

**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, June 13, 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, Brianne Lavallee, Matt Mannarino (online until 10:50pm), Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen, Diane Foss, Jonathan Lavoie*

*Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principal Sarah Edmunds and Associate Principal Bridgette Fuller, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler*

**I. CALL TO ORDER**

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

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was recited.

**III. STUDENT SCHOOL BOARD REPRESENTATIVE REPORT**

Ms. Edmunds gave an overview of the report in the student's absence. She spoke of many activities that are going on and the students are gearing up for finals. They thanked the Board for the air conditioners and they are excited for the field trips they are taking. There was excitement when they were writing the report and apologize for not being present this evening. Even though it has been cooler weather, the air conditioners are working well on humid days like today.

**IV. PRESENTATION-SCHOOL RESOURCE OFFICER**

Police Chiefs Rance Deware and Eric Olesen were present and here to provide information regarding a School Resource Officer (SRO). Superintendent voiced we gathered information and wanted to ask what the next steps should be, the most critical is how to fund it. (Slides can be found with the minutes.) Chief Olesen voiced the individual chosen is a member of law enforcement that likes to interact with the teens and youth and become involved with the school and community in several ways. He has spoken with other SROs and they want to be involved and see the school and community flourish. Chief Deware added it is a community-based partnership. They don't just participate in the school atmosphere but school functions and they have to be flexible with their schedule to accommodate this. The SRO would educate with drug and alcohol prevention, education is 95% of what we do. Having an SRO makes it easier to facilitate to get things done in a more timely manner they have access immediately. They help with anti-bullying, and law related curriculum, and emergency planning which is something we do over the summer. They would help with ALICE training which we are working on now. They build trust through relationships with staff and students. Chief Olesen spoke of a situation that the SRO played a key role in. He spoke of the police coming to the schools for pop in visits and the students and staff being supportive to having them here. There is a decrease in calls to the police department when there is an SRO in the schools as they take care of it. A question was raised what happens if the SRO is absent, what is the plan for this. Chief Olesen would research that and speak to see an SRO to see what they do in that situation. Chief Deware added, we would develop a job description and include that. Mr. Allen voiced that he works with SROs and hears of the tertiary effects of having one such as bullying etc. although he does not find any data on this. He asked if there is any data. Chief Olesen would speak with other SROs to see if they have data and would get back to him. Superintendent voiced the number 1 priority for the SRO is to keep the school system safe and he does not want to lose sight of this; it is hard to find data on it. A question was raised if one of the reasons it is difficult to find data is because it is anecdotal. Ms. Foss spoke of her experience with an SRO in the Merrimack School District, they are really part of the community and she was impressed with the relationship the kids had with him. Superintendent responded there are so many factors, anecdotal is certainly one. He notes there is a lot to work out but it is beyond just security although that is the priority. He believes the community benefits, there is a triangulation there and the SRO ties it all together. There are families that are struggling and they might talk to the SRO. Ms. Lavallee also found that there are no statistics. She spoke of the increase of students with IEP and increase in mental health concerns and the SRO has a 48-hour training program, should the person hired have specialized training in something like mental health or are we looking at a broader range. Chief Deware responded in order to be an SRO in NH you have to be certified. They have training for 40 or 80 hours and have advanced training. If we put someone in here, we will train them; they have to be vetted and trained. Chief Olesen added they are completely vetted and go through what we went through as law enforcement. A question was raised if it is hard to find candidates. They do not have this information at this time. A question

was raised what kind of relationship an SRO would have with guidance. Chief Olesen spoke that they have a great relationship with guidance now in all the schools, whoever is approved would need to mesh with guidance. In these environments, we understand there are IEP's and confidentiality is key. Discussion was had regarding the SRO, visibility and safety are primary day-to-day responsibilities and the other things that come along with it are what we are trying to achieve by being here. Ms. Cloutier-Cabral spoke of researching this in 2019 and spoke of a case in Maine where the SRO played a key role in an unsafe situation for a student and prevented it from happening. This made her realize how important the position is. She had spoken with many students in other districts such as Milford, Nashua and Concord who have an SRO and did not hear any negative feedback. Chief Olesen spoke of the many school shootings and mass shootings, which have increased since 2018 and provided some data. A question was raised that Milford has an SRO, did anyone speak with that SRO. Chief Olesen did not because we are a cooperative but he did speak with Hollis-Brookline. They are favorable and funded a second position. He also spoke with Bow and can have a SRO come to speak to the Board to talk about what they do. A question was raised how many instances would an SRO have helped in or prevented had we had one and what is Chief Olesen's opinion if it would help his department having one here. Chief Olesen said many things we are coming up for he believes would probably been avoided if an SRO had been here although will not go into specifics. If an SRO were here in a lot instances, it would not happen. You have someone walking the halls and monitoring things. He notes they do like coming into the schools, popping in to see what is going on, walk the halls, and talk to teachers and students etc. Ms. LaPlante spoke of cost options. It requires a partnership with the police department and it has to be someone in Wilton to be able to take action. They spoke to the Town Administrator in Wilton regarding what the salary and benefits are and provided the options. There would be 180 days committed to the school (70%); the budget estimated cost range is \$115,000-\$142,000 depending on experience. Option 1, the district pays 100%, 260 days a year, which ensures the district, has an SRO, 80 days would be employed with Wilton PD. That option has some technicalities with the DRA. Option 2, district pays a proportionate share, 180 days at a cost of \$80,000-\$99,400, traditional school district/community approach and requires the support of Wilton community and PD. That option most communities do with a MOU. Because we would ask Wilton to pay for a portion, 35% of the cost, it requires conversation and dialog, Wilton benefits but if they don't need one, it is hard discussion. Option 3 is a private armed security guard, cost about \$35 per hour, approximately \$50,400 that allows for added security at a lower cost but the role is limited to security and accountable to the private employer. It does not give us the ability to work with the person, we would have to go to their supervisor and it may increase Wilton's involvement up here, as they may not be trained to deal with schools and students. The last option is status quo we take no action. They have looked at grant opportunities and they do not fund the creation of it but will fund overtime for some things. Chief Olesen voiced having an armed security guard is not a good idea. Who vetted the security company, what kind of training has the person had with kids, with a firearm. If something is not going on in the school you will get nothing for your \$35 per hour except an individual standing there with a gun, there is no interaction with the kids or community. Mr. Mannarino echoed Chief Olesen's concerns against an armed security guard for the same reasons he mentioned. Chief Olesen confirmed a discussion or presentation would have to go before the Wilton Select Board to receive their thoughts and direction if moved forward. A question was raised when it comes down to hiring a person will the Board or Superintendent have a say in who was hired. Chief Olesen does not think that would be a problem at all. A question was raised if we could hire someone who wanted summers off and have more of school year schedule and only pay for that. Chief Olesen said he would have to think about that, typically, they are full time police officers and when they are not in school, they are on patrol, which keeps them fresh, and it affords them the time to do any required training. In 2023, NH mandated they do 60 hours of additional training above their normal training. Superintendent voiced there may be cost savings opportunities; we would need to talk to the Select Board about that. It was suggested to see what other districts are doing to save on cost. He noted one district that was unable to fund it and subcontracted with the state police and local PD but it is not the same person and eliminates the opportunity for the other things we spoke of. Chief Olesen confirms if we move forward the MOU we have in place would need to change. He has examples of that and will share those. Ms. Foss expressed she is not in favor of having a security guard, she feels our kids deserve more. A question was raised if Wilton needs another officer. Chief Olesen responded we could always use more officers whether or not we need it. When we are at full capacity, we have 8 officers, which is enough for patrol and all that we do. Adding a 9<sup>th</sup> to be an SRO, he believes we could use. A question was raised if we fund it through the budget both towns would have to vote and are we sharing with Lyndeborough on certain days. Chief Deware confirms that the SRO would still do thing at LCS but the other 30% of their time belongs to Wilton. We have mutual aid and his town administrator and selectman are 100% on board with this. A question was raised if it has been discussed with Wilton. Superintendent confirms they have spoken twice, the next step is to have direct conversations with the select board but we wanted your blessing before we did that. With your support, we would set up a time to meet with Wilton and the Town Administrator. He would come back to the Board with feedback \ and to determine how/if to move forward. He would like to have the meeting prior to July 1. Ms. Lavallee voiced she supports having the meeting but suggests to have a Board representative attend, one from Wilton and one from Lyndeborough. Ms. Anzalone and Ms. Cloutier-Cabral volunteer to attend.

