. Chenette, she is sorry to see her go, her expertise always impressed her. Regarding ESSER funds, she liked the discussion tonight, it was a hard decision even after she made the motion she wondered if she should change the amount. July is the time that some staff may have passed up other positions and doesn't want to miss the opportunity. She spoke of the Hall of Fame, it was very uplifting and emotional as someone who went here especially for her husband and son to find that someone who went here participated in the Olympics. She was grateful WLC is going this and hopes we can keep doing that. What struck home with her was the speeches the inductees gave. They highlighted what our small school can do, we can't do all the things but those things we can you can't put a price on. The Olympian said her experience at WLC laid the foundation for the success in her life. That was huge. Someone who was so successful in their career and a number of them went on to education. Another said no matter what school I go to my heart is always at WLC. I think that is special and we need to highlight our special school.

Ms. Anzalone spoke regarding ESSER; it is more about wanting to make sure the community knows about all the opportunities. She spoke with having boys; it is tough to get them to tell you things and wouldn't hear about the camps unless it was from here. You can't always trust they will pass it along to the parents. She is very excited to see all the filled positions. She welcomed the new staff. She was bummed she could not attend senior projects, it sounded like it was a great event.

Mr. Allen thanked Ms. Hamilton for her year on the school board; she did an excellent job and is sorry to see her go. He is sorry to see teachers and staff leaving and wishes them all well; it will leave big holes here. He is excited for the new teachers and excited to see more. He thanked administration for doubling down and getting those positions filled. Great job to Ms. Hall for doing the art show. It is a testament to our teachers and staff who put in so much time. He appreciates it and knows the students do too. He is proud of the Patriot's Pen participants and winners and Ms. Jones and the sports teams, the coaches, the volunteers and parents. He is thankful for the community, teachers, staff, and administration we have. Thank you.

Chairman Golding commented he enjoyed the senior projects, wishes he could have seen all of them. The art show was fantastic he enjoyed that. He thanked all the students and staff that put in the work to make it a really, really good year and looks forward to future years.

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

A MOTION was made by Mr. Allen and SECONDED by Ms. Alley to enter Non-Public Session to review the non-public minutes RSA 91-A: 3 II (C) at 8:55pm.

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

The Board entered public session at 9:02pm.

# RETURN TO PUBLIC SESSION

A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II by Ms. Anzalone and SECONDED by Ms. Foss.

Voting: all aye, motion carried.

## XIV. ADJOURNMENT

558 A MOTION was made by Mr. Allen and SECONDED by Ms. Alley to adjourn the Board meeting at 9:02pm. Voting: all aye, motion carried.

Respectfully submitted, Kristina Fowler

SAU 63 Wilton-Lyndeborough Kristie LaPlante 192 Forest Road Lyndeborough, NH 03082

PRESENT SITUATION



PROPOSED RECOMMENDATION

# Five-Year Basis beginning with the 2024/2025 Fiscal Year

# Present vs. Proposed Recommendations as of 8/2/2024

TRESENT SHOATION	T KOT OSED KEOOPIMENDATION
1) Guarantees on Photocopiers: 1 Year	1) Guarantees for All Machines: 5 Years
2) Annual Price Ceilings 1 Year	2) 8% or CPI Annual Ceilings, whichever is less: 5 Years
3) A3 11 x 17 MFPs with 3M+ Copy Warranty: 10	3) A3 11 x 17 MFPs with 3M+ Copy Warranty: 12
4) Units to be Traded: 31	4) Units to be Replaced: 24 New
5) A3 11 x 17 MFP: 11	5) A3 11 x 17 MFP: 12 (Keeping 1)

7) A4 MFP: 2

6) A3 11 x 17 Color MFP: 3

8) A4 Printers: 319) Duplexers: 44

10) Finishers: 11

11) Wide Format: 0

Total number of Units: 44

8) A4 Printers: 23 (Keeping 12)

6) A3 11 x 17 Color MFP: 5

9) Duplexers: 36

7) A4 MFP: 1

10) Finishers: 12

11) Wide Format: 0

Total number of Units: 36 (Closing out 8)

# Overall Description of Equipment Fleet

In SPC's cooperative—with about 105K students—the average number of mono pages per student is 1,788 while color is 281. At 545 students, you are averaging 2,114 mono pages per student and 340 color copies per student.

# Capital

Presently, you have <u>one municipal lease</u> that will be paid off on August 1, 2024. With our recommendation, you can pay cash or lease with a \$1.00 buyout. Your first of 5 annual payments will begin on August 1, 2025 (FY26).

