

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, September 26, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/rhn-zkvu-dnt

Audio: [+1 573-605-0051](tel:+15736050051) PIN: 702 318 948#

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

- I. CALL TO ORDER-Dennis Golding-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. ADJUSTMENTS TO THE AGENDA**
- IV. OLD BUSINESS**
 - i. SRO (School Resource Officer)
- 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.
- V. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Director of Student Support Services Report
 - ii. Director of Technology's Report
 - b. Letters/Information**
 - i. Enrollment
- VI. 7:00PM JOINT BOARD & BUDGET COMMITTEE SESSION**
 - a. FY 2024-2025**
 - i. Review First Full Draft-Strategy-Goals
- VII. BOARD BUDGET DISCUSSION**
- VIII. DELEGATE ASSEMBLY ATTENDANCE**
- IX. POLICIES**
 - a. 1st Read**
 - i. JLC-Student Health Services & School Nurses
 - ii. JLCJA- Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation
 - iii. JLCK-Special Physical Health Needs of Students
 - iv. JLDDB-Suicide Prevention and Response
 - v. GBEBA-Staff Dress Code
 - vi. IKFA-Early Graduation
 - b. 2nd Read**
 - i. IHBA-Programs for Pupils with Disabilities

- ii. **JJJ-Access to Public School Programs**
- iii. **IMBD-High School Credit for 7th/8th Grade**
- iv. **EFA-Availability and Distribution of Healthy Foods**
- c. Withdrawals**
 - i. JICIB- Bullying, Cyberbullying
 - ii. IJOC-R- Coach Education
 - iii. EF- Food Service Management
 - iv. IHBA-R Procedural Safeguards

X. ACTION ITEMS

- a. Approve Minutes of Previous Meeting**

XI. COMMITTEE REPORTS

- i. Facilities
- ii. Negotiations
- iii. Policy Committee

XII. RESIGNATIONS/APPOINTMENTS/LEAVES

- a. FYI-New Hire-Jared Brown-WLC Title I Tutor**
- b. FYI-New Hire-Deb Waldo-WLC Title I Tutor**
- c. Resignation-Candice LaPierre-WLC Paraprofessional**

XIII. PUBLIC COMMENTS

XIV. SCHOOL BOARD MEMBER COMMENTS

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

- i. Review the nonpublic minutes

XVI. ADJOURNMENT

XVII. NON-MEETING-NEGOTIATIONS

INFORMATION: Next School Board Meeting-October 10, 6:30 PM at WLC

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

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

Student Support Services Report – October, 2023

This month's Student Support Services report will focus upon data around IEPs.

- We have **116** students identified as needing special education services through the Wilton-Lyndeborough Cooperative School District. Our Special education rate is **21.3%**. The NH Special Education Rate is **19.1%**. The National Special Education rate is **16.4%**
- We currently have **4** students in the referral part of the process and **2** students who will be aging out/leaving special education within the next 6 months. Our RISE/ABA program has 22 students and 17 ABA Therapists.
- The following tables will show a breakdown of current special education rate per school and the disability type compared to the total special education population. I will provide a detailed explanation of these numbers at the October Board meeting.

School	Total Students			Number with Disabilities			Special Ed Rate		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
LCS	59	54	51	20	17	16	33.9%	31.5%	31.4%
FRES	235	236	242	42	34	53	17.9%	14.4%	21.9%
WLC MS	125	126	116	23	27	21	18.4%	21.4%	18.1%
WLC HS	156	145	130	21	24	21	13.5%	16.6%	16.2%
OOD	4	4	5	4	4	5	.069%	.070%	.043%
TOTAL Enroll	579	565	544	110	106	116	18.9%	21.0%	21.3%

Disability Type	# of Students			% to total Sped (Local)		
	2022	2023	2024	2022	2023	2024
Specific Learning Disability (SLD)	34	41	44	30.4%	38.7%	37.9%
Autism (AUT)	20	20	22	18.1%	18.9%	19.0%
Other Health Impairments (OHI)	15	12	12	13.3%	11.3%	10.4%
Speech-Language Impairments (SLI)	17	9	10	15.1%	8.5%	8.6%
Developmental Disability (DD)	16	14	15	14.3%	13.2%	12.9%
Intellectual Disability (ID)	4	3	4	3.6%	2.8%	3.5%
Emotional Disability (ED)	4	5	7	3.6%	4.7%	6.0%
Multiple Disability (MD)	2	2	2	1.6%	1.9%	1.7%

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

Technology Director

192 Forest Road Lyndeborough, NH 03082

603-732-9336

September 2023 SAU63 Technology Report

Nicholas Buroker

Director of Technology

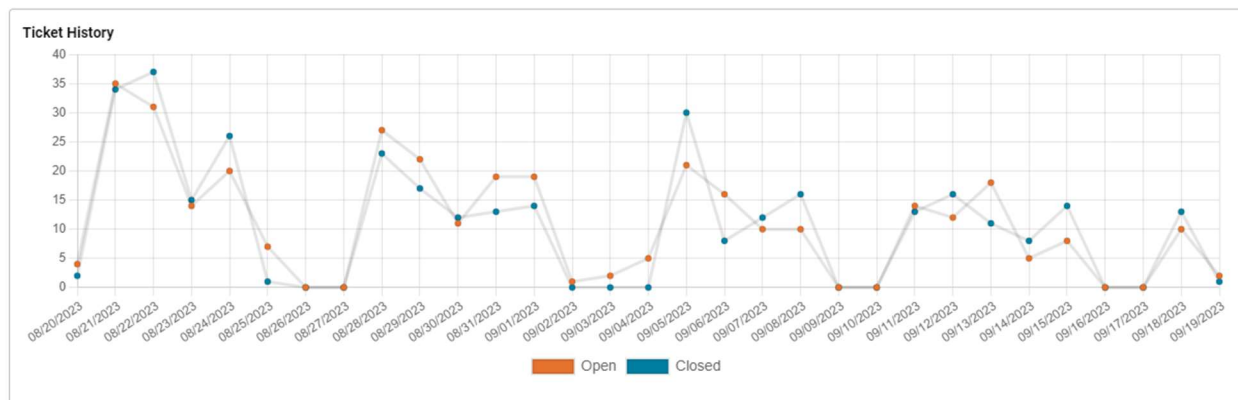


Figure 1 Last 30 days

Support:

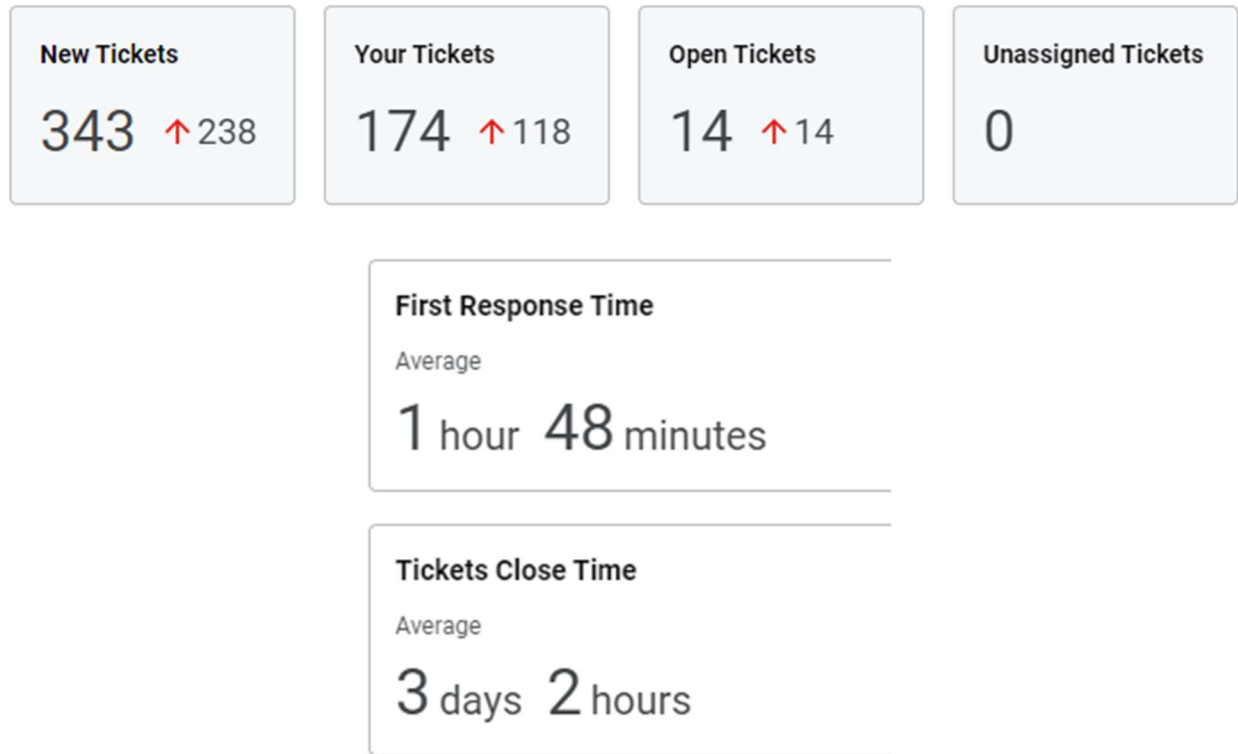
In the last 30 days, we had 343 new tickets created, an increase of 238 tickets from the previous 30 days, and we are sitting at just 14 open tickets with our average close time down to 3 days. Staying under 10 open tickets and an average closure time of under seven days are my goals for support. I attribute the open tickets increasing to the fact that our ticket workload shot up 439% compared to the previous month. As always I cannot sing the praises of my team highly enough.