*A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to adjust the agenda and move into public comment before a vote on the SRO subject.*

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

• **PUBLIC COMMENTS**

The public comment section of the agenda was read.

Ms. Tatiana Franko, Lyndeborough voiced having an SRO is a preemptive approach to criminality and she is greatly in favor of that as there is plenty of crime that has been committed in our community. Having an SRO would help to nip crime in the bud. I hope that all parents in Wilton and Lyndeborough are looking to raise law-abiding citizens as she is. She questions if the Board submitted applications for grants to Homeland Security or any other agency and have you exhausted all options. Superintendent responded that he and Ms. LaPlante did and worked with the Chiefs and applied for a grant but it was only for existing SRO programs. We are still looking and are hopeful. It would have been easier to come before you if we had the funding available.

Mr. Thomas Schulz, Wilton thanked administration for this subject up. He has pursued this with Wilton since 2007. In 2004, they discussed it and it did not move forward. In 2009, he spoke of this during district meeting regarding having an SRO involved. Both the Boards declined to pursue it. In 2012, he brought it in front of the Board. He read part of his statement from that time. At that time, he reviewed other surrounding districts who had SROs at that time. It has been discussed for 19 years without resolution to have it done. He spoke of a study/survey done by UNH that showed teachers and students gave SROs high marks. He provided additional results from the survey. This is still available on line, quantitative data showing the value of having an SRO. It reported students and teachers felt much safer when an SRO was placed in school. Teachers reported less drug activity, less bullying, less gang activity and disruptive behaviors etc. The Chief did note that school shootings are on the increase in this country. The value of an SRO has been quantitatively shown here in NH by a survey from the University of NH across multiple school districts have been supplemented also by the fact we have a serious issue in this country with gun violence and need to think about providing qualified protection, law enforcement, not security guards in our schools. A previous Superintendent of this SAU who was a Superintendent in Monadnock School District, Leo Corriveau had been noted in the Union Leader as seeing SROs as not only a deterrent and someone could coordinate emergency responses, help with truancy, and educate students and teachers about safety along with a range of other activities. Not only has the University of NH found this to be of value but also your own previous Superintendent found it valuable and was promoting it. This has been discussed for 19 years in this district and I really hope we don't go to years 20 or 30 before we take action. He is glad to see it on the agenda and hopes you pursue it.

DJ Garcia, Wilton, he is a Selectman. He came here tonight because he heard of it 3 weeks ago and he reached out to some board members and had a discussion in private with them to see what they knew. It was what he had heard that there would be an approach to Wilton to help fund this. He thought it would be good to get involved and be prepared. What he is hearing pleases him that your meetings go similarly to his where things show up and you have to maybe respond to it. He encourages you to take time to read into it and make your own decision and assumption. It is a bigger issue than a police officer or SRO. He believes it is a resource issue. That is something a lot of people and communities lack is the necessary resources and if we had stockpile of officers or money to draw on to do all the things that everybody needed we would do it probably pretty readily and easily. He didn't prepare any of this, he wanted to come here and hear what you had to say. The last point is in his own research is it came to his attention last summer was a Bill, signed by the Governor; HB1178 does not prevent anyone from having a firearm in this building, even an 18 year old student. He thinks it creates a mixing pot for a situation that whatever SRO was here may need to be prepared to deal with. He shudders at the thought of anyone allowed to have a firearm in this building or weapon; they would have to be intercepted by the SRO and what that situation could mean. On a funding aspect, there could be a situation where the SAU could decide how this SRO best serves the school. There could be details made available where officers of Wilton and Lyndeborough or potentially surrounding police departments could take those details up like a simple math equation, The pay for a detail is roughly, \$75 an hour for 180 days a year from start and end of school day would be roughly \$35,000 and you can decide when you want to have an SRO. He can see during the day that the SRO is just kind of there and you may have staff to do those things but maybe that is something you can consider further when you actually need a person here to do those tasks and maybe make it as a detail first and see how that sticks and take it from there.

Mr. Jonathan Vanderhoof, Lyndeborough, spoke we have a small district with multiple buildings spread out. He is not against an SRO but as just explained funding, is an issue. He heard a lot of bad mouthing of security guards; his main concern is the school

shooting issue. Sometimes you have to call the PD that is the way it is in a small town. The Chief brought up examples of how they are trained and those are questions you should ask when you hire a security guard. We don't want you to just pick a place; you have to ask all those questions. You get a lot out of it, at minimum deterrence. If you look at previous shootings they are not random acts, they are preplanned, they are looking at the schools, looking at soft targets. Given you have multiple building he does not think you should shut out the security guard yet given the expense of the SRO. If all you get out of it is deterrence, it is something that I as a parent would appreciate.

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

Ms. Deb Mortvedt, Wilton, commented that DJ brought up that people are able to carry guns at school that is not how she read the Bill. She thought our schools were gun free zones. She spoke to school board members and thought there was a sign outside that says that and that pupils are not allowed to carry guns at school or could be expelled up to a year. She questions if the SRO at the beginning of the day would be checking students as they come into school.

Ms. Sara Straw, Wilton, is pleased that Wilton is finally looking into an SRO. As a parent, it is an important resource to look into and as a teacher in a neighboring town; she has seen the great benefits of it.

Chairman Golding asked if a motion is needed to continue discussing it. Superintendent suspects that if the Board were ok with them moving forward to get more information and researching some things and with their support, they would like to meet with the town administration and selectman. There was no objection heard. The Chiefs were thanked for their time and attending.

#### **V. PRESENTATION-INTERDISCIPLINARY UNIT 9<sup>TH</sup> GRADE**

Teachers Erin Rosana and Stephanie Erickson along with student Tyler in the 9<sup>th</sup> grade presented the 9<sup>th</sup> grade interdisciplinary unit on World War II. (A copy of the slides can be found with the minutes.) We tried at the HS to do more integrating. When we started talking about curriculum, we realized we could make a connection in a disciplinary unit. She reviewed what the students get out of it, academic conversations from a range of disciplines, promotes engagement and accountability, broader understanding of the concept/concepts etc. The presentation included the unit overview and that these things were being done at the same time in the different classes. The state standards were included in the presentation. The learning portfolio included 2 pocket folders with an assignment list for each student. They had formative assignments for both World History and Integrated Science. There was a common assessment rubric so they knew they would be assessed. All the World History and Integrated Science activities were kept in the portfolio and turned in at the end of the unit for grading. Both course units began with an active reading assignment. They did battle stations in Social Studies that were collaborative; one side had historical battle information and the other side had integrated science information. In science, one of the tasks was about the ecological impacts of the Pacific Theatre Battles. Students had a Google Earth tour learned about the different environments that could have been impacted and the endangered species of each of each Pacific Island Battle. They reviewed the assignments and activities students did. That included looking at what was going on in the atmosphere, temperature changes from 1930-1955. The major task for freshman was to write a lengthy research paper and pick any topic of WW II. They did a great job. While they did this, they wanted to bring in other classes like algebra and English. They have received some feedback to make it better for next year's freshman. Tyler, 9<sup>th</sup> grade student spoke about what he got from the portfolio process. We learned about treaties, battles and all the stuff for social studies and the weather effects of Hiroshima. He liked that they were given one for each class and both were on the same unit. We learned about weather in both classes. He like it. Ms. Erickson said some students said they enjoyed that it showed different aspects of the war, it goes more in depth on the topics. A question was raised to Tyler, what is sticking with him as the most impactful. Tyler responded all that happened, the impact of the Holocaust and impact of Hiroshima and how all the radioactive stuff that came our effected the climate and gasses, it was interesting to read about. Ms. Erickson said it is the first time since she has been here that the 9<sup>th</sup> grade has done this and they are trying to do more of it. They were all thanked for their time it was impressive.