Board Approval Date: June 11, 2024

SAU 63 Wilton-Lyndeborough Kristie LaPlante 192 Forest Road Lyndeborough, NH 03082



# Service & Supplies

With all consumable cost centers combined—including service—you are averaging \$0.004966 for black and \$0.059953 for color. The new contract will come in at a CPC of \$0.00423 for black and \$0.034319 for color. These figures are an average of both printers and copiers.

# Vendor Packages

SPC has received 5 qualified bids which meet bid specs. They match up the best technology available to meet your needs.

	Cost Center	Present*	Toshiba	Budget (Incumbent)
1.	Service Color*:	\$8,885.02	\$5,086.01	\$7,710.74
2.	Service Black*:	\$5,639.07	\$4,803.28	\$4,552.54
3.	Muni Lease:	\$18,021.77 (33 M)	\$19,346.72 (24M)	\$22,074.03 (23M)
4.	Forced Upgrades:	<u>\$1,700.00</u>	<u>\$00.00</u>	<u>\$00.00</u>
	Totals:	\$34,245.86	\$29,236.01	\$34,337.31

<sup>\*</sup>These numbers are based on 1,283,666 copies per year and will fluctuate based on usage.

The successful bidders will have a blanket servicing contract that includes all consumables—excluding staples and paper—for all the equipment that is under their factory authorized ability to service. They will provide one easy CPC billing plan done twice a year in July and January with a reconciliation invoice in June. Your service contract will be fixed through June 30, 2025. A contract extension has been negotiated for four more years, which will have an annual price ceiling of eight percent or CPI, whichever is less. You, however, only commit funds for one-year at a time to the servicing vendor. This scenario even allows you to upgrade, lowering the service costs, by allowing you to go out to bid at any time. SPC will set up both the service- supply contracts and the warranty cards with the successful bidding vendors.

## **Print Management**

STARDoc is included for all devices. Printer Logic would need to be addressed if we migrate away from Budget.

## Security package

Hard Drive Wipes are included in these prices.

4/11/2024 4:20:28 PM

# **Total Bid Analysis**

Based on 1,283,666 Copies per Year beginning with 2024-2025 Budget Year

# Vendor(s): Toshiba Business Solutions with Toshiba Copiers & Printers Analysis done on an Annual Basis...Projected over 5 Years

	Present Cost*			
Cost Category	First Year	Second Year 3.5% CPI	Average 5 years #	
Service & Supplies Color	\$5,086.01	\$5,264.02	\$5,228.41	\$8,885.02
Service & Supplies Black	\$4,803.28	\$4,971.39	\$4,937.77	\$5,639.07
5 Year Muni Lease	\$19,346.72	\$19,346.72	\$19,346.72	\$18,021.77
Forced Upgrades *	\$0.00	\$0.00	\$0.00	\$1,700.00
Totals	\$29,236.00	\$29,582.13	\$29,512.90	\$34,245.86
Annual Cost Savings	\$5,009.85			
Five-Year Cost Savings	\$25,049.27	Ī		

Present Cost Budget Categories 'Black Service and Supplies', 'Color Service and Supplies' and Equipment.

Proposed Lease Cost Breakdown: There will be a total of Six payments. Your first payment will be in the form of a down payment of , which will be due August 02, 2024. The projected cost savings from all cost centers in this year's budget should help offset any down payment. Your First of Five annual lease payments will be due on August 01, 2025. Subsequent annual payments will be due on the August 1'st anniversary date. The lease payment is made up of the vendor's equipment cost, the municipal interest, any buyouts if necessary and SPC's 11% processing fee. A complete breakdown of your lease payment is available upon request.

Proposals: SAU 63 Toshiba Page 1 of 5

<sup>\*</sup> Forced Upgrades are costs that will be incurred in the future due to age, annual volume, and/or current meter reading. These funds may or may not be in your current budget; however, they should be.

<sup>#</sup> Service & Supplies: Include service and all consumables except staples and paper. Since SPC recommends doing an onsite inspection every two years, followed by putting your Service & Supply contract out to bid, your average cost will stay within this range. In fact, in most cases, due to the competitive nature of this market, it will fall below this average if your volume remained the same.