Updates:

The start of school is the busiest time of year for my department, with that being said we were able to issue the vast majority of student devices within the first week of school. The wireless network upgrade paid dividends during this year's fall i-Ready testing, as no meaningful issue was experienced, and testing went off without a hitch with regard to technology.

The radio upgrade has received FFC licensing and the current estimate for completion is in the latter half of October. I will be coordinating with vendor to get the radios issued out and the repeaters installed on the roofs.

Figure 3 Monthly stats



Social Media:

As per the board's request to investigate the advisability and feasibility of standing up an official District social presence. What follows are my findings and suggestions.

First, I recommend that the board adopt a policy to govern the use of social media. I have found a few examples of policies KD & KD-R in those SAU's that have an official district social media page that I have attached to this report. Such policies would address the concerns of raised regarding cyberbullying and privacy. In the initial stages of standing up a social media presence having an institutional framework to guide our actions would be invaluable.

Secondly, there appears to be a generational divide in the use of social media to the extent that a duplication of labor may be necessary. Simply put different platforms are popular with different age demographics. As such it may be necessary to specify our target audience(s) e.g. parents, community members, students.

Lastly, I recommend that any official page be controlled by at least two people, and their access accounts unique to them. This is to keep consistency with HB 1612, the data governance plan, and board policy EHAB.

Regarding the feasibility, establishing a presence is well within our reach. There are many individual schools, and entire districts with official social media platforms.

KD – Official School District Social Media Accounts, Websites, and Platforms Used for Public Information

The ConVal School Board recognizes the value of technology such as social media accounts, websites and platforms in promoting community involvement and collaboration. The purpose of any official digital district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members. As such, the Superintendent is authorized to establish digital social media accounts, networks, websites and other educational platforms in furtherance of the District's values, goals, and mission. The District shall not use its website or social media as its sole means of providing information to the public, and where appropriate shall continue to provide information in printed media.

The application of this policy is limited to the use of social media by the District for public information purposes. The use of social media for educational purposes is governed by policy.

Definitions

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

"Official district social media account, website or platform" is a site, account or digital platform authorized by the Superintendent or designee ("official district social media platforms"). The site shall, when possible, indicate that it is an "official" social media account, website or platform of the District. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

Establishment of Regulations

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

Limitation of Public Comments

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for relevant public comment or inquiry, the Board does not intend to create a public forum, limited public forum, or otherwise guarantee an individual's right to free speech. The District's administration may choose, if it so desires, to create an official district social media platform or platforms that do not permit public commentary or posting by other than district officials. If the district's social media platform allows for public comment, notice shall be given that the District reserves the right to remove comments which are deemed to be irrelevant, or which fail to comply with the content standards set forth below.

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

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations. All other individuals violating these standards shall be blocked from posting on the official social media account, website, or platform.

No Expectation of Privacy

The District will not require, compel or request that any student provide his/her personal or private social media account information to the District in relation to their access or use of a District social media website used for public information purposes. Notice is given that the software platforms used by the District may be collecting social media information, and that the District is unable to preserve the privacy of information that is provided by parents and/or students to companies that operate social networking sites.

Students, parents, staff and members of the public are hereby given notice that the District reserves the right to and will from time-to-time monitor all District social media websites. As such, there is no expectation of privacy for information posted on, sent to or received by the District's official district social media platforms and accounts that are used for public informational purposes.

Guidelines for Content

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

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

Copyright

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

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Category: R

1st Read: September 5, 2017

2nd Read: September 19, 2017

Adopted: September 19, 2017

< KCB - Community Involvement in Decision Making

KDA - Public Information Program (<https://schoolboard.convalsd.net/district-policies/k-school-community-relations/kda-public-information-program/>)

GOFFSTOWN SCHOOL DISTRICT**KD****SCHOOL DISTRICT SOCIAL MEDIA WEBSITES**

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

Establishment of Regulations

The Superintendent or designee will establish administrative regulation, guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation GBEF-R (School District Internet Access for Staff).

Limitation of Public Comments

Official district social media platforms will be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation. Staff or students who post prohibited content will be subject to discipline in accordance with district policies and administrative regulations.

Privacy

The Superintendent or designee will ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms as required by state and federal law.

The Goffstown School District will not require, compel or request that any student provide his/her personal or private social media account information with relation to any District social media website. Students, parents, staff and members of the public are hereby given notice that the Goffstown School District reserves the right to and will monitor all District social media websites. As such, there is no expectation of privacy for information posted on, sent to or received by the District's social media websites.

Definitions

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

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

GOFFSTOWN SCHOOL DISTRICT

KD

**SCHOOL DISTRICT SOCIAL MEDIA WEBSITES
(continued)**

Guidelines for Content

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

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

Copyright

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

See Also: KD-R, Administrative Regulations

Legal References:

RSA 189:70, Educational Institution Policies on Social Media

Proposed: 04/04/2022

Adopted: 05/16/2022

Wilton-Lyndeborough Cooperative School District

JLCJA-EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Category: Priority/Required by Law

*Related Policies: EBBB, EBCA,
JLCE/EBBC, JLCEA & JLCJ*

- A. **Creation of Plan.** No later than August 1, 2024, the Superintendent or his/her designee in consultation with each building Principal, the Athletic Director/Coordinator, and school nurse(s), shall establish a “Sports Injury Emergency Action Plan” (at times referred to in this policy as the “Plan”) for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:
- Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
 - List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
 - Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
 - Identify the activity location, address, or venue for the purpose of directing emergency personnel;
 - Identify the equipment and supplies and location thereof needed to respond to the emergency;
 - Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and
 - Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers’ Association.
- B. **Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.
- C. **Additional Written Protocols and Procedures Required.** No later than August 1, 2024, the Superintendent or his/her designee in consultation with each building Principal, the Athletic Director/Coordinator, and school nurse(s), shall develop written procedures and protocols as described below:
- Hydration, Heat Acclimatization and Wet Globe Temperature** – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers’ Association;
 - Student Medical History** – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - injury or illness related to or involving any head, face, or cervical spine;
 - cardiac injury or diagnosis;
 - exertional heat stroke;
 - sickle cell trait;

JLCJA-EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

- e. asthma;
- f. allergies; or
- g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

3. Student Return to Play - Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.
- D. **Annual Review and Update.** The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.
- E. **Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan.** The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy *EBCA*).

District Policy History:

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

Legal References:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act (FERPA)
34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations
RSA 200:40-c, Emergency Plan for Sports Related Injuries

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.

GBEBA - STAFF DRESS CODE

The Wilton Lyndeborough Cooperative School Board understands that business casual attire in the classroom and workplace will promote a more positive learning environment, allow teachers to serve as role models for students, and promote respect for our professional staff.

The Board recognizes that business casual attire will vary depending on the position held by the individual. Employees should wear attire suitable for the type of work they perform. Administration retains the authority to evaluate attire. Clothing is considered appropriate if it does not disrupt the educational or workplace environment. While individual style will be recognized, there are minimum standards of grooming and attire to which employees must abide. The following minimum standards, within law, apply to staff when present within the schools.

Minimum Standards

- All employees shall be neat and clean when reporting to work.
- Clothing will be business casual, while being free from frays, holes, or tears, and should not expose undergarments, buttocks, chests, or midriffs.
- Clothing and exposed body art shall be free from
 - profanity
 - obscene gestures
 - sexually graphic pictures
 - supportive references to alcohol, cigarettes, drugs or sexual activity
 - messages degrading others on the basis of race, color, religion, ancestry, national origin, gender, sexual orientation or disability
 - Jewelry may be prohibited or limited in certain learning spaces for safety reasons or to preserve the quality of school materials. Administration may request removal of excessive jewelry that may be deemed as a distraction.
- Staff may wear themed clothing on days that are designated for school spirit or fund raising as approved by the Superintendent of Schools.
- No gang related apparel or items are permitted
- Caps, hats, and sunglasses may be worn outside only
- Shoes or sandals must be worn
- All employees will abide by all health and safety rules relating to their specific assignment.
Example: hairnets for food services workers or close-toed shoes for custodial staff

The Board recognizes that all employees enjoy full rights of citizenship and liberty as guaranteed by the Constitutions of the United States and New Hampshire. However, individual freedom of expression of employees must be balanced with the impressionability of students. Accordingly,

- Religious symbols or emblems are permissible as long as they do not proselytize or disparage religion, and
- Clothing should be free of non-neutral political messages.
For Example "VOTE" is permissible; "VOTE FOR SMITH!" is not

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

Reviewed: October 28, 2014, November 18, 2014

Revised: November 18, 2014

Reviewed: March 5, 2019, March 19, 2019

Revised: March 19, 2019

Policy Suspended: August 25, 2020

Policy Reinstated August 1, 2023

JLCK-SPECIAL PHYSICAL HEALTH NEEDS OF STUDENTS

Category: Priority/Required By Law

The Wilton Lyndeborough Cooperative School District will meet the special physical health needs of all students, consistent with state and federal law. The Board recommends that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The School District will encourage developmentally appropriate daily physical activity, exercise, or physical education through curriculum, athletics, and other school programs.