#### **VI. ADJUSTMENTS TO THE AGENDA**

Superintendent requested to add an adjustment of an additional appointment of MS English teacher.

*A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to accept the adjustments to the agenda.  
Voting: via roll call role, all aye; motion carried.*

#### **VII. PUBLIC COMMENTS**

See above.

#### **VIII. BOARD CORRESPONDENCE**

##### **a. Reports**

##### **i. WLCTA Report**



Ms. Becky Hawkes was present and reviewed her report of events in the district. State testing was completed across the district and teachers had their data analysis days in early June. Kindergarten is screening new students for early literacy/math skills, speech, and OT needs. Fifth grade graduation is on June 20. Step up day was on June 8<sup>th</sup> and 5<sup>th</sup> grade visited the middle school. There were many field trips including Seacoast Science Center, Peabody Mills, NH State Capitol, Squam Lake, Canobie Park and Lake Winnepesaukee. Field day is on June 16 with a rain date of June 19. She spoke of LTRS training; the first cohort is ending units 1-4. There are 20 teachers doing it and it is worth 12 graduate credits. It is a big deal and she wanted to give a shout out to how wonderful it is.

## **ii. Superintendent's Report**

Superintendent gave an overview of his report. He spoke of the leak from the sprinkler under the stage, more water seeped through the gym floor and it needs to be replaced. We are fortunate we are able to replace it for the deductible cost of \$1,000. It will be tricky to do that and as the other projects being done and expect it will run into September. It will give the PE classes an opportunity to get outside and we will use the cafeteria for other things. We will have a new floor, a new divider and a new motor. The next thing is the banners need to come down, cleaned and organized. Likely July will be when we can start on the floor. He informed the members that Olga Thompson, HS math teacher has retracted her acceptance of the position and it has been reposted. He reviewed the open positions. Ms. LaPlante spoke of the WLC dishwasher. She reviewed the ventilation system does need to be replaced and it is complicated and costly. She suggests putting off the replacement of the dishwasher as it is in decent shape and the biggest problem is the seals. Although we would love to replace it, it requires a ventilation system to pull moisture outside. The Board approved \$28,000 and this quote is running about \$35,000 and does not include the trades needed such as electrical. She asks if the Board wanted to approve \$35,000-\$37,000 or do the projects one at a time. The dishwasher is functional and with new seals, we will get about a year out of it. She suggests doing venting now and properly budgeting for the rest. It is in the best interest of the taxpayers to focus on what we need and budgeting for future needs that are not dire at this time. She does not believe it needs a vote, just for you to know we are pursuing the project a little differently there was no objection heard.

## **iii. Director of Student Services Report**

Mr. Pratt reported he sent the Board a lot of material; it is comprehensive. The items contained are standards for school psychologists and social workers. He hopes it helps to answer some of the questions members had. We identified funding; it is a contracted service position without benefits. He spoke of being excited to service all kids noting we have discussed last time about the climate and how things have changed over the years and how important it is to provide services for our kids, schools and families. He is asking the Board for a vote to move forward this evening. This was a lengthy discussion. Ms. Anzalone spoke of it being a lot of information and has not had a chance to go through it. She is requesting more time for the Board to review it. Mr. Pratt responded that he would not be at the next meeting to answer questions. Mr. Allen echoes the request for more time as he has not had a chance to go through it and it is a lot of material. He is asking that it be tabled. A question was raised if it is tabled, will it impede Mr. Pratt from moving forward. Mr. Pratt responds yes.

*A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to table the "Behavioral Resource Center".*

A question was raised, if it I tabled, what would the consequences be. Mr. Pratt responded the first meeting we have is in August and it will be hard to find someone in that short of time and it is unlikely the program would be able to start September 1. He has started programs during the school year but there are a number of students who need this right off. Discussion was had that this a program brought to the Board to approve, they had a handful of questions and they received a lot of information to review with nothing highlighted. A question was raised how did Mr. Pratt expect they could approve it. Mr. Pratt believes the questions had revolved around gray areas. It was noted that the information provided should have been focused on that. Mr. Pratt reviewed the amount of information was not meant to be a distractor but to give you a clear understanding of the gray areas that these social worker and psychologist deal with on a daily basis. He cannot give you definitive answers because there is none. The Code of Ethics and expectations from both the professional organization and state regulations are clear. It is a collaborative endeavor; it is not an isolated relationship. He voiced that he cannot tell you with every certainty when parents would be notified by school counselors, social workers or school psychologist, as he cannot with staff. As administrators, we are obligated to make sure our staff follow the behavior they are supposed to based on their licensure and the laws and regulations of NH. Do I ever envision a situation where a student would enter the program or spend time in the program without parent's authorization, no. Do I expect a situation where parents would say, there is no way I want my child in this room, yes I do and they wouldn't be. We will hire someone with good judgement and who follows the Code of Ethics. This is designed to help students not only in school but also outside if they choose to see a therapist. He adds I cannot answer all the gray areas, I have to depend on the ethics and laws put forth. He was asked what specific regulations did he want to point out. He responded that he provided that for the social worker and school psychologists.

*Ms. Lavallee called Point of Order.*

*Mr. Allen and Ms. Anzalone WITHDREW the MOTION.*

Discussion continued. Mr. Pratt directed the group to documents, NH Code Admin. ED 507.08, school psychologist and 507.14, school social worker. Discussion included receiving feedback from people whose opinions revolve around what we are talking about on both sides. It was expressed that concerns heard are that Mr. Pratt has declared you can't envision when a time a child