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# **Total Bid Analysis**

Based on 1,283,666 Copies per Year beginning with 2024-2025 Budget Year

Vendor(s): KMBS with Konica Minolta Copiers & Printers

Analysis done on an Annual Basis...Projected over 5 Years

	Present Cost*			
Cost Category	First Year	Second Year 3.5% CPI	Average 5 years #	
Service & Supplies Color	\$5,476.11	\$5,667.77	\$5,629.44	\$8,885.02
Service & Supplies Black	\$4,462.21	\$4,618.39	\$4,587.15	\$5,639.07
5 Year Muni Lease	\$19,355.07	\$19,355.07	\$19,355.07	\$18,021.77
Forced Upgrades *	\$0.00	\$0.00	\$0.00	\$1,700.00
Totals	\$29,293.39	\$29,641.23	\$29,571.66	\$34,245.86
Annual Cost Savings	\$4,952.47			
Five-Year Cost Savings	\$24,762.34			

Present Cost Budget Categories 'Black Service and Supplies', 'Color Service and Supplies' and Equipment.

Proposed Lease Cost Breakdown: There will be a total of Six payments. Your first payment will be in the form of a down payment of , which will be due August 02, 2024. The projected cost savings from all cost centers in this year's budget should help offset any down payment. Your First of Five annual lease payments will be due on August 01, 2025. Subsequent annual payments will be due on the August 1'st anniversary date. The lease payment is made up of the vendor's equipment cost, the municipal interest, any buyouts if necessary and SPC's 11% processing fee. A complete breakdown of your lease payment is available upon request.

Proposals: SAU 63 KMBS Page 2 of 5

<sup>\*</sup> Forced Upgrades are costs that will be incurred in the future due to age, annual volume, and/or current meter reading. These funds may or may not be in your current budget; however, they should be.

<sup>#</sup> Service & Supplies: Include service and all consumables except staples and paper. Since SPC recommends doing an onsite inspection every two years, followed by putting your Service & Supply contract out to bid, your average cost will stay within this range. In fact, in most cases, due to the competitive nature of this market, it will fall below this average if your volume remained the same.

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# **Total Bid Analysis**

Based on 1,283,666 Copies per Year beginning with 2024-2025 Budget Year

Vendor(s): Ricoh with Ricoh Copiers

Analysis done on an Annual Basis...Projected over 5 Years

	Present Cost*			
Cost Category	First Year	Second Year 3.5% CPI	Average 5 years #	
Service & Supplies Color	\$4,813.45	\$4,981.93	\$4,948.23	\$8,885.02
Service & Supplies Black	\$4,287.91	\$4,437.98	\$4,407.97	\$5,639.07
5 Year Muni Lease	\$24,430.81	\$24,430.81	\$24,430.81	\$18,021.77
Forced Upgrades *	\$0.00	\$0.00	\$0.00	\$1,700.00
Totals	\$33,532.17	\$33,850.72	\$33,787.01	\$34,245.86
Annual Cost Savings	\$713.68			
Five-Year Cost Savings	\$3,568.42			

Present Cost Budget Categories 'Black Service and Supplies', 'Color Service and Supplies' and Equipment.

Proposed Lease Cost Breakdown: There will be a total of Six payments. Your first payment will be in the form of a down payment of , which will be due August 02, 2024. The projected cost savings from all cost centers in this year's budget should help offset any down payment. Your First of Five annual lease payments will be due on August 01, 2025. Subsequent annual payments will be due on the August 1'st anniversary date. The lease payment is made up of the vendor's equipment cost, the municipal interest, any buyouts if necessary and SPC's 11% processing fee. A complete breakdown of your lease payment is available upon request.

Proposals: NHSAU 63 - Ricoh Page 3 of 5

<sup>\*</sup> Forced Upgrades are costs that will be incurred in the future due to age, annual volume, and/or current meter reading. These funds may or may not be in your current budget; however, they should be.

<sup>#</sup> Service & Supplies: Include service and all consumables except staples and paper. Since SPC recommends doing an onsite inspection every two years, followed by putting your Service & Supply contract out to bid, your average cost will stay within this range. In fact, in most cases, due to the competitive nature of this market, it will fall below this average if your volume remained the same.

3/27/2024 2:43:08 PM

# **Total Bid Analysis**

Based on 1,283,666 Copies per Year beginning with 2024-2025 Budget Year

# Vendor(s): Budget with Konica Minolta Copiers

Analysis done on an Annual Basis...Projected over 5 Years

	Present Cost*			
Cost Category	First Year	Second Year 3.5% CPI	Average 5 years #	
Service & Supplies Color	\$7,710.74	\$7,980.62	\$7,926.64	\$8,885.02
Service & Supplies Black	\$4,552.54	\$4,711.88	\$4,680.01	\$5,639.07
5 Year Muni Lease	\$22,074.03	\$22,074.03	\$22,074.03	\$18,021.77
Forced Upgrades *	\$0.00	\$0.00	\$0.00	\$1,700.00
Totals	\$34,337.31	\$34,766.53	\$34,680.68	\$34,245.86
Annual Cost Savings	(\$91.45)			
Five-Year Cost Savings	(\$457.27)			

Present Cost Budget Categories 'Black Service and Supplies', 'Color Service and Supplies' and Equipment.