District Policy History:

First reading:

Second reading/adopted:

District revision history:

Legal References:

RSA 189:11-a, V

NH Department of Education Administrative Rule Ed 306.04(a)(2022), Meeting the Special Physical Health Needs of Students

JLDBB - SUICIDE PREVENTION AND RESPONSE

Category: Priority/Required by Law

Related Policies: JLD

The Wilton School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The District shall maintain a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a. Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b. Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e. Confidentiality considerations;
 - f. Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g. Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h. Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i. Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j. Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, "postvention" strategies, memorial parameters, etc.).

JLDBB - SUICIDE PREVENTION AND RESPONSE

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons.

1. District Suicide Prevention Coordinator. The Superintendent shall appoint a District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c. developing - or assisting individual teachers with the development - of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d. developing or assisting in the development of the annual staff training required under section C of this policy;
 - e. Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The School Counselor or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

- C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

JLDBB - SUICIDE PREVENTION AND RESPONSE

- D. Dissemination.** Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.
- E. Student Identification Cards.** The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988. Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date.

District Policy History:

First reading:

Second reading/adopted:

District revision history:

Legal References:

RSA 193-J: Suicide Prevention Education

RSA 193-J:2-a: Suicide Prevention; Public School Identification Cards

Other Resources:

The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org

American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>

Suicide Prevention Resource Center - <http://www.sprc.org>

The National Suicide Prevention Lifeline - <https://www.suicidepreventionlifeline.org>

The Trevor Project - <https://www.thetrevorproject.org>

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.*

IKFA - EARLY GRADUATION

Category: Priority/Required by Law

The Wilton Lyndeborough Cooperative School Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

District Policy History:

First reading:

Second reading/adopted:

District revision history:

Legal References:

NH Code of Administrative Rules, Section Ed 306.27(ad), Early Graduation

IHBA - PROGRAMS FOR PUPILS WITH DISABILITIES

Category: *Recommended*

Related Policies: *AC & JICD*

The Wilton-Lyndeborough Cooperative School District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 22nd ~~21st~~ birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

First Reading: September 14, 2010, September 12, 2023

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

Revision:

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities
RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

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.

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Priority/Required by Law

Related Policies: IHBG, IK, & JG

All pupils residing in the Wilton Lyndeborough Cooperative School District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. Equal Access to District Courses and Programs.

Non-enrolled district students will have the same access as do enrolled students to the District’s courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District’s courses or programs that are more restrictive than those governing the District’s enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District’s students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined below in section E.

B. Participation in Curricular Courses.

In order to participate in the District’s curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria, including class syllabus, to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. for determining whether a course satisfies requirements for awarding credits (Board policy IK); and
2. for assigning to classes or grade levels and for students transferring from other schools (Board policy JG).

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Director of Student Support. If a dispute arises between the parent/guardian and the District as to the pupil's right to these services, the Director of Student Support shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

C. Use of School Texts and Library Materials.

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs.

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district; and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity.

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.
2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).
3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.
4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.
5. The student/parent/guardian may within 3 days of the Principal's notification of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

F. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

District Policy History:

First reading: September 12, 2023

Second reading/adopted:

District revision history:

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic...Pupils.

RSA 193-A:6, (Home Education), Records; Evaluation

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.

IMBD - HIGH SCHOOL CREDIT FOR 7TH/8TH GRADE COURSEWORK

Category: Priority/Required by Law

The Wilton Lyndeborough Cooperative School Board will support programs so students in 7th or 8th grade may take advanced courses and apply the credit of those courses toward high school graduation, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply.

The high school principal shall approve such course work and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

District Policy History:

First reading: September 12, 2023

Second reading/adopted:

District revision history:

Legal References:

Ed 306.26(f), Granting High School Credit for 7th/8th Grade Coursework (until July 1, 2017)

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

JICIB – BULLYING & CYBERBULLYING--Pupil Safety and Violence Prevention

BULLYING AND CYBERBULLYING

The Wilton-Lyndeborough Cooperative School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations.

The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as he/she deems appropriate.

A. Prohibited Conduct

Students are prohibited from bullying and cyberbullying actions or communications directed toward other students which:

1. Occur on, or are delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occur off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Students are further prohibited from retaliating against or making false accusations against a victim, witness or anyone else who in good faith provides information about an alleged act of bullying or cyberbullying.

B. Definitions

For the purposes of this policy, the following definitions shall apply:

1. "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:
 - a. Physically harms a student or damages the student's property;
 - b. Causes emotional distress to a student. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school-sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;

- c. Interferes with a student's educational environment;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school.

"Bullying" shall also include actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs (a) through (d) above.

Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state laws. Complaints regarding such conduct may be processed through the Board's Student Discrimination and Harassment Complaint Procedure (ACAA-R).

- 2. "Cyberbullying" means conduct defined in Paragraph 1 that takes place through the use of electronic devices.
- 3. "Electronic devices" include but are not limited to telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.
- 4. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
- 5. "Perpetrator" means a student who engages in bullying or cyberbullying.
- 6. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

C. Disciplinary Consequences and Intervention Programs

Administrators have the discretion to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student's willingness to cooperate in the investigation and correct behavior; and the student's prior disciplinary record.

Disciplinary consequences may include detention, suspension or expulsion from school. In addition, students may be required to participate in education programs, mediation, counseling and/or other programs and/or activities to address and prevent recurrence of bullying and cyberbullying behavior.

D. Reporting Bullying and Cyberbullying

Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any staff member/volunteer, who then should deliver the report to the building administrator.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal.

E. Report Handling and Investigation

1. The building administrator shall notify the parents/guardians of the alleged victim(s) and perpetrator(s) that a bullying/cyberbullying report has been made within 48 hours of the report and in accordance with applicable privacy laws. However, the building principal or designee may request a waiver of this parent notification requirement from the Superintendent. The Superintendent may waive parent/guardian notification at this stage of the procedure if he/she determines this to be in the best interest of the victim(s) and/or the perpetrator(s). Any such waiver of the parent notification requirement shall be made in writing.
2. An investigation of the bullying/cyberbullying report will be initiated by the building principal or designee within five school days.
 - a. The alleged perpetrator(s) will be provided the opportunity to be heard as part of the investigation.
 - b. Privacy rights of all parties shall be maintained in accordance with applicable laws.
 - c. The building principal or designee shall keep a written record of the investigation process.
 - d. The building administrator or designee may take interim remedial measures to reduce the risk of further bullying/cyberbullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.
 - e. The building administrator or designee shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.
 - f. The investigation shall be completed within 21 school days of receipt of the report, if practicable. The Superintendent may grant in writing an extension of time to complete the investigation of up to 7 additional school days if necessary. The Superintendent shall notify all parties involved of any such extension.

- g. If the building principal or designee substantiates the bullying/cyberbullying report, he/she shall, in consultation with the Superintendent determine what remedial and/or disciplinary actions should be taken against the perpetrator(s) and determine what further assistance should be provided the victim(s), if any.
- h. The building principal or designee shall inform the victim(s), the perpetrator(s) and their parents/guardians in writing of the results of the investigation and any remedies and/or assistance provided by the school, including strategies for protecting students from retaliation. Such communication shall be provided within 10 school days and shall be compliance with applicable privacy laws.

F. Training

- 1. The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying if possible, and to educate staff on how to properly identify, respond to and report incidents of bullying/cyberbullying.
- 2. The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

All training and education programs shall be initially approved by the Superintendent. Building administrators are responsible for scheduling the required training and education programs each year.

G. Annual Report to New Hampshire Department of Education

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

H. Immunity

Any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

I. Policy Dissemination

This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

Legal References: NH RSA 193-F:2-F:10

Cross References: AC – Nondiscrimination/Equal Opportunity
ACAA - Harassment and Sexual Harassment of Students
ACAA-R - Harassment and Sexual Harassment of
Students Complaint Procedure
JRA – Student Records and Information

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

IJOC-R

COACHES EDUCATION RECOMMENDATIONS

New Hampshire Interscholastic Athletic Association (NHIAA)

The Ad Hoc Committee is unanimously making two (2) recommendations. These are based on extensive research and deliberation on existing and planned coach's education resources in the state, as well as, continuing dialog with our member schools.

Recommendation 1 - a by-law regarding coaches education.

1. In order to be eligible to coach in a NHIAA member school in the 1999-2000 school year, the person must have:

- A. A current certification in CPR.
- B. Successfully completed a course in First Aid in one of the following programs:
 - 1. Red Cross First Aid.
 - 2. Red Cross Sports Safety Training.
 - 3. ASEP Sports First Aid.
 - 4. First Responder Workshop.
 - 5. Equivalent program to be approved by the Coaches Education Committee.
- C. Completed an ASEP Coaches Education Course or equivalent program to be approved by the Coaches Education Committee.
- D. Attend a yearly sports specific/NHIAA seasonal rules interpretation meeting.

** New coaches have one year from date of hire to complete A, B, and C.

Plan for implementation: 1998 - 1999

Points in favor of adoption:

- 1. Ensures that the personnel filling the over 2,100 coaching positions in the state will have a basic level of training and knowledge.
- 2. Will standardize the efforts already being made by member schools.
- 3. Send a clear message that coaching competency and growth goes beyond win - loss records.
- 4. Better trained coaches mean fewer problems for administrators.
- 5. Improved quality of coaching will provide more positive educational experiences for our student athletes.
- 6. Will help revitalize the NH Coaches Association.