would be in there without consent but the reality is the parent could have zero say if their child is in that program or whether they are told this or what is being discussed. It was noted there is no policy regarding this and they are just directed to the standards. Mr. Allen spoke that NH court ruled those standards are not applicable in all cases and these are the concerns he is hearing. Based on that and the inability to do the research, and no policy that directs us he is not comfortable moving forward. Mr. Pratt spoke that as Director of Student Support Services he is to bring issues to the Board and Superintendent when he knows of them. We vetted the type of program that is necessary for elementary and may be necessary for WLC as well with the entire administrative staff and school counselors. In the 4 years he has been here, he has been asked to create programming on the fly and has proven through the amazing work from the staff to be effective. I bring this to you tonight because we have an immediate need. I bring you ideas for programs I hope you will support and if you choose to not support them I understand and respect that but understand that I have to address the needs for students immediately, which means finding other places to put them. He understands there is not a lot of time to review the material; the packet goes out about a week in advance before the meeting. He apologizes he cannot be at the next meeting. Regardless of the decision, he will do the right thing for the kids and make sure they get the help. The cost for out of district placement is about \$130,000 including transportation. This is an attempt to not do those things; the best place to have our kids is closer to home with their friends. I need to make sure our kids get the services they need. Ms. Lavallee added last year they voted on HB 1244 and it passed which states we have to notify parents, they have to opt-in for any medical treatment. Mr. Pratt confirms that is correct. She questioned if the data Associate Principal Fuller had mentioned previously about collecting if it weighed in on this, do we have data that supports this program. It was confirmed there was some tracking being done since December at FRES. The data collected was considered in the decision of this programing. Mr. Pratt confirms we do have data to support this. At FRES, we are getting more area referrals for 1<sup>st</sup> and 2<sup>nd</sup> grade and more in class episodes in 1<sup>st</sup> and 2<sup>nd</sup> grade. It is happening in preschool and kindergarten too. Our students are having some issues and it is much worse than it has been in his career. He is used to seeing it in MS and HS but not in the elementary grades and lower. Often parents are saying I don't know what to do. I try to get outside help and we can't see anyone for 4 months and are on waiting lists. In my position, I am supposed to support students and if we can do something to help them with lower costs, I will ask. Ms. Lavallee noted, it sounds like the hiring process would be affected if we do not move forward tonight. She referred members to policy JLD that is the school guidance and programing policy and JLDBA, which is the behavioral management, and intervention policy, which were last updated in 2010. Given the Board is looking for guidance in a policy, would it be appropriate for us to take on those 2 policies to make sure it has safeguards for state law and task administration to come up with a procedure/program outline provided to us with details you are asking for. It is important for us to know what it will look like and taxpayers want to know what they are paying for. She voiced support for this and also in supports more information for parents to feel more comfortable and for taxpayers. She asks if that would make it more likely that we could move forward tonight. Discussion continued including that opting into programs varies, the law says parents have no right to that information, it is not like taking your child to a therapist it is much different for us to bring that into the school, lack of information exists in both instances, and the law is whatever it is now, that does not change it. Ms. Cloutier-Cabral voiced support for the program. She adds if you don't want your child this program you can opt-out that is what the situation is. Mr. Allen disagreed with that. Mr. Pratt clarifies there would not be a student in this program without parents knowing that. He expressed right now we have kids seeing the school psychologist and social worker and we navigate with parents those conversations and it will be similar here. He pledged to the Board this is not a program where we will put kids in and say oh by the way your kid is here, it will not happen in this district. He has been the special education director for 4 years and feels he has proven to focus on kids and be fiscally responsible and make sure the kids can thrive in school. Discussion continued including there is a shortage in mental health services, kids are on waiting lists and may never be seen, we should not deny a child, parents are working double shifts trying to manage sometimes the unexpected, we have people in the community who don't and want their child involved. Ms. Cloutier-Cabral shared her experience and voiced that she has faith that Mr. Pratt will follow through, she spoke of tabling it would being more of a denial for those who need it; people have other situations and lets be thoughtful before tabling something when we need it, there has never been more of a need for it. Ms. Anzalone voiced that she is concerned about making sure there is not information being withheld from the parents and why as a parent would she not have the right to know everything about my child, I am the expert on my child, you are the expert on your child. She is concerned that it sounds like there may be information withheld, what will the professional hear that I won't hear about. She is concerned about those gray areas. This was discussed. Mr. Pratt voiced gray areas are hard to define, the bottom line comes down to if we are in a situation where the parent wanted the child to be part of the program it is a response to what is happening in school and if the parent says I don't want this, we terminate. When we work with the kids, we have to respect the individual parent. When it is a safety issue, when a child is in direct harm, here in school, community and in home if that is the case you pretty much know something is happening and DCYF or the police are coming to visit you. We are not going to be in a situation where I will put people in a situation where their own licensure is jeopardized. Ms. Lavallee voiced the program we are talking about; parents do have the right to not have their child participate. That being said she understands the apprehension and concern. Her experience with social workers, which is the position we would be looking for, is their role is to help the individual to promote how to have positive family relationships. They will involve the parents in those conversations. They promote and guide the child in having discussions with their parents. She sees the apprehension but also sees a positive benefit of having this program. Part of having these safeties in place is that all the key people are in place. Are there gray areas where parents would not be notified there are and she knows that because if there is an incidence of abuse or potential harm to the student, it is a legal obligation to report that. She notes she is also aware of how infrequent that is. Ms. Foss voiced she was grateful that Mr. Pratt is going to the trouble to look at something like this; he is in special education and has his hands full. COVID put us in a situation where we need to look at this with a broader lens; she didn't realize kids as young as he said were having issues. In her work in hospitals, she is aware

that they have stringent rules and has no doubt they will follow those rules and has less concern but has concern that the students are so young. As a speech pathologist, she is a mandated reporter and she has to report any potential abuse. She is not the only professional who has to do that. You have to tread lightly and follow the law. She supports moving forward with the program in some capacity and not in favor of tabling it and losing the momentum. She thanked Mr. Pratt. The rules are extensive and there for a reason. Mr. Pratt spoke this is the toughest part of his job, the mental health aspect and one family has different expectations than the other. He 100% understands what we are talking about today and your concerns and benefits and respects the Board's opinion whichever way they go.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to move forward with the project ("Behavioral Resource Center").*

Discussion continued including there are obvious benefits to the program, some people think if there is a problem at home we don't want them to get in trouble, there are some gray areas, pronouns are all over the place now and that can be a gray area, are we focusing on the right gray areas, overall it is meant to be positive, and people in the community wonder about the gray areas. Mr. Pratt referred to the standards for school social workers the part regarding diversity. He believes that covers what you are talking about, pronouns. They take each situation, reflect, and give the best counsel to the student and best counsel they can give to the family. A question was raised if that is kept from the family in any way. Mr. Pratt responded, it could and gave the example, if they tell the social worker they are part of a diverse population but fear they will be hit by the parent. The social worker has to be careful or if the student says they use different pronouns, we have to gauge what is the responsibility to the student. He confirms in the mental health world we are relying on the mental health provider. He spoke of understanding it is scary and we don't want to pain our families and the great support they give us. It is easy to not bring this forward but what he is faced with now is students who need help now. He is not even sure if there is any out of district placement available. He spoke of behavioral issues, the BCBA having to deescalate children and sometimes that affects the entire classroom. He is not blaming the child, it is reality and some students we have daily issues. Ms. Cloutier-Cabral voiced what a child may or may divulge is a nonissue if say you don't want your child in there. She spoke of a form being the first thing they give you to sign. We are offering resources and giving more is not a bad thing. Ms. Anzalone noted she does not feel having a policy after the fact is doing her due diligence. She would also want to see the form and make sure it is perfectly clear. Mr. Mannarino spoke that he has been in healthcare for 7 year and Mr. Pratt is sugar coating the deficiency in resources. He has heard several nurse managers say all nursing is mental health nursing and having resources for kids in a safe place where they can speak freely is a net positive. He echoes what Ms. Cloutier-Cabral said and he defers to Mr. Pratt on this. Mr. Allen spoke and questioned where does our role as a school fit with this and what we are supposed to do with the funds. He is still in a spot where he feels he has not had enough time to research it and that is not because he doesn't support it. Mr. Pratt confirms it will be an evolving program if approved, a team effort with the entire counseling staff and most important will be teachers, ABA/RBT's and families. Ms. Lavalley spoke in order for any person to learn and apply information we have to be in a good place physically and mentally. Although this is not direct education, she sees the need of it. She spoke of hearing over the years from teachers that it is hard to teach a class when you are also the counselor; if we can provide support to our kids, she is hoping we can retain more teachers because the kids are really struggling and teachers are not trained mental health providers. Associate Principal Fuller and Ms. Dignan were asked to speak to how it will be used and the benefits of it at FRES. Associate Principal Fuller gave some examples, the teacher has to try to manage behaviors while maintaining the structure of the classroom now that child has a place to go and be calmed down. She sees that every day. Ms. Dignan added for some kids it is hard just to come to school and the parents know and ask us for help. We want to give them resources. The parent know and everyone is already on the same page, they just can't get the help. Mr. Lavoie voiced some may say they are going overboard with the gray area questions. Maybe we are going a little far for elementary kids but we hear things in social circles and online and it may not be what we are trying to do here. It sounds like it is more behavioral issues. Associate Principal Fuller provided data; we had 40 major behaviors between December and March. That is not just the day-to-day stuff that is major stuff, aggression, not to the level of HS physical aggression though. Ms. Anzalone voiced, I think it is great; the teachers have enough going on in the classroom. Her concern comes in when you are talking about talking to a counselor. She understands there is a waiting period but her concern is signing up her child and the parent being fully informed about what is being discussed. This is just the first part; she assumes it will go up to WLC. She supports it up until the counseling part. She is not clear on what she will told and what she won't be told. Chairman Golding asked for any additional discussion, none heard.

*Voting: via roll call vote, five ayes (Mr. Lavoie votes aye only on the stipulation that it stays with FRES only); one nay from Ms. Anzalone, motion carried.*

#### **iv. Principals' Reports**

Associate Principal Fuller reported the WLC Motorcade with seniors came to FRES to handout the 1<sup>st</sup> grade t-shirts. They are in awe of the seniors and can't wait for their day. The rain date for Field Day is June 19; the kickball game is schedule for the night of Field Day from 5pm-7pm.