Proposed Lease Cost Breakdown: There will be a total of Six payments. Your first payment will be in the form of a down payment of , which will be due August 02, 2024. The projected cost savings from all cost centers in this year's budget should help offset any down payment. Your First of Five annual lease payments will be due on August 01, 2025. Subsequent annual payments will be due on the August 1'st anniversary date. The lease payment is made up of the vendor's equipment cost, the municipal interest, any buyouts if necessary and SPC's 11% processing fee. A complete breakdown of your lease payment is available upon request.

Proposals: NHSAU 63 - Budget Page 4 of 5

<sup>\*</sup> Forced Upgrades are costs that will be incurred in the future due to age, annual volume, and/or current meter reading. These funds may or may not be in your current budget; however, they should be.

<sup>#</sup> Service & Supplies: Include service and all consumables except staples and paper. Since SPC recommends doing an onsite inspection every two years, followed by putting your Service & Supply contract out to bid, your average cost will stay within this range. In fact, in most cases, due to the competitive nature of this market, it will fall below this average if your volume remained the same.

3/27/2024 3:23:46 PM

# **Total Bid Analysis**

Based on 1,283,666 Copies per Year beginning with 2024-2025 Budget Year

Vendor(s): Visual Edge with Kyocera Copiers

Analysis done on an Annual Basis...Projected over 5 Years

	Proposed Cost				
Cost Category	First Year	Second Year 3.5% CPI	Average 5 years #		
Service & Supplies Color	\$7,089.36	\$7,337.49	\$7,287.86	\$8,885.02	
Service & Supplies Black	\$7,990.57	\$8,270.24	\$8,214.31	\$5,639.07	
5 Year Muni Lease	\$20,699.08	\$20,699.08	\$20,699.08	\$18,021.77	
Forced Upgrades *	\$0.00	\$0.00	\$0.00	\$1,700.00	
Totals	\$35,779.01	\$36,306.81	\$36,201.25	\$34,245.86	
Annual Cost Savings	(\$1,533.15)				
Five-Year Cost Savings	(\$7,665.77)				

Present Cost Budget Categories 'Black Service and Supplies', 'Color Service and Supplies' and Equipment.

Proposed Lease Cost Breakdown: There will be a total of Six payments. Your first payment will be in the form of a down payment of , which will be due August 02, 2024. The projected cost savings from all cost centers in this year's budget should help offset any down payment. Your First of Five annual lease payments will be due on August 01, 2025. Subsequent annual payments will be due on the August 1'st anniversary date. The lease payment is made up of the vendor's equipment cost, the municipal interest, any buyouts if necessary and SPC's 11% processing fee. A complete breakdown of your lease payment is available upon request.

Proposals: NHSAU 63 - Visual Edge Page 5 of 5

<sup>\*</sup> Forced Upgrades are costs that will be incurred in the future due to age, annual volume, and/or current meter reading. These funds may or may not be in your current budget; however, they should be.

<sup>#</sup> Service & Supplies: Include service and all consumables except staples and paper. Since SPC recommends doing an onsite inspection every two years, followed by putting your Service & Supply contract out to bid, your average cost will stay within this range. In fact, in most cases, due to the competitive nature of this market, it will fall below this average if your volume remained the same.

# SAU 63 Amortization Schedule 2024

Compound Period .....: : Annual

Nominal Annual Rate .... : 5.940 %

# CASH FLOW DATA

	Event	Date	Amount	Number	Period	End Date
1	Loan Payment	08/02/2024 08/01/2025	81,641.16 19,346.72	1	Annual	08/01/2029