Disadvantages:

- 1. The cost of the program would be born by member schools and/or coaches. Cost estimates range widely from \$0 to \$100 per person.

2. There is a perception among several member schools that it would become more difficult to recruit and keep coaches.
3. One more thing for the Athletic Director to do.
4. More work for the NHIAA office staff.

Legal Reference:

RSA: 508:17, Volunteers, Nonprofit Organizations, Liability Limited
See Policy IJOC

First Reading: May 11, 2010

Second Reading: June 2, 2010

Final Adoption: July 13, 2010

For Withdrawal

EF - FOOD SERVICE MANAGEMENT

All food service personnel will be directly responsible to the Food Service Manager and ultimately responsible to the building principal, Superintendent, or designee.

The Food Service Manager is responsible for the planning and preparation of food served in the food service program, ensuring full compliance with the State of New Hampshire's education rules and regulations. All food will comply with the nutrition standards as set forth by the school wellness program.

The Food Service Manager will order supplies, keep accurate records of financial transactions connected with the food service program, and prepare all records and reports as required.

The Food Service Manager will be certified by a NH Department of Education approved program.

All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.

The Food Service Manager will make recommendations to the building principal, the Superintendent, or designee concerning personnel and operational matters related to the food service program.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

NH Code of Administrative Rules, Section Ed. 306.11, Food and Nutrition Services

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

First Reading: September 14, 2010

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

IHBA-R

Category: R

See Policy IHBA

PROCEDURAL SAFEGUARDS FOR CHILDREN WITH DISABILITIES

**** NHSBA Note, April 2010: 20 U.S.C. §1415 states, “Any State educational agency, State agency, or local educational agency that receives assistance under this chapter shall establish and maintain procedures in accordance with this section to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education by such agencies.”**

Informal Process

Before requesting a due process hearing, the Superintendent or designee and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of the student. The Superintendent or designee shall have the authority to resolve the issue(s).

If this informal process fails to resolve the issue(s), either party may file for a state level due process hearing as described below.

Due Process Hearing Procedures

A parent/guardian, the district, and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever:

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR §300.403(b).

Upon requesting a due process hearing, the parent/guardian or attorney representing the student shall provide notice, which shall remain confidential, to the district specifying: (20 USC §1415(b); 34 CFR §300.507)

1. The student's name;
2. The student's address;
3. The name of the school the student attends;
4. A description of the nature of the student's problem relating to the proposed or

refused initiation or change, including facts relating to the problem;

5. A proposed resolution to the problem to the extent known and available to the parents/guardians at the time;

At least five business days prior to a due process hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. (20 USC §1415(f))

Due Process Hearing Rights (34 CFR §300.509)

1. The right to request Alternative Dispute Resolution.
2. The right to request a mediation conference at any point during the hearing process. The mediation process shall not be used to deny or delay a parent/guardian's right to a due process hearing or to deny any other rights afforded under the Individuals with Disabilities Education Act.
3. The right to examine student records and receive copies within five days of request.
4. The right to a fair and impartial administrative hearing at the state level before a person knowledgeable and under contract in accordance with law.
5. The right to have the student who is the subject of the state hearing present at the hearing.
6. The right to open the state hearing to the public.
7. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.
8. The right to compel the attendance of witnesses, including the right to issue subpoenas.
9. The right to have witnesses excluded from the hearing.
10. The right to an interpreter, when the primary language of a party to a hearing is other than English, or other mode of communication.
11. At the hearing, the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.
12. If the hearing officer conducts all or part of a hearing by electronic means, the right of each participant in the hearing to participate in and hear the entire proceeding while it is taking place and to observe exhibits.
13. The right to written or, at the option of the parent/guardian, electronic findings of facts and decisions. The district shall provide this record and findings of fact to the parent/guardian at no cost.
14. The right to be informed by the other parties to the hearing, at least 10 days prior to the hearing, as to what those parties believe are the issues to be decided at the hearing and their proposed resolution of the issues.
15. At least five business days prior to the hearing, the right to receive from other parties

to the hearing a copy of all documents and a list of all witnesses and their general area of testimony that the parties intend to present at the hearing, including all completed assessments and recommendations based on those assessments.

Parents/guardians or emancipated students have the following additional due process rights:

1. The right to receive written notice of parent/guardian.
2. The right to initiate referral of a child for special education.
3. The right to obtain an independent educational assessment.
4. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education and of all available alternative programs, both public and nonpublic.
5. The right to provide written parental consent pursuant to applicable law before any assessment of the student is conducted unless the district or Special Education Local Plan Area prevails in a due process hearing relating to such assessment. Informed parental consent need not be obtained in the case of a reassessment of the student if the district can demonstrate that reasonable measures have been taken to obtain consent and that the student's parent/guardian has failed to respond.
6. The right to provide written parental consent pursuant to applicable law before the student is placed in a special education program.
7. The right to determine whether the due process hearing will be open or closed to the public.

Prior Written Notice

The Superintendent or designee shall send to parents/guardians of a student with a disability a prior written notice within a reasonable time before: (20 USC §1415(c); 34 CFR §300.503)

1. The district initially refers the student for assessment.
2. The district proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education.
3. The district refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education.
4. The student graduates from high school with a regular diploma.

This notice shall include: (20 USC §1415(c); 34 CFR §300.503)

1. A description of the action proposed or refused by the district.
2. An explanation as to why the district proposes or refuses to take the action.
3. A description of any other options that the district considered and why those options were rejected.
4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action.

5. A description of any other factors relevant to the district's proposal or refusal.
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for parents/guardians to obtain assistance in understanding these provisions.

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by law. (34 CFR §300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR §300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability upon: (20 USC §1415(d))

1. Initial referral for evaluation;
2. Each notification of an IEP meeting;
3. Reevaluation of the student;
4. Registration of a complaint;
5. Filing for a prehearing mediation conference or a due process hearing

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with applicable law. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting.

In addition, this notice shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; attorney's fees, and the state's complaint procedure.

(20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act; 34 C.F.R. § 300 et seq.,

Assistance to the States for the Education of Children with Disabilities)

New Sample Appendix: April 2010

First Reading: October 26, 2011

Second Reading: November 8, 2011

Final Adoption: November 8, 2011

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, September 12, 2023
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

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

Present: *Dennis Golding, Tiffany Cloutier-Cabral, Alex LoVerme, Darlene Anzalone, Geoffrey Allen, Diane Foss, Jonathan Lavoie*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principal Tom Ronning and Associate Principal Bridgette Fuller, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt (online), Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler

I. CALL TO ORDER

Chairman Golding called the meeting to order at 6:32pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. STUDENT ACKNOWLEDGEMENT

Principal Ronning recognized students, Tyler Gill, Jacob Phillips who are senior class president and vice president. They gave a presentation to 9th and 10th graders on the importance of taking the iReady tests seriously. He recognized Andrew Sweeny for doing a great job working with the facilities staff and Michael Marcinuk for doing a great job working as an intern with the Technology Department. There are also several students helping in the cafeteria, Damian Demache, Kevin Lachance, Naliia, Ingallina-Courtemanche, Savannah Lindgren and Tyler Ouellette. He thanked all the students for being troopers during the recent heat wave; they did a great job along with the staff for making it through the days.

IV. ALMA PRESENTATION

Mr. Buroker and Ms. Dignan introduced Theresa Schneiderheinze, representative for Alma who provided an overview of the student information system (SIS) which could replace PowerSchool. Ms. Schneiderheinze informed the group she did a presentation for the Technology Committee. She voiced Ms. Dignan and Mr. Buroker have been invested in this project, and voiced appreciation and to Superintendent Weaver. A copy of the slides can be found with the minutes. Eighty-seven percent of their staff are educators. She sees this as a good fit for NH. They are used in 57 districts and are the 2nd largest SIS in the state. They are 10 years old; cloud based and integrate with 3rd party integrations. Alma has grown tremendously in the past 5 years. They have a state contract with the NH DOE and spent the last year building the product for the state that will replace the current I4SEE (student data collection reporting) program. There is a 2-year period of roll out to all districts replacing the I4SEE system. She spoke of family engagement being important and the transition to be as smooth as possible. She gave an overview of the look and feel from a parent's perspective. She confirms it would not replace Google Classroom but they have a good integration. She believes they do have private schools onboard. She confirms the project is being funded through a grant completely and the schools do not get any funding but there is a discounted rate for it. She confirms the same information goes to the state as I4SEE. She confirms it does not send an alert to teachers to remind them to put in grades. Teachers have control of publishing grades. Parents would get an alert for attendance and missing homework assignments and within the portal; there is notification if you owe money. Ms. Cloutier-Cabral spoke of PowerSchool being dated and this addresses some of the things that became difficult over the years. Mr. Buroker confirms regarding SNAP (software that manages student health information), Alma has data links and we identified about 3 we want part of the system. They are SNAP, Meal Time and Clever. Ms. Schneiderheinze confirms the same setting restrictions will stay in place. She was asked if there is anything about the program she does not like. Ms. Schneiderheinze responded she has a hard time saying any; yes, there are probably some depending on the end user. Alma comes back to end users to see how we can expand the product. The system has only gone down for 10 minutes. Mr. Buroker confirms they will talk with administration to nail down dates. Ms. Schneiderheinze confirms there are a few different options for training and a school this size would be online training. A question was raised

regarding the cost in years 1, 2, 3, 4 and 5. Ms. Schneiderheinze responding comparing apples to apples with what you currently have, it is about a \$2,000 difference and startup costs are one-time costs, which are fairly minimal. Within the state contract, we are providing the support package. Superintendent voiced that we still need to make sure our stakeholders (including parents) have dug into the “sandbox” to see if it is a good match for us. We want everyone who wants to have a chance to experience it before we decide if it is a good choice. We also need to look at the timeline; if we make the shift, it will be long-term. If the most of the districts and state are doing it, we will likely have to. In terms of cost, we have PowerSchool experts in the buildings who are paid small stipends. When you add up the cost, it is almost a wash. We want to dig into it more and come back to you. A question was raised if there are options to post announcements or the syllabus. Ms. Schneiderheinze responded within the whole family piece there are bulletin boards and it goes out as an email and posted to the bulletin board at the class and school level. Chair Golding asked for the slides to be included with the minutes.