Principal Edmunds noted this is her last report to the Board. We had an awesome Senior Awards Night, it is her favorite night being able to see all the wonderful things the community does to support the kids. There was \$85,000 in scholarships given to

WLC students. There were some sound system issues for graduation but everyone graduated and was happy. Our students are doing fields trips; we will have MS Field Day and have a dunk tank and are taking volunteers for the tank. We have 8<sup>th</sup> grade promotion on Thursday. It is a very joyful end of the year. She is grateful for her 5 years in this district and thanked all for allowing her to have this time here. Members thanked her and voiced appreciation for her service to the district and students.

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

Ms. Dignan reports students just finished spring data two weeks ago. (A copy of the slides can be found with these minutes.) Agenda and timeline were reviewed. The iReady benchmark assessment is taken 3 times a year, September, January and May. Kindergarten students are assessed in November, February and May and annual goals and stretch growth goals are set. She read what the colors mean (see slide 5). Slide 7 data shows kindergarten reading for fall, winter and spring with 86% that are at or above grade level in reading according to iReady. Nationally 81% of kindergarten students are at or above grade level. Kindergarten math data shows 78% are on or above grade level by spring and nationally 73% of kindergarten students are at or above grade level. FRES data shows in reading we are doing well, the trajectory is going up. Grades 1 and 2 show an increase of 56%, with large gains across the board. Grade 2 is doing better than both state and national. Grade 1 reading shows 61% are at or above grade level, grade 2 69% are at or above grade level. Teachers have been providing interventions and small groups to support students to close gaps, it is paying off. Third grade reading has increased by 28%, 42% are at or above grade level. Grade 4, 61% are at or above grade level. We are doing better than state or national results. Grade 5 reading, 51% of our students are at or above grade level. We have increased 25% from fall to spring and are doing better than state and national. Teachers at FRES are using "Mypath" for math and informative instruction and working in small groups focusing on math. The trajectory is growing. Grade 1 has increased by 57% and is doing better than state and national. Grade 2 has increased 50% from fall to spring and are beating the state and national. Grade 3 math has increased 32% and 61% are at or above grade level. Grade 4 has increased by 49% and 61% of those students are at or above grade level. Grade 5 in math has increased fall to spring by 59% and 71% of those students are at or above grade level, they are beating state and national. Data for grade 6 in reading shows fall to spring a 6% increase with 35% of students at or above grade level and grade 7 has increased 7% with 56% of students at or above grade level. In grade 8, 35% are at or above grade level. In math, grade 10% has increase from fall to spring with 23% of student at or above grade level, national is 37%. In grade 7 45% of students are at or above grade level, national is 46%. In grade 8, 30% of our students are at or above grade level In January, we spoke at the high school level that we didn't have the seniors take the test. The data is decreasing over high school grade levels, which she brought to the group questioning why we are seeing this. She also spoke to a colleague in Milford who said this is what they are seeing. Our administration team also discussed this and are making plans for next year. In January, grades 9 and 10 used "Mypath" for 30-45 minutes a week to work on personalized instruction. Mypath only goes up to 8<sup>th</sup> grade but still used it to work on skills below grade level, which is what they needed. We also utilized W.I.N. block. Grade 9, 38% of students are at or above grade level. Grade 11 decreased drastically. The seniors were not tested again. She is not sure if juniors opted out to take the test or not. Principal Edmunds spoke regarding the results and stated motivation is one of the reasons they did poorly on the test. The other part is these kids were doing PSAT and SAT prep instead of iReady. Regarding goals, the annual goal is the goal for a student based on their baseline score in the fall and is the typical growth the student makes. The stretch growth goal is an ambitious goal and requires a lot of intervention to get them to that goal. She reviewed slide 25, K-8 reading, which shows an overall view of how much growth our students had. We had a lot of growth with this and for K-8 in math. Slide 28 is the timeline for PSAT and SAT. There were 26 10<sup>th</sup> graders who also tested in 9<sup>th</sup> grade in ELA. Even though it is the same grade, the students are drastically different. The biggest factor was attendance. Sophomores in math, 42% are meeting the benchmark, 55% are not, the same group takes math the following march had 22% meeting the benchmark and 59% are not. Juniors ELA, at first testing showed 65% meet benchmark and at second 55% meet benchmark and 40% are not. SAT data shows 39% meet benchmark and 48% do not. In math, juniors in 2021 show 65% not meeting benchmark, first set of data shows 65% not meeting benchmark and second shows 75% not meeting benchmark. SAT data shows 91% not meeting benchmark. She reviewed the action plans, which start on slide 35, which includes utilizing data protocols to review and analyze data, ongoing PD about iReady and effective instructional strategies in reading and math and instructional pathways plus providing Title 1 tutoring in math at the MS and at FRES. The action plans also include integrating math and ELA into other content areas when possible. W.I.N. block will be utilized K-12, using small group instruction and using Mypath instructional pathways. FRES and LCS will include Summer Academy based on Data Team discussions, kindergarten screening, pre-k teacher input and PD in science or reading and accelerated learner programming. At WLC, we will be moving the personal finance elective to a required course, continue after school homework club, offering advanced placement course in math for 7<sup>th</sup> and 8<sup>th</sup> grade and continue work on interdisciplinary curriculum. The master schedule has been adjusted to accommodate math and ELA teachers being grouped. We are rearranging the way PLCs are structured and format classroom assessments so that they mirror the type of assessments that they will be taking. Discussion was had regarding it looks like the 11<sup>th</sup> grade is 3 years behind; concern was raised regarding some of the results they are seeing. It was confirmed they could use Mypath. A question was raised why we don't have summer school for math or are there kids who should not progress to the next grade and should have the summer catch up. Principal Edmunds responded summer school is an excellent idea. She confirm no one moves on if they fail a class, we have competency recovery and we did have summer school using ESSER funds previously. She confirms in HS if you fail a class you don't get those credits, you have to double up on your classes. These are high stakes tests and are timed tests. When students are in class, the teacher is available to go over thing with you and provide remediation when you get things wrong. Ms. Dignan voiced the teachers have the same questions, how are the students passing classes and that is why we want to look at the data and look at all the pieces. It was noted the citizens would demand results. It was suggested it would be helpful to see the performance in the classroom vs. testing. How many students participated in the homework club and did any make larger gains than anticipated or any gains. How many students are getting

follow up from the parents, there needs to be buy in from the parents. Is there something we can do as a Board to help facilitate, are there any areas we can help. Are students still leaving for junior privileges if failing a class? Incentives are important and so are consequences. Discussion was had where were the 11<sup>th</sup> graders a few years ago, that was the start of the pandemic. Discussion continued about the results including we are just starting to bring a culture of data to our district, the team at FRES is sharing what worked for them, and consistency is key. Superintendent spoke of this being a struggle and the data does not make us happy, as a school we have to look at everything. We are a competency-based school and you only get one try at a test. We are trying to create a culture where it is important and we have to do a better job. We have to look at our grading. The kids may have passed the class but the foundation is not strong enough. Mr. Comerford is looking at the data, looking to integrate algebra earlier, and making algebra 2 more accessible. He adds that WLC is losing about 50% of their staff but we are fortunate to have teachers like Mr. Comerford who are staying. A question was raised how we involve parents and community, how do we engage that and bring it in. What are we doing to involve face-to-face interaction and not just giving students a website? Superintendent spoke of being in districts where they had a curriculum night for parents and a night when parents can come in and talk iReady data. We can do a better job communicating with parents when kids are being successful and when they are falling short. He noted we would get math teachers together to have grade level impact meetings and talk about what is happening in the classroom. Why is one teacher getting through and not another. Those are the types of conversations we will be having.