# AMORTIZATION SCHEDULE - Normal Amortization

Date	Payment	Interest	Principal	Balance
Loan 08/02/2024 2024 Totals	0.00	0.00	0.00	81,641.16
1 08/01/2025	19,346.72	4,836.20	14,510.52	67,130.64
2025 Totals	19,346.72	4,836.20	14,510.52	
2 08/01/2026	19,346.72	3,987.56	15,359.16	51,771.48
2026 Totals	19,346.72	3,987.56	15,359.16	
3 08/01/2027	19,346.72	3,075.23	16,271.49	35,499.99
2027 Totals	19,346.72	3,075.23	16,271.49	
4 08/01/2028	19,346.72	2,108.70	17,238.02	18,261.97
2028 Totals	19,346.72	2,108.70	17,238.02	
5 08/01/2029	19,346.72	1,084.75	18,261.97	0.00
2029 Totals	19,346.72	1,084.75	18,261.97	
Grand Totals	96,733.60	15,092.44	81,641.16	

# SAU 63 Amortization Schedule 2024

Last interest amount decreased by 0.01 due to rounding.

#### Motion 1:

I hereby move that the Board approve the proposed tax-exempt lease with M.S.T. Government Leasing, LLC, for the purposes of refinancing, and funding photocopy equipment leases including consultant fees, and related costs of issuances of such leases in an amount not to exceed Eighty-One Thousand Six-Hundred Forty-One dollars and Sixteen Cents (\$81,641.16) and an interest rate of 5.94% per year through August 1, 2029.

#### Motion 2:

I hereby move that the Board authorizes the Superintendent to execute and deliver the tax-exempt lease with M.S.T. Government Leasing, LLC, on such terms and conditions discussed and provided to the Board and to execute and deliver any such documents required to execute the contract with Specialized Purchasing Consultants, Inc.



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

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

Peter Weaver Superintendent of Schools Ned Pratt
Director of Student Support Services

Kristie LaPlante Business Administrator

TO: The WLC School Board

FROM: Peter Weaver DATE: June 11, 2024

RE: Nomination for WLC HS Math Teacher

Please accept this as the nomination of Paige Lusczyk as a HS Math Teacher for WLC. Ms. Lusczyk gained experience while student teaching at Mount Blue High School in Maine for 16 weeks and completed a pre-student teaching internship at Spruce Mountain High School in Maine for 8 weeks. She has also served an instructor aid and academic coach. Ms. Lusczyk earned her Bachelor of Science with a double major in Secondary Education Mathematics and Mathematics from the University of Maine at Farmington.

There were eighteen applicants for this position. The budgeted salary for this position is \$54,800. I recommend a motion to appoint Paige Lusczyk as a HS Math Teacher at WLC 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.

# Paige Lusczyk

#### paigelusczyk123@gmail.com

43 Baldwin Road Milford, NH 03055 (603) 486 - 9456

#### **OBJECTIVE**

To be able to share my teaching passion through STEM by teaching at a high school. Creative, logical, and organized with exceptional leadership skills.

#### **EXPERIENCE**

#### Student Teaching

# Mount Blue High School in Farmington, ME

JANUARY 2024 - MAY 2024

- Taught Geometry, and Algebra II multiple levels
   16-week internship
- Complete classroom oversight for six weeks including original lesson plans

# Practicum Experience — Pre-Student Teaching Internship

# Spruce Mountain High School in Jay, ME

FEBRUARY 2022 - APRIL 2022

- Taught Pre-Calulus, Geometry, and Algebra I
- 8-week internship
- Created and enacted two lesson plans with instructional reasoning

## Instructor Aid — Peer Tutor and Academic Coach

## University of Maine at Farmington in Farmington, ME

DECEMBER 2020 - MAY 2024

- Tutored peers in college-level courses
   Maintained and organized reports
- Supplemental Instruction Leader
   Created student tailored lesson plans

#### **SKILLS**

Creating and enacting lesson plans that follow the Universal Design for Learning

Curiousity for learning and willingness to grow

Creativity in the classroom with engaging activities and a new angle to approach problems

#### **AWARDS**

Summa Cum Laude Graduated with a 3.959 GPA

Persistence Scholarship awarded yearly to those who have maintained a 2.75 GPA or higher after their first year

Above and Beyond awarded to those in university clubs that show outstanding leadership

## **EDUCATION**

#### Bachelor's of Science

#### University of Maine at Farmington, Farmington, ME

AUGUST 2020 - MAY 2024

- Major: Secondary Education in Mathematics and Mathematics
- Minor: Geology with an intent in becoming certified in Natural Sciences

Maintained Dean's List



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

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

Peter Weaver Superintendent of Schools Ned Pratt
Director of Student Support Services

Kristie LaPlante Business Administrator

TO: The WLC School Board

FROM: Peter Weaver DATE: June 11, 2024

RE: Nomination for WLC Reading Teacher

Please accept this as the nomination of Amber Brewster as a Reading Teacher for WLC. Ms. Brewster has been working as a long-term substitute in MS science since April. Prior to that, she was one of this year's interns. Ms. Brewster has a Bachelor of Art Degree/Adolescent Education, concentration in English from Iona University in New Rochelle, NY and recently received a Master of Education/Moderate Disabilities K-8 from Merrimack College in North Andover, Massachusetts. She has also served as a substitute and a private tutor.