V. ADJUSTMENTS TO THE AGENDA

Superintendent requested to add a 2nd public comment before the board comments.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Lavoie to accept the adjustment to the agenda.

Voting: all aye; motion carried.

VI. OLD BUSINESS

i. Vacancies

Superintendent reviewed we have the same positions vacant but were able to offer 2 Title I positions and will report those filled on 9/26. This will complete the vacancies for Title I.

ii. B-wing Bathrooms

Superintendent reported we are waiting on the wall dividers and coordinating with the plumber. There is no projected timeline we may have more information on 9/26. He confirms we are waiting on the dividers, but also fixtures and need a counter welded for the sinks. The delay he believes is the dividers.

VII. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Charlie Post, Lyndeborough spoke regarding item 10, under action items, minutes. At the last meeting you had a discussion about NHSBA membership but didn’t hold a vote, which was disappointing, he wanted to see where each member stood on it. The objection he has and other members of the community have is the NHSBA lobbies the state, they take our tax dollars and lobby the state and what they usually lobby on and have in the past is opposition to charter schools, Education Freedom Accounts and increasing the amounts on that and homeschooling. He voiced you should think about the fact you are taking taxpayers money and working against the interest they have chosen. He appreciates the things the HS Principal and HS Vice Principal have done but people should notice enrollment is way down and people are making other choices. He doesn’t think it is a good idea to take peoples tax money and pay somebody to advocate against these families. He spoke regarding policy JJJ-Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils, letter B “The building principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request”. He thinks the following should be added, “including the class syllabus which outlines these requirements”. It was discussed a lot last year about having the class syllabus, he doesn’t know if that was ever achieved; there was a lot of discussion, not a lot of action. Hopefully that has been corrected. When you do that and publish the syllabus, a family that will bring their child in will know and not have to wait for feedback from the principal, it would be written in advance and he thinks it would provide a lot of clarity and avoid potential litigation for the school district and you really should look at that.

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

VIII. BOARD CORRESPONDENCE

a. Reports

i. Superintendent’s Report

110 Superintendent thanked High Mowing for helping the district; we have been in a jam with transportation, not any
111 different from any other school district, as there are not enough drivers in the state. High Mowing has allowed us to
112 use one of their vans at a low rate to transport 7 students and without that help; we would have to contract with
113 another company such as LA Limo at a higher rate. We are looking at ways to build partnerships with High Mowing.
114 We have had a hard time providing transportation particularly with WLC. It is not the fault of the bus company, they
115 work with us well and he met with them yesterday along with Assistant Principal Gosselin regarding the situation.
116 We have not been able to take teams to away games such as cross-country and soccer, which is very unfortunate.
117 Today we delayed a game and pushed back another to later in the season. We have an agreement for a driver who
118 drove for us in the past who will drive for athletic events but he needs to finish the training and once he does, it will
119 help alleviate some of this. We have called every transport company all the way to Littleton. We have considered
120 using 2 suburban's from LA Limo to transport a team. When I say we are in crisis it is not an overstatement. He
121 cannot guarantee it will get better in the winter. He is hoping to have another driver who used to drive for Steve's
122 Bus. One of the areas we are looking at with Primex is in regard to policy EEAG-Use of Private Vehicles to
123 Transport Students and these two things together prohibit families to transport students to events. It could be a way
124 to alleviate some of it. If we had a way to do it I think parents would step up like they have always done but we need to
125 do it in conjunction with the policy. He also spoke of a problem with our van, which needs a part. It is made in the
126 country of Ukraine, we are unsure if we can get it if it is available. There is a hold on the part as it may be subject to
127 recall. It is a hub assembly. Ms. LaPlante just spoke to a salvage yard about an hour ago who found the part with a
128 6month guarantee. We are hoping to get it and get the van serviced. We also learned from the Bus Company and LA
129 Limo that there might be legislation coming out that would prohibit us from using the van to transport students. If
130 that is the case, we are not sure what we will do. LA Limo has offered to purchase it and we will keep you informed,
131 it could be as early as January if it happens. He confirms Butler Bus is trying to recruit more drivers and has
132 increased the salary. That is one reason we were able to recruit the driver yesterday. He believes they are doing all
133 they can. It is a lot to go through training; it is a challenging job and may not be a full wage for someone who needs
134 full time work. All the schools are having this challenge. High Mowing has vans without drivers. He is not sure what
135 the best solution is. When he met with Butler, he explained how frustrating it is for us and it punishes our kids
136 unfairly but that is for every district not just us. The issue is statewide. One thing is supplementing the salary (for
137 games/events) that Butler pays so that it is more viable for the person and be willing to drive for us exclusively, that
138 is a route that makes sense and is a good investment for the kids. The cross-country team could use the van except it
139 is out of service. He confirms Butler does not have the same type of short bus as our passenger van. Ms. LaPlante
140 added it appears to be a national restriction through National Highway Traffic Safety Group (NHTSG) that has to do
141 with the center of gravity and construction of the passenger van. They found vehicles with the lower center of gravity
142 and a different construction are safer for students. It is not a NH thing; it appears to be federal. A question was raised
143 if we could work with Butler to see if our coaches could be licensed through Butler to drive a bus. Superintendent
144 responded we could. He may have talked one into it already. Our Athletic Director has offered to look into it and Mr.
145 Bill Ryan has offered to work on the endorsement as well and may have already reached out to Butler. We have 3 in
146 the pipeline who are open to it and one who is taking the updated 8-hour training who will drive for us exclusively. It
147 takes time to get on the state roster etc.

148
149 Superintendent spoke about an academic logo for the district, which was previously developed. We have the warrior
150 logo, which is important to us and does not go away but wanted one to put on our stationary that has more of an
151 academic focus. The logo is on his report and is one we came up with and want to move forward and implement it. If
152 we had a social media account we would use it there as well. It does not represent the athletic program just
153 academics.

154
155 *A MOTION was made by Mr. LoVerme and SECONDED by Ms. Cloutier-Cabral to approve academic logo to be*
156 *used on stationary and anything other than sports.*

157
158 Superintendent confirms the schools will still use their own although we may put it on the cover of the program of
159 studies or may use both. The warrior has been used for a long time and it is foolish to consider getting rid of it but
160 adding this is good for the district level. We are not taking anything away, just adding to it.

161
162 *Voting: six ayes; one nay from Mr. Lavoie, motion carried unanimously.*

163
164 Ms. Cloutier-Cabral spoke about the SRO. She was surprised by this and did look for the Wilton Selectman meeting
165 minutes but did not find them. She had read the July 25 minutes. She thought we would go back to them to answer
166 questions and talk about it. She doesn't see anything from public comment either in their minutes. There is support

from the School Board and their constituents. Superintendent voiced they went into nonpublic and when they came out there was a conversation of not supporting an SRO at this time. His sense is on 8/28/23 they decided not to move forward with the process we talked about with them. We got the information they asked for and the next step was a joint meeting, we didn't get to that next step. We just received the information on the 5th. Ms. Cloutier-Cabral asked if the select board has decided that we won't have a joint meeting and provided no explanation of why they came to that conclusion. Superintendent responded they discussed it and spoke to their constituents. He really does not know what they said; he has no minutes, no record of conversations and why they determined to not move forward. It is important to the people who spoke about it in the community and we owe it to the community to get on the agenda. That is the logical next step. They have their own budget process as well and if we do it, it needs to be sooner than later. It was noted the July minutes show the meeting came to order at 7:37am, is that the normal time they meet. Superintendent confirms they met around 8am, it was just a meeting with the town administrator, police and selectman and administration. Ms. Cloutier-Cabral would like to schedule a meeting to find out what we are missing and how they came to this conclusion, how can we help come to a solution one way or another whether it is part time or something to include our police department. We want to increase that relationship. Superintendent asks if the Board wants him to get on their agenda or schedule a workshop. Ms. Anzalone would like to get on the agenda to present the Boards proposal and why we are looking to get an SRO. It seems like they are making decision without all the information. She wants to make sure the Board gets a copy of the letter from the town manager. Chair Golding questioned if it makes sense to send out a survey to all our stakeholders. Superintendent agrees it makes sense to do that and when we meet with the select board, we can share that. Ms. Anzalone voiced if we are sending out a survey she wants some packet of information to go out saying what an SRO does, as she believes there is misconception. Superintendent responded we could include links and information.

Associate Principal Fuller thanked the staff and students for managing with the heat last week. Mr. Erb brought in pop-up tents and Ms. DiFilippo did the same at LCS. There was water and popsicles for students. Curriculum Night at FRES is the 21st from 6pm-7pm and at LCS, it is the 28th at 6pm. The PTO is doing skate-night on the 21st from 6pm-7pm.