#### **vi. Technology Director-Data Governance Plan/Vape Devices**

Mr. Buroker spoke of the Vape Detectors, which he was directed to look into by the "Bathroom Committee". He reached out to several neighboring districts and a handful of vendors to look at and received 3 quotes. It is reasonably new technology and not cutting edge; we would be early adopters of this. It costs several hundreds of dollars. We should be getting firmware updates and software updates for them. A lot of his colleagues supported false positives. He is recommending the Flysense Vape Detectors and recommends starting with 10 due to cost savings by buying in bulk.

He reviewed the Data Governance Plan, which is required to be brought to the Board annual per policy EHAB. He asks that any recommendations be emailed to him. He notes if you have an SRO, they will be added to the data team. His predecessors completed a lot of this work. He reviewed each area of the plan such as scope and introduction is how we decide who gets access and how it is treated in our care and how it is destroyed. He reviewed systems, storage and management noting we do not hold a lot of student information on site. We have a handful of servers in locked rooms with limited access. We have phishing protection in the form of training and virus protection on all our computers. He is looking into password management and looking at encrypting hard drives. All of our data is going to either be shredded or hard drives will be destroyed by taking them apart and destroying them. Critical Incident Response is the response plan we are talking about for cases such as PowerSchool goes down or Google, one of our critical systems stops working. He spoke of disaster recovery and Data breach response, which is well written out in the law regarding what we have to do. Any kind of breach, we would follow that response. He confirms he is presenting his 5-year plan first to the Technology Committee then at the following board meeting. Appreciation was voiced for the presentation.

Mr. Mannarino departed at 10:50PM.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee accept the Data Governance Plan as presented.*

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

Ms. Cloutier-Cabral reported the Bathroom Committee was tasked with analyzing private spaces. Mr. Buroker did a great job researching vape detectors. Vaping is an issue in private spaces, which was identified. We want to stop it from happening.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to authorize the purchase of 10 vape detectors using funding from next year's budget.*

*Voting: all aye; motion carried.*

It is confirmed the quote is \$7,580. Ms. LaPlante recommends using funds from next year's budget.

### **IX. NHSBA CALL FOR RESOLUTIONS**

Superintendent noted the due date is in July. Chairman Golding questioned if anyone had any resolutions to bring forward. Ms. Lavallee responded she does not; she is not aware if any other members would like to bring any forward. None heard. Chairman Golding noted the Board would revisit this on the June 27 workshop.

### **X. FINANCE COMMITTEE SCOPE & PURPOSE**

No objection to moving this to the Board workshop on June 27. Ms. LaPlante is requested to attend. Ms. Fowler asks for confirmation that there will be a public hearing on June 27, a workshop and no regular Board meeting. Chairman Golding confirms. Added to the workshop agenda will be NHSBA Call for Resolutions and Finance Committee Scope & Purpose. Ms. Lavallee questioned if there would be a nonpublic to discuss evaluation of the superintendent. Chairman Golding confirmed we would add that also.

534 **XI. POLICIES**

535 **a. 3<sup>rd</sup> Read**

536 **i. BBBF-Student Board Members**

537 Ms. Lavallee reports she was not in attendance at the last board meeting however has read the minutes and suggested adding  
538 language that is consistent with board attendance. "The School Board recognizes that the consistent attendance of a Student  
539 Board Member is essential to the effective operation of Board duties as well as required under RSA 189:1-c. The Chair and Vice  
540 Chair will coordinate with Administration to address absences exceeding 3 consecutive meetings or 30% of scheduled meetings.  
541 Administration may coordinate the selection of a designated Alternate Student Board Member in accordance with the process set  
542 forth above." If all agree, she will work with Ms. Fowler to add it to the policy and bring back policy BBBF for another reading.  
543 No objection heard, policy would return for a 4<sup>th</sup> reading.  
544

545 **XII. ACTION ITEMS**

546 **a. Approve Minutes of Previous Meeting**

547 *A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to approve the minutes of May 23, 2023 as*  
548 *written.*

549 *Voting: six ayes; one abstention from Ms. Lavallee, motion carried.*  
550

551 **XIII. COMMITTEE REPORTS**

552 **i. Budget Liaison**

553 Chairman Golding reported he was present and there was discussion of Mr. Erb giving a report to the Board quarterly. Ms.  
554 LaPlante added starting August 15 we will go over what was spent this year and possibly laying out ground work for next year's  
555 goals/guardrails.

556 **ii. Technology Committee**

557 Chairman Golding reported Mr. Buroker covered everything in his report.  
558

559 **XIV. RESIGNATIONS / APPOINTMENTS / LEAVES**

560 **a. FYI New Hire-Kathleen Chenette-LCS Student Services Coordinator**

561 Superintendent informed the Board of hiring Ms. Chenette for LCS Student Services Coordinator. The \$50,000 was balanced out  
562 with healthcare employer cost and salary.  
563

564 **b. Appointments**

565 Superintendent reviewed the recommendations for appointment of the following teachers.

566 **i. Laura Seale-FRES-1<sup>st</sup> Grade Teacher**

567 *A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to accept the recommendation to appoint Ms. Laura Seale,*  
568 *1<sup>st</sup> Grade Teacher at FRES, salary of \$46,100, Bachelors, Step 7.*

569 *Voting: all aye; motion carried.*  
570

571 **ii. Kirsten Rourke-LCS-Kindergarten Teacher**

572 *A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to accept the recommendation to appoint Ms. Kirsten*  
573 *Rourke, Kindergarten Teacher at LCS, salary of \$38,000, Bachelors, Step 1.*

574 *Voting: all aye; motion carried.*  
575

576 **iii. John Thomas-WLC-HS English Teacher**

577 *A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Mr. Lavoie to accept the recommendation to appoint Mr.*  
578 *John Thomas, HS English Teacher at WLC, salary of \$69,200, Masters, Step 18.*

579 *Voting: all aye; motion carried.*  
580

581 **iv. Dawn Hall-WLC HS English Teacher**

582 *A MOTION was made by Mr. Lavoie and SECONDED by Ms. Cloutier-Cabral to accept the recommendation to appoint Ms.*  
583 *Dawn Hall, HS English Teacher at WLC, salary of \$56,700, Masters, Step 12.*

584 *Voting: all aye; motion carried.*  
585

586 **v. Samuel Metivier-FRES-School Counselor**

587 *A MOTION was made by Mr. Lavoie and SECONDED by Mr. Allen to accept the recommendation to appoint Mr. Sam*  
588 *Metivier, School Counselor at FRES/LCS, salary of \$45,500, Masters, Step 5.*

589 *Voting: all aye; motion carried.*  
590

591 **• Hannah Rudd-WLC MS English Teacher**

592 *A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Lavallee to accept the recommendation to appoint Ms.*  
593 *Hannah Rudd, MS English Teacher at WLC, salary of \$43,000, Masters, Step 3.*

594 *Voting: all aye; motion carried.*  
595

596 **c. Resignations**

597 **i. Rebecca Hawkes-FRES 2<sup>nd</sup> Grade Teacher**

598 Superintendent reviewed the resignation of Ms. Hawkes.

600 **XV. PUBLIC COMMENTS**

601 The public comment section of the agenda was read.

602  
603 Ms. Tatiana Franko, Lyndeborough voiced that it would be helpful for over the summer packets could be given to students to  
604 improve on their own at home. It is difficult to know what to give them. There are many parents who want to be involved but it  
605 is difficult to get information from the teachers or principal. What can we do to get our students to improve?

606  
607 Mr. John Vanderhoof, Lyndeborough, spoke of the mental health resource center, it would be helpful if that were under action  
608 items because it is easy to miss if someone was looking at your agenda they may not know a vote is happening. He voiced it  
609 would be helpful for presentations. There was not a long discussion on the funding of the resource center. He was disappointed  
610 the Board made a decision. Mr. Pratt spoke of out of district costs; if that was the case, it should have been budgeted last year  
611 from the special education budget. If you are bringing back 4-5 people, you will be saving funds and he should have known that  
612 at the time.

613  
614 Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment.