There were two applicants for this position. The budgeted salary for this position is \$65,300. I recommend a motion to appoint Amber Brewster as a Reading Teacher at WLC at a salary of \$49,000, Masters, Step 1.

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

# **Amber Brewster**

(603)493-3875 amsbrewster15@gmail.com

Education

Masters of Education: Teaching in Moderate Disabilities (k-8) 2024

Merrimack College: North Andover, Massachusetts

Bachelor of Arts: Adolescent Education, Concentration in English 2023

Iona University: New Rochelle, NY

High School Diploma: 06/2019

Merrimack High School: Merrimack, NH

# **Professional Summary**

Compassionate teacher managing an academic career alongside coaching collegiate division one lacrosse. Pursuing a career to coach aspiring student athletes to be the best in the classroom and on the field. An educator with distinguished knowledge of adolescent development. Skilled at working closely with students and players to maintain progression, control, and dedication. Committed to keeping up with the curriculum while keeping classrooms fun. Devoted to having a practice plan and developed strategies for a successful team. Organized and dependable candidate successful at managing multiple priorities with a positive attitude. Willingness to take on added responsibilities to meet team and student goals.

# **Work History**

Substitute Teacher

Iona Preparatory School – New Rochelle, NY (11/2022 to 5/23)

Wilton Lyndeborough Middle/High School – Wilton, NH (08/2020 to present)

Student taught at Iona Prep for 3 months prior to becoming an employee:

- Long-term substitute for Wilton Lyndeborough Middle School Science (April June 2024)
- Enforced school policies and behavior management.
- Kept students on-task with proactive behavior modification and positive reinforcement strategies.
- Integrated existing and new technology into the classroom to help provide a creative and fun learning environment.
- Implemented outlined grading and assessment techniques to document growth, development and knowledge advancements during teacher absence.
- Organized lesson plans using teaching software for long-term interim assignments.
   Administered and graded tests and quizzes and reported performance to the primary teacher.

- Maintained day-to-day classroom management and discipline to promote learning initiatives. Followed classroom plans left by the class teacher to continue student education and reinforce core concepts.
- Worked individually with students in the special education department, building teacherstudent relationships and learning how to best accommodate needs in the classroom.

#### Girls Lacrosse Coach/Private Coach 05/2019 to Current

Merrimack College Women's Lacrosse Graduate Assistant Coach (2023-2024), 4 Leaf Lacrosse (Summer 23' to present), Sua Sponte Lacrosse and Leadership Camp (NH 21'- present), Coached for Snipers Elite Lacrosse (NY 20'-22').

- Trained team members in midfield, attack and defensive positions.
- Increased player strength, agility and game skills through successful practices.
- Promoted high self morale and expectations with positive coaching strategies.
- Organized and managed private lesson schedules along with tracking financials.
- Grew customer base through word-of-mouth referrals based on customer satisfaction and results.

# Private Tutor, 09/2018 to Current (NH, NY)

- Collaborated with students to complete homework assignments, identify areas of struggle and correct weaknesses.
- Used positive reinforcement, repetition and review to help students master challenging material.
- Taught students remotely via live video sessions, as well as working with students in person. Supported students with helpful study habits and exam strategies.
- Coordinated parent meetings, discussing student progress and developing individualized solutions to areas of concern.

# **Accomplishments**

# Collegiate:

- Played Division One lacrosse at Iona University
- 4x MAAC Academic Honor Roll Honoree
- Member Pi Lambda Theta Honors Society
- Member Sigma Tau Delta Honors Society
- 7x Dean's List Student

# High School:

- Brine All-American
- Defensive MVP
- 2x Offensive MVP
- All-State Selection
- 4 year varsity starter Lacrosse / FH
- 4 year Honor Roll

#### **Skills**

- Lesson Plan Implementation
- Personalized Support
- Classroom Management/ Organization
- Instructional Strategies
- Assistive Technology

- Ability to be flexible
- Creating effective practice plans
- Persistent in guiding athletes to reach goals
- Communicating with athletes and parents