Principal Ronning and Associate Principal Gosselin presented the WLC report. Principal Ronning voiced in regard to student rigor at the top of his report, grade 5 will start coming next week for math instruction. He clarified the online practice for iReady is My Path, not iPath. He explained Warrior Winner Postcards, which are sent out by staff recognizing students doing positive things. They are submitted to the principal, he writes a note on it, and they are sent home to parents. Thirty-six have been sent home so far. In regard to phone calls, we are building relationships with the community and parents. He has asked all teachers to call all students in the first few weeks of school. He is checking with staff now and at least 75% of families have been called. Staff recognition is quite extensive and has listed it in his report but what he didn't include is the amount of time it equates to which is over 250 hours outside of the classroom and mainly done over the summer. They held an iReady assembly for grades 9 10 and the MS about the importance of it some may have received a phone call about it. Yesterday they took some time to remember September 11, we read some information about what it is and the significance it has to our country and he recommended students talk to their parents and grandparents about it. Many students spoke to him and other staff about it. He spoke about Assistant Principal Gosselin and voiced appreciation for her, she is incredible with all the things she does and is involved in. He also voiced appreciation for Linda Draper, she wears so many hats, she is in the cafeteria, helping with the budget, preparing lunches etc. it is amazing what she can do. He spoke of so many staff stepping up; even if it is not their job, this is what makes it a terrific place. He spoke about being a coach prior to coming here and did drive a school bus. You are not allowed to have a school bus endorsement unless you work for a school or school bus company. His license lapsed but he will look into that. Mr. Taber is going to look into it as well. Any way we can help the students, that is what we do, we help serve the community and our students. We have scheduled a game from away to home and may move back the time for a later start if that helps. A question was raised if there was thought to having games on weekends. Principal Ronning responded it is a possibility. Mr. Lavoie thanked him for taking the bus inquiry he sent, it was taken seriously. Ms. Cloutier-Cabral spoke of seeing Manchester School District is missing transportation for a whole school. She appreciates all the efforts staff are making and the creative thinking, it is a new challenge we are all dealing with in real time. That is special about our district, we draw wonderful people here and she voiced appreciation for all. Ms. Anzalone voiced appreciation for adding teacher recognition, as we don't always hear what great work they are doing and especially over the summer. She voiced appreciation for the emails too as that is helpful as a parent.

ii. Curriculum Coordinator's Report

Ms. Dignan reported the first Curriculum Committee meeting was held yesterday and teachers were eager to get right to work and picked up right where we left off last year. It was seamless. They asked for more meetings to get more

done. In regard to iReady, we have most of the students at FRES and WLC who finished the reading portion, Kindergarten students are held back until the end of the month because it is a lot to put on them to do an assessment in the first couple of weeks. Ms. Anzalone asked if the syllabus could be added to the curriculum page on the website. Ms. Dignan responded we are working on the unit plans next and that will have the materials included. There are many unit plans being close to being ready to publish but it is still in the works. Ms. Cloutier-Cabral likes that Ms. Dignan and Mr. Buroker will be holding pop-in PD. Ms. Dignan noted the first one is September 18 on Google Sheets with Mr. Buroker.

iii. WLCTA Report

Co-Presidents Erin Rosana and Morgan Kudlich presented their report. They are happy to be back in school although not a lot has happened. Staff gathered for 4 PD days in August, one day was for a full day of ALICE procedures. Teachers had a chance to practice barricading doors, evacuating through multiple routes etc. It was a hard day but overall very positive. We have spent the last few weeks learning new faces and names, setting expectations and routines. At WLC, there are many changes but a lot positive and having to relearn and reteach past practices, teachers are all on the same page and it is trickling down to the students. Regarding iReady testing, we are starting math tomorrow. They spoke of some concerns regarding the temperatures last week and had spoken to the Superintendent and administration who were supportive to let them move to cooler spaces in the building or teachers were sharing rooms with AC. They are concerned when it gets that hot for safety and hopefully we will not have another heat wave anytime soon. Ms. Kudlich spoke of it being tough to get the kids to listen to the teachers when they are all sweating and the teachers can't be their most effective selves nor the students. The kids cannot get what they need out of school when we are at that level of discomfort. Negotiations have started and are looking forward to foraging a new contract that helps support and strengthen our teachers, our students and community. We have positive feelings about this year and how it will go and looking forward to that process continuing. Mr. Allen questioned regarding ALICE training and if they are given kits or if they are using what is in their room. Ms. Kudlich responded the goal is to use what is in your room but they have talked about providing us an emergency bucket that has a variety of things such as rope pulls, things they can latch on the door to help keep it closed. Mr. Allen spoke that there are a couple of organizations that provide that for free, he will look into a couple, and if he finds them, he will bring it back to administration. He spoke of discussions last year with the lack of concentration or buy in regarding iReady testing and asked if teachers have noticed a change this year. Ms. Rosana has at the HS. It is scheduled in the morning now and only for an hour. Before they were testing for 2 or 2.5 hours. She looked at her students' scores and they did overall, decent, better than last year. He spoke that one of the things being a catalyst to getting AC's was the temperatures in the rooms. Ms. Kudlich noted they have some teachers keeping track hourly, which she can share. Mr. Allen asks it be shared with administration and be forwarded to the Board. Mr. LoVerme spoke of the heat the last few days and asked what recommendations has their team made to rectify this heat problem. He also would like the heat data. Ms. Kudlich spoke at FRES having sparse air conditioners in certain parts of the building such as the library, and office. They reached out to the Superintendent acknowledging it is not a problem that can be solved overnight, the infrastructure does not allow for it but our hopes are in the future instead of putting small fixes in place make bigger changes to make it cooler and the spaces comfortable. It was suggested to start looking at whether or not we need them in all classrooms. A question was raised if mini-splits would be more efficient. It was noted the heat is not conducive to learning and glad iReady testing was not last week. It was suggested to perhaps schedule testing in cooler spaces. A question was raised if the teachers are happy with the new policies in place at WLC. Ms. Rosana referenced the no cell phone policy, it was overall something staff talked about and if everyone is consistent, the kids will follow. She feels that is happening and as a whole it is much better. She thinks the culture is starting to shift.

b. Letters/Information

i. Budget Timeline

Ms. LaPlante reviewed the Budget Committee tasked us with moving up the process. We will have the first full draft on September 26, which is a joint meeting. The timeline shows what she proposes for the budget discussions. She wants to break out the facilities discussion from the CIP. It is important Mr. Erb have the option to discuss what he needs for facilities aside from the CIP. She thinks the outline presented will give us a great opportunity for more discussion and is hoping for more discussion on the Board's position. She is hoping with more robust discussion it can be finalized by December 12. There is a little time in January, which is plenty of time for the budget hearing on the 8th. This is the schedule she intends to move forward with unless there is any objection or discussion. None heard.

ii. Board Member Stipend Form

Chair Golding reported board members should fill out the form and return it to Ms. Fowler at the end of the night. A question was raised if there is the ability to direct the funds toward a teacher for a stipend. Ms. LaPlante responded no, if you want to donate it to a specific club we would have to have you do it privately to the student activities fund. Revenue that comes in is not specifically earmarked for programs. Ms. LaPlante wants to keep within the guidelines

to make sure we are in compliance with the Dept. of Labor and state guidelines with student activity funds. She clarified you have to donate it through the student activity accounts; it is two separate pots of money. She acknowledges it should not be that difficult. A question was raised if I want to donate \$5,000 does it have to be donated to the student activity account. Ms. LaPlante responded if you are talking about supporting a specific club yes if not it would be counted as a revenue, which theoretically offsets an expenditure, but we don't record that revenue against an expenditure.