615  
616 Mr. Charlie Post, Lyndeborough spoke regarding the testing data, it was pretty dismal and should be on the front of minds about  
617 what is going on at the HS. As a taxpayer he is shocked to see those scores, it is the high schools report card and it is an F. In  
618 particular with the juniors. He had heard some things and some blaming of parents. The purpose of sending our kids there is to  
619 educate them and be productive students. When you have kids in the 11<sup>th</sup> grade who will be out of school soon and they are 3-4  
620 years behind in math and English, we can do better. We have really let these kids down. I hear a lot of talk at these meetings; we  
621 don't want to micromanage the staff. It is time to step in; it is time for an intervention. It is a failure. I would like to know when  
622 you give your school board members what each of you will do about this.

623  
624 **XVI. SCHOOL BOARD MEMBER COMMENTS**

625 Ms. Anzalone is concerned with the math scores at the HS. She asked the school to let the Board know what support they need.  
626 She would like to see some type of summer school or extra help for them.

627  
628 Mr. Allen recognized Ms. Erickson for being nominated as Teacher of the Year. He congratulated her. In response to the  
629 community member's question, I don't really know, I am frustrated with where we are. I am not entirely satisfied with some of  
630 the answers we received. I don't understand why our test scores are going down at the rate we are funding the schools when  
631 there are private schools for me to send my kid to. We are spending less than that for me to send my kid to another school and  
632 the results are better. Why is there a disconnect; I don't know what to do to change it. The only thing we need to do as a Board,  
633 administration, taxpayers and parents is have these hard discussions to our meetings and solve it immediately.

634  
635 Mr. Lavoie voiced he is glad we are able to talk about these topics and not sit on them for a year. He understands that sometimes  
636 we do not always have the full amount of information but thinks we have done a good job in taking what we have and making  
637 good assumptions and leaning on our administration and trusting them a little bit. It looks like we have a good foundation at the  
638 lower levels regarding the scores. If we are going to keep doing those things, hopefully we will see improvement in the 9<sup>th</sup> grade  
639 and 10<sup>th</sup> the year after. If we don't then I think we have a serious problem. Ms. Dignan put forth a detailed report, some of it was  
640 encouraging to see, and hopefully it will move up the ladder. He thanked Tyler the 9<sup>th</sup> grade student for spending his time here  
641 and on the WW II presentation for us.

642  
643 Ms. Cloutier-Cabral spoke of being at LCS 5 years ago and looking at Star 360 scores. Superintendent Weaver hit the nail on the  
644 head, the kids are not invested as they get older and the more they are aware that it does not affect their grades they don't care.  
645 They have work after school and other stuff after school to do those tests do not matter. If we change the way the test impacts  
646 them may be that is the answer. I will continue to show up to these meetings and work toward a solution.

647  
648 Ms. Lavallee spoke to the public comment made on HS 1178. There was information that came out from the attorney general  
649 that clarified what HB 1178 meant and it was not violating the law for someone to search for a weapon if they thought it was  
650 warranted. You can email me if you want additional information. Regarding the results, as Ms. Cloutier-Cabral said, I will  
651 continue to come here, it is important for us to get frequent updates as to answers to some of the questions. We asked how  
652 students are performing each semester and I think one of the areas we are responsible for as a Board is holding administration  
653 accountable. One of the things we have seen in the curriculum coordinator position is a lot of turnover. We have had excellent  
654 programs but they leave for another district and we are starting all over again.

Ms. Foss voiced she didn't say anything earlier regarding the testing but regarding math, she has lived here 25 years and it seems to her that her neighbors have said the math scores have not been anything to be proud of. I don't understand how reading is solid and math is in the lower grades but in HS it all goes south but this is nothing new. She thinks it is important to keep focused on doing the best we can but the fact is it has been an issue for 25 years and the neighbors have commented on that. She gave an example of one of her neighbors children going on to college and being on the honor role at college, I guess she was ok. Test scores are not the only factors to show how well a school is doing but it is important. We have had this issue and it always seems to be math. I do not have an answer for you we just have to keep working on it.

Chairman Golding voiced, he will continue to hold one the one person they can hold accountable and that is Superintendent Weaver to make sure he puts hold the right people in the right positions to help foster, motivate and educate these children the way they deserve.

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

*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Cloutier-Cabral to enter Non-Public Session to review the non-public minutes, RSA 91-A: 3 II (C) at 11:30pm.*

*Voting: all aye, motion carried.*

**RETURN TO PUBLIC SESSION**

The Board entered public session at 12:12pm.

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

*Voting: all aye, motion carried.*

**XVIII. ADJOURNMENT**

*A MOTION was made by Mr. Allen and SECONDED by Ms. Anzalone to adjourn the Board meeting at 12:12pm.*

*Voting: all aye, motion carried.*

*Respectfully submitted,*

*Kristina Fowler*





# School Resource Officer

- What is a School Resource Officer (SRO)?
- The goal of the SRO position
- What is the role of an SRO?
- How will an SRO be funded?

# What is a School Resource Officer (SRO)?

A school resource officer is a sworn law-enforcement officer with arrest powers who works in a school setting.

Special training working with youth separates an SRO from other police officers, including but not limited to: cyber safety, violence prevention in schools, and adolescent mental health.

# What is the goal of having an SRO?

“The goals of well-founded SRO program include providing safe learning environments in our nation’s schools, providing valuable resources to school staff members, fostering positive relationships with youth, developing strategies to resolve problems affecting youth and protecting all students, so that they can reach their fullest potentials.”

Source: <https://www.nasro.org/faq/>

# What is the role of an SRO?

## Law Enforcement



Sworn law-enforcement officer

Community-based partnership in/out of school environment

## Educator



Drug/alcohol prevention

Anti-bullying

Law-related curriculum

Community resources

Emergency planning

## Support Services Team



Member of multidisciplinary team focused on proactive intervention to support students

Build trust & relationships with students, staff, community

# How will an SRO be Funded?

Option	General Assumptions	
		<ul style="list-style-type: none"><li>• Requires partnership w/Wilton PD</li><li>• Budget estimate range: \$115,000 - \$142,000 depending on experience</li><li>• 180 days/260 (70%) SRO work year</li></ul>
01	SAU 63 pays %100/260 days	<ul style="list-style-type: none"><li>• Ensure school district has an SRO</li><li>• 80 days would be employed with Wilton PD</li></ul>
02	SAU pays proportionate share	<ul style="list-style-type: none"><li>• 180 days at a cost of \$80,500 - 99,400</li><li>• Traditional school district/community approach</li><li>• Requires support of Wilton community &amp; PD</li></ul>
03	Private armed security guard. Cost about \$35/hour. Approximately \$50,400	<ul style="list-style-type: none"><li>• Added security &amp; lower cost</li><li>• Role limited to security &amp; accountable to private employer</li></ul>
04	Status Quo	<ul style="list-style-type: none"><li>• No action</li></ul>



# WORLD WAR II

*9th Grade - Interdisciplinary Unit*





*Erin Rosana*  
9th Grade World History



*Stephanie Erickson*  
9th Grade Integrated Science



# *Why Interdisciplinary Units Matter*

Real-world issues are complex

*"Employers want to hire people who can apply knowledge and skills in real-world settings, think critically, and communicate clearly and effectively in both writing and speaking. And in these areas, fewer than 30% of employers think that students are well prepared."*

*Ashley Bear, Issues in Technology and Science, 2014*



# Why Interdisciplinary Units Matter

Real-world issues are complex

- recognition of multiple perspectives
- academic conversations from a range of disciplines
- meaningful and salient
- promotes engagement and accountability
- a broader understanding of the concept/concepts
- similarities and differences between the different disciplines
- integrated ideas from all disciplines into problem-solving