IX. BOARD BUDGET DISCUSSION

Chairman Golding questioned members how they wanted to go about this, do we want a flat budget, or 5% etc. We have the teachers' contract coming up. He spoke about everything being expensive and needing ideas on how to move forward. Mr. Lavoie spoke of each year having a fund balance of \$400,000-\$600,000. Some of that was recently used for facilities fixes. If we could use that, for example the \$400,000 we have been giving back to taxpayers, which they are not expecting back, the overall should look the same. He would like a flat budget, but eat into the fund balance. He would like to give raises to the teachers and other staff, retain staff, and stop looking for so many teachers each year. He would like to have some consistency for the students. He asks if that is possible. Mr. Allen spoke about last year being on the Budget Committee and seeing how that process went. He asks when was the last time when we look at our fixed cost as opposed to variable cost especially with a declining population. When was the last time we did a deep dive into our facilities, and staffing management and see what can shake out in our budget. Has that been done, I know it is done casually every year. Is there room to do that how we can we reshape our district. With the current climate, we have, a rising tax base, rising budget every year and when was last time it has been done in order to better serve our students, teachers and constituents. Chair Golding voiced it sounds like a directive for the Strategic Planning Committee. Superintendent voiced that we talked about this 4 years ago when he got here talking about the cost of managing 3 buildings, declining enrollment, class size etc. We looked at all of those things. It is a big conversation to have, does it make sense to move a couple of grades from LCS to FRES and FRES to WLC. Is that going to save us money? What does it do to the sense of community in Lyndeborough to lose a school? If we are looking at declining enrollment which was mentioned a couple times here and a flat budget, which is not necessarily going to be flat, we will have to make cuts to get it there. How can we have a conversation about saving money and making sure we don't compromise the education for kids. If the Board directs us to have that conversation, we will have it and if you want us to bring materials we will do the best we can in the time we have to prepare for it. We should not tip toe around it, let's get community members commenting on it. If we are not moving in that direction we shouldn't mention it as an option but if we are lets commit to it as a team and people talking about it and make sense of it as it impacts us all. Mr. Allen voiced if we asked the Superintendent that we are starting a district and what do you need then that is a good place to start. We fill it with infrastructure and existing staff. It is not always about saving money, if it's a byproduct then great, but it's about providing the best education we can, the best return on the taxpayers' dollars, in the most efficient, economical and best way possible. Superintendent voiced, all districts look at their facilities. Populations change, demographics change and we are not immune to it. Years ago, we had larger enrollments, it was not that long ago and we have the same size buildings. If we want to have that conversation, we will do our best to prepare for it and have it. It is like turning a battle ship, making sure people have input and making sure we can manage a transition like that. What does it look like if it becomes grades 4-8 and 6-12, there are variables we would look into and do the best we can if that is the direction the Board wants us to go in. Chair Golding asked how long it would take to gather that information. Superintendent is not sure we would have to discuss it and review it. He notes that conversation was here 4 years ago. We have full capacity at FRES, the rooms are filled with kids and staff, there are no open spaces in FRES, is that good for kids, and he is not convinced of that. We will put our heads together and go from there. Maybe will report out some information on the 26th. He asked the Board if they are comfortable with that and Chair Golding asked the same. No objection heard. A question was raised if we should set a date for the Strategic Planning Committee so that it can be constantly looked at and managed. Chair Golding will speak with the Superintendent and Ms. LaPlante to get a date. A suggestion was made regarding the budget, when it is presented will the payroll be backed out. We won't be comparing apples to apples because the new payroll is not added in. Mr. LoVerme would like to see it without payroll. He would like to see it left out and saved until the CBA contract is final. He notes as far as a flat budget, you cannot have a flat budget without major cuts and then it is not always apples to apples. He gave an example. He notes everything is going up. Ms. LaPlante voiced the DRA says all cost for a CBA need to be in a separate warrant it would never be in the budget. She can do our hard cost, and non-people cost and summarize the people cost to date so it is reflective in what we are looking at in year 1, 2 of our support staff contract etc. She wants to be mindful of the Budget Committee. We do need to have a separate warrant article that speaks specifically about the teachers' contract. It was suggested to have some sort of warrant so that if there are funds left over we have the taxpayers vote to see if they give permission to retain a certain percentage. Ms. LaPlante will put the language in for a warrant when

it is discussed. It was voiced that it seems FRES is at capacity; the Superintendent was asked if LCS is. Superintendent responded it is and the MS is. There may be room at the HS but does not want to answer that officially without doing research. It was voiced, just doing a head count alone you should be able to come up with a quick answer regarding the buildings and it sounds like it is not possible to eliminate a building. Superintendent expressed he does not want to alarm families about a school closure. We will look into it, it is something we should look at, and it is about what we do with our assets. We will do the best we can to get the information and hopefully can answer that question if we have the capacity to move classrooms over and what it looks like. Mr. LoVerme voiced that we returned a lot of funds to the towns last year, it is a fluke, we received more funds from the state. Mr. LoVerme asked for a 10-year look back to see how much was been returned. Ms. LaPlante will do a look back but wanted to mention that there have been vacancies that we cannot fill. Superintendent added we have hired young teachers also which is a reduction or savings and yes, vacancies that we have not been able to fill, it was probably 75%-80% of the savings last year. Ms. LaPlante agrees.

X. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. LoVerme to approve the minutes of August 22, 2023 as written.

Voting: all aye; motion carried.

XI. POLICIES

Ms. Cloutier-Cabral reported the committee met and discussed some policies for withdrawal including JICIB-Bullying & Cyberbullying-Pupil Safety and Violence Prevention. Mr. Lavoie spoke of this policy being covered in another policy and the committee wants to clean them up overall. Ms. Cloutier-Cabral suggested the policies be brought to the September 26 meeting for withdrawal.

i. BEDDA-Board Meeting-Rules of Procedure & Order-3rd Read

Ms. Cloutier-Cabral reported this is the 3rd reading of this policy. No changes have been made since the last reading.

A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. LoVerme to accept policy BEDDA-Board Meeting-Rules of Procedure & Order.

Voting: all aye; motion carried.

ii. IHBA-Programs for Pupils with Disabilities-1st Read

Ms. Cloutier-Cabral reported this is a 1st read; updates to the policy were made. The age requirement changed from 21 to 22 as required by the state. She encourages everyone to read the policy and it will come back at the next meeting for a 2nd read.

iii. JJJ-Access to public School Programs-1st Read

Ms. Cloutier-Cabral reported this policy is required by law it is the 1st read. She noted Mr. Post referred to it during public comment. Mr. Post reviewed his suggestion for change. Under letter B first paragraph last sentence, should add the following, "including the class syllabus which outlines these requirements". Ms. Cloutier-Cabral suggested it be reviewed again and be brought back. She recommends people read the policy and bring questions. It will be reviewed at the Policy Committee meeting on September 15.

iv. IMBD-High School Credit for 7th/8th Grade Coursework-1st Read

Ms. Cloutier-Cabral reported this policy is required by law. It is the 1st reading. Discussion was had regarding credit, does a student get HS credit if in the 7th or 8th grade, and takes honors classes. Superintendent clarified for classes such as Algebra I, but digital portfolios is a requirement to graduate and would earn the graduation credit for that. A question was raised if this is in effect now. Superintendent will get that clarified. Discussion continued. Ms. Cloutier-Cabral spoke she believes it is in effect and has been what we have been doing for a while it is just a policy now. It is unclear if that was in effect for 7th grade but it will be now. She spoke of some students being able to advance grades. This policy will return for a 2nd read.

v. EFA-Availability and Distribution of Healthy Foods-1st Read

Ms. Cloutier-Cabral reported this policy is required by law and this is the 1st read. She recalls there were questions regarding this policy. It addresses certain program we must follow and we need some information about which programs we are using and put that into the policy. We have to state what is mandated. We are waiting on more information for that. Discussion was had regarding healthy foods as one member believes it reads as though we only sell healthy foods. Ms. LaPlante clarifies we are required to meet certain requirements in foods and what we purchase has to be in compliance, smart snack requirements for example or if we do not we are out of compliance with the whole program. Discussion continued. Superintendent added as a whole it has to meet certain requirements

or we cannot be reimbursed. Individual items may not be “healthy” such as croutons or white bread etc. Ms. Cloutier-Cabral voiced we need to figure out what those things are and this will come back for a 2nd read. Members are encouraged to send questions or suggestions. What we are missing is identifying which 3-4 programs we are using. The Policy Committee will meet on September 15 and she welcomes anyone to attend.

Mr. Lavoie spoke of the dress code policy and asked if the Superintendent has received feedback from staff. Superintendent responded yes and he believes he has sent that to the Chair of the committee. Mr. Lavoie voiced that not much has changed in the policy; it was fairly well done, just not enforced. Principal Ronning has brought up the student dress code, which is in the handbook and is being enforced.

XII. COMMITTEE REPORTS

i. Negotiations

Ms. Anzalone reviewed the committee met last Tuesday and it continues to be a good couple of meetings with the WLCTA. The Board will have further discussion later.

XIII. RESIGNATIONS / APPOINTMENTS / LEAVES

a. FYI New Hire-Abigail Ellis-ABA Therapist-FRES

b. FYI New Hire-Roxanne Charlton-ABA Therapist-FRES

Superintendent reviewed the new hires.

• PUBLIC COMMENTS

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

XIV. SCHOOL BOARD MEMBER COMMENTS

Ms. Foss thanked all the school staff for hanging in there through the heat wave last week. She has worked in a number of schools and they all have this problem no matter what and she can appreciate it is difficult to keep all on task including the adults. She appreciates all the work you do.

Ms. Cloutier-Cabral welcomed the new hires. The student and staff shout outs is a cool piece and she likes all the detailed reporting. These have been productive meetings and thanked the Board and public for asking questions and being involved. She thanked Ms. Schneiderheinze for coming and she is excited to hear of Alma.

Mr. Lavoie thanked everyone and welcomed all back to school. From what he has heard from his children, they seem to be having a good time at the lower levels and seems to be the same at the higher levels too.

Ms. Anzalone thanked everyone for the first couple of weeks. She has not received any complaints and she gave a shout out to a member of the public Lynne Crouse, who posted an amazing video online. She spent hours working on it and thanks her for being a dedicated parent and coming out to games.

Mr. LoVerme thanked the public who were present for the meeting tonight and taking time out of their schedules to be here. He welcomed Mr. Post back and gave a shout out to staff members sitting in this room for a job well done. He spoke of a hearing from a grandparent that Mr. Buroker pointed out to a student that they shouldn't put stickers on a computer. Mr. LoVerme expressed we should charge the student for it; it is not the staff responsibility to take stickers off. He rode up to the field and it's a sponge, very wet. The track, wow, other than the spike marks, it is beautiful and also the road and parking. Hats off to the people who voted to pass that and get the work done. He thanked the Board for the work that has been done and on the committees. He wishes good luck to the Negotiations Committee.

Mr. Allen echoed thanking the public and we are fortunate that we have a great community who appreciates what we have done. He voiced appreciation for the administrative team at FRES and WLC. He is hearing incredible things from students and parents. You are doing a bang up job so far. He gave a shout out to Emily Hall, every time he walks by her she tells him of an incredible idea she has come up with to add value to the school and for students. He hopes she is getting some attention. He spoke of his kids coming home wanting him to show them something online, ChatGTP, as they couldn't get into it at school. Awesome to shut it down Mr. Buroker! He thanked the Board; he appreciates the positive feedback and criticism you all give him.

Chair Golding spoke regarding the SRO and being very disappointed with the Wilton Town Select Board and Administration. He spoke of their use of nonpublic and hopes they bring someone to attend the next meeting, as it will be on the agenda.

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

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

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

RETURN TO PUBLIC SESSION

The Board entered public session at 9:53pm.

A MOTION was made to seal the non-public session minutes by Mr. Allen and SECONDED by Mr. LoVerme.

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

XVI. ADJOURNMENT

A MOTION was made by Mr. Allen and SECONDED by Mr. LoVerme to adjourn the Board meeting at 9:54pm.

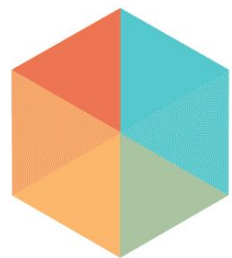
Voting: all aye, motion carried.

Respectfully submitted,

Kristina Fowler

XVII. NON-MEETING-NEGOTIATIONS

Non-meeting was held for negotiations.



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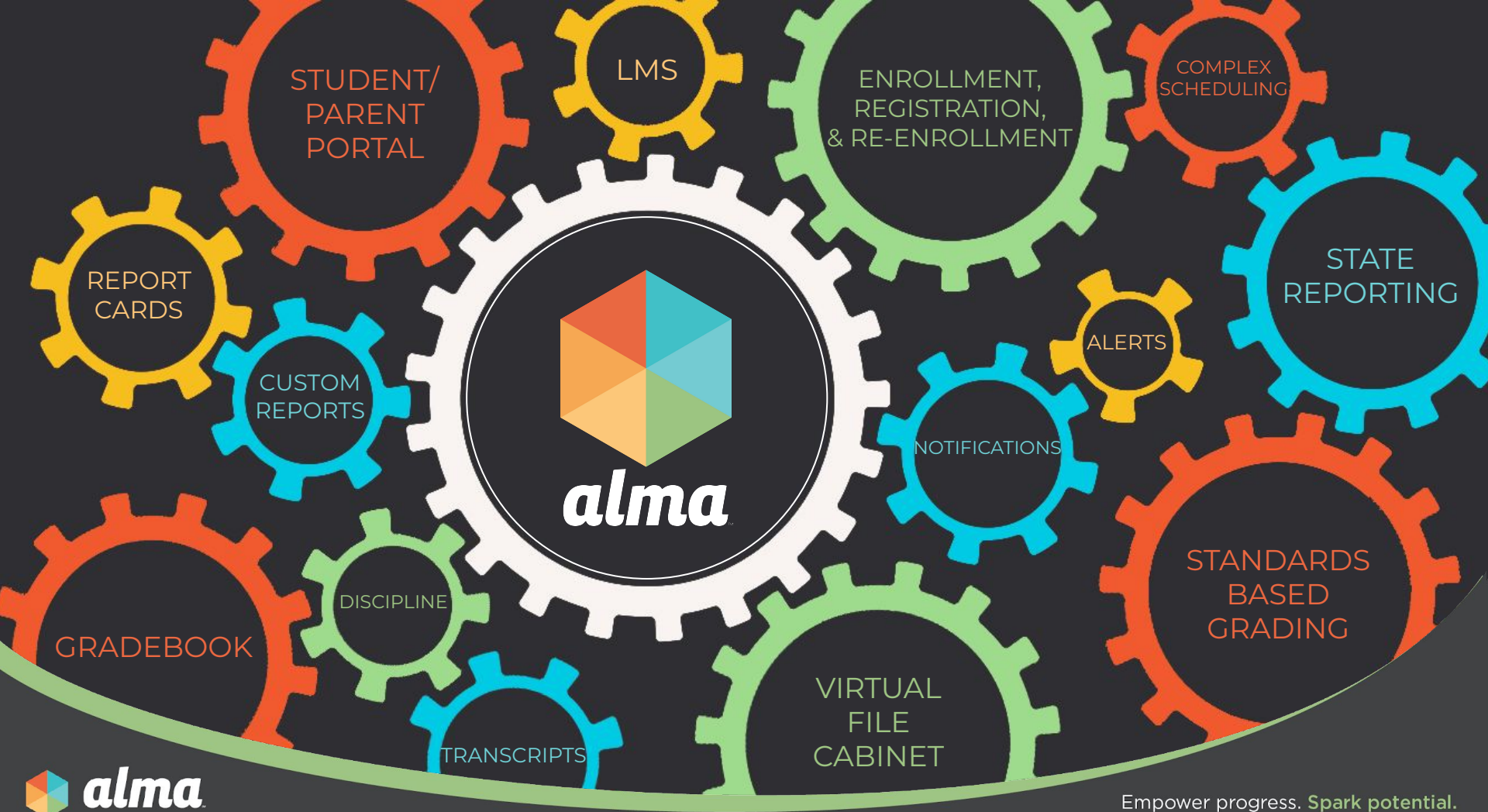
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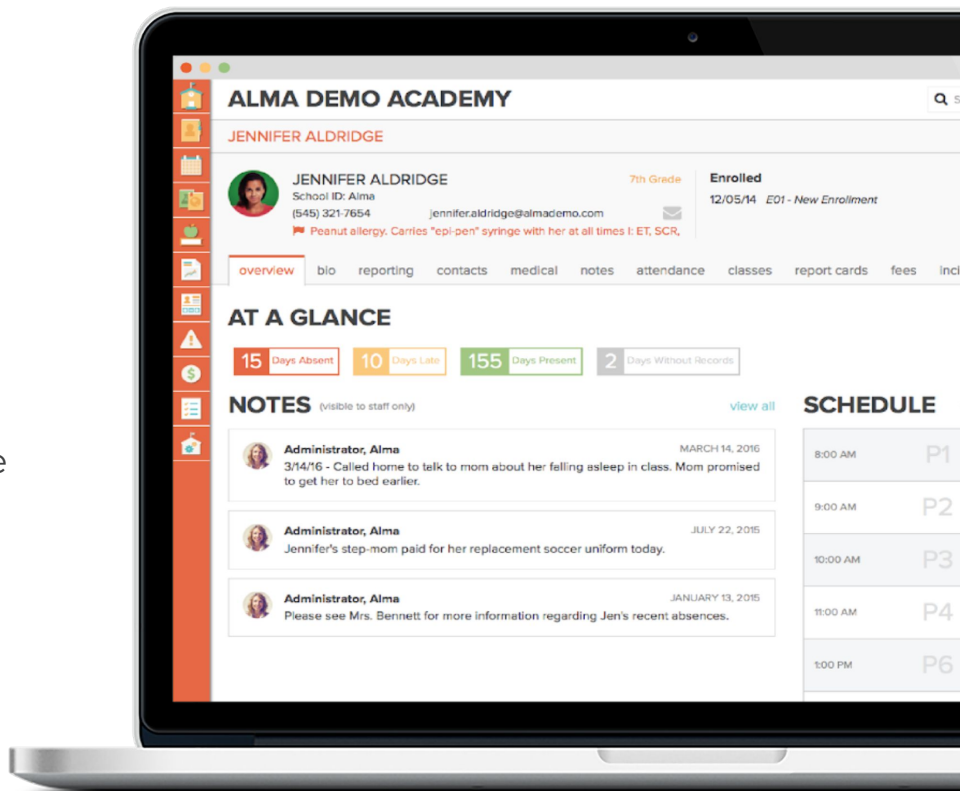
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Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63
192 Forest Road Lyndeborough, NH 03082
603-732-9227

Policy Committee Report
09/19/2023

At our September meeting we:

1. Continued work on the missing required policies and there were four new ones in this weeks packet, we still have three that we are finalizing; EFAA-Meal Charging, EBB-School Safety Program and JLCJ-Concussions and Head Injuries, once those are complete we will also be proposing a number of policies to withdraw as we incorporated them into the new policies .
2. We had initial discussions regarding the Facilities Policy, we will have Will Phillips from the NHSBA weigh in on it for legal advice RSA compliance.
3. We discussed the legislative changes coming down the pipeline and Ms. Lavallee will be attending the Policy Update Webinar with the NHSBA in October to ensure our policies are in compliance. She will bring all recommendations straight to the committee for review.
4. We completed updates to the staff dress code policy and included it tonight, we did ask that Administration provide feedback tonight with the possibility of additional minor language changes.
5. We would like the board to consider having us look at policy BBBE-Unexpired Term Fulfillment, the language in our current policy and in the RSA regarding this is very vague and we would recommend that the Board more clearly defines the process we should use to fill a vacant board position.
6. We set the next meeting for October 26th at 5:30pm

Respectfully submitted,
Brienne Lavallee
Policy Committee Chair

***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: Candice LaPierre
FROM: Peter Weaver
DATE: September 26, 2023
RE: Resignation

In accordance with Policy GCQC:

“A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.

I am in receipt of your email dated September 18, 2023 that you intend to resign your position as a paraprofessional effective September 29, 2023.

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

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