# World War II Unit Overview

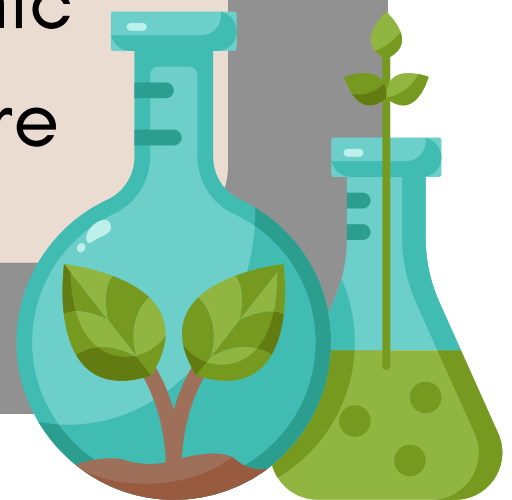
## *World History*

- Causes of World War II
- Start of the War
- WWII Battles
- Holocaust
- End of the War
- The Atomic Bomb



## *Integrated Science*

- Environmental Impact of War
- Battle Location Weather and Climate Affects
- Ecology of the Pacific Theatre
- Atmospheric Composition and Trends 1930-1955
- Scientific Modeling- Atomic Bombs and the Atmosphere



# State Standards

## World History

- **SS:WH:12:2.2:** Evaluate how military encounters have often led to cultural exchanges, e.g., T'ang expansion, Mongol conquests, or World War II.
- **SS:WH:12:2.4:** Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties.
- **SS:WH:12:1.2:** Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact.
- **SS:WH:12:1.3:** Analyze the impact of modern weapons of mass destruction on world relations during eras, e.g., the World Wars, the Cold War or contemporary times.

## Integrated Science

- **HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in Earth's climate
- **HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere
- **HS-ESS3-6** Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity



# WORLD WAR II Learning Portfolio

Name: \_\_\_\_\_

## SOCIAL STUDIES

- ☐ Causes of WWII Active Reading
- ☐ Start of the War 4X4 Notes
- ☐ WWII Battle Stations
- ☐ Holocaust Webquest
- ☐ End of the War + The Atomic Bomb
- ☐ Reflection

## SCIENCE

- ☐ Environmental Impacts of War Reading
- ☐ Annotated Climate Graphs (1930-1952)
- ☐ Ecology of the Pacific Theatre
- ☐ WWII Battle Environmental Postcards
- ☐ Atmospheric Impacts Scientific Modeling
- ☐ Reflection

*Teacher Use Only*

Category	Exemplary	Proficient	Emerging	Needs Improvement	Unscorable
<b>Completion of Assignments</b>	All assignments complete + in folder; in order <b>5</b>	All assignments complete + in folder <b>4</b>	Most assignments complete + in folder <b>3</b>	Some assignments complete + in folder <b>2</b>	Missing most or all assignments <b>0</b>
<b>Use of Class Time + Effort</b>	Class time utilized appropriately; all assignments completed when assigned <b>15</b>	Class time utilized appropriately; most assignments completed when assigned <b>13</b>	Class time mostly utilized appropriately; most assignments completed when assigned <b>11</b>	Class time wasted; assignments completed late <b>8</b>	Class time wasted; assignments not completed <b>0</b>
<b>Quality of Work</b>	Answers are correct; information is detailed and accurate <b>20</b>	Answers are correct; information is accurate, but lacks some detail <b>18</b>	Answers are mostly correct; information is mostly accurate but lacks detail <b>15</b>	Answers are mostly incorrect; information is insufficient and lacks detail <b>12</b>	Answers are not provided or are entirely incorrect; little to no information <b>0</b>
<b>Mastery of Content</b>	Mastery / understanding exceeds expectations <b>10</b>	Mastery / understanding meets expectations <b>8</b>	Mastery / understanding is approaching expectations <b>6</b>	Mastery / understanding is incomplete / unclear <b>4</b>	Mastery / understanding is unclear due to lack of evidence <b>0</b>
<b>TOTAL:</b>	<div> <div>/ 50</div> <div>Additional comments:</div> </div>				

## Each student:

- Provided with a 2-pocket folder with an assignment list
- Formative assignments for both World History and Integrated Science
- Common assessment rubric
- All World History and Integrated Science activities kept in the portfolio and turned in at the end of the unit for grading

# Learning Portfolio



# Integrated Science

Both course units begin with an annotated / active reading assignment

Create a pie chart accurately representing each percentage of gases released in aviation contrails

# World War II Reading



Page 1 Historical Battle Information

Page 2 Historical Weather Data

Mapping the battles

During the Battle of Midway, the weather conditions were characterized by strong winds, heavy seas, and low clouds, which made it difficult for the pilots to take off and land on the aircraft carriers. The winds were blowing from the northeast at around 20-25 knots, which created rough seas and high waves.

Despite the challenging weather conditions, the pilots were able to adapt and successfully carry out their missions. The clouds also provided some cover for the aircraft, which helped to conceal them from the enemy.

The weather conditions during the Battle of Midway were a significant factor in the battle, as they played a crucial role in determining the outcome. The weather conditions made it difficult for the Japanese forces to launch and recover their aircraft, which gave the American forces a strategic advantage. During the operations on the 4th and 5th, US bombers and torpedo pilots used cloud cover to make their approaches and to escape pursuit. The clouds helped to conceal the American aircraft, which allowed them to carry out surprise attacks on the Japanese fleet.

WEATHER MAP FOR 1430, 4 JUNE, 1942

10-15 KNOTS

LOW

HIGH

AREA A

AREA B

1

### The Battle of Britain & the London Blitz

Despite the French resistance effort, Great Britain now stood alone against what appeared to be an unstoppable German war machine. But conquering Britain would prove to be far more difficult for Hitler than taking the rest of Europe had been. Britain was now led by Winston Churchill, who had replaced Neville Chamberlain as prime minister in May 1940. Churchill's fighting spirit inspired confidence among the British people.

Between August and October of 1940 Germany sent thousands of aircraft over the English Channel to attack British targets in what became known as the Battle of Britain. Hitler's plan was to destroy the British Royal Air Force and thus make it possible to invade Britain. For the first time in the war, the Germans failed. The British were aided by a new technology called radar. Radar uses radio signals to locate and create an image of distant objects. In the Battle of Britain, radar allowed the British to detect incoming German air attacks before the German planes were visible. This made British air defenses much more effective.

As the battle continued into the fall of 1940, German planes began to bomb British ports and cities, including London. This assault became known as the London Blitz. Hitler's goal in attacking civilians was to terrorize the British public and break their will to fight. German bombs killed thousands of civilians and destroyed large areas of London and other major cities, but the British refused to give in. Bombing continued into early 1941, but German losses increased. Finally, Hitler was forced to call off his plans to invade Britain.

### The London Blitz

The London Blitz began in September 1940, when Germany bombed London, the British capital. The German goal was to terrorize the British people so that they would lose the will to fight. For 57 straight nights, German bombs pounded London. They destroyed huge areas of the city and killed tens of thousands of people. Some 200 German bombers attacked London each night. Searchlights targeted German aircraft for British anti-aircraft guns, and fired destroyed many of the cities major buildings. Londoners took refuge underground in the subway system. British fighters shot them down faster than German factories could replace them. Despite the destruction, the British people refused to surrender.

Major Battles of WW2

1. Battle of Britain + The London Blitz: DATE: \_\_\_\_\_

2. Pearl Harbor: DATE: \_\_\_\_\_

3. Battle of Midway: DATE: \_\_\_\_\_

4. Battle of El Alamein: DATE: \_\_\_\_\_

5. Battle of Stalingrad: DATE: \_\_\_\_\_

6. Siege of Leningrad: DATE: \_\_\_\_\_

7. D-Day & Normandy: DATE: \_\_\_\_\_

8. Battle of the Bulge: DATE: \_\_\_\_\_

9. Battle of Iwo Jima: DATE: \_\_\_\_\_

10. Battle of Okinawa: DATE: \_\_\_\_\_

11. Battle of Guadalcanal: DATE: \_\_\_\_\_

Battle	Who? - Key People + Countries	What Happened? - Highlights	Impact of Weather + Climate	Outcome + Significance
Battle of London + London Blitz		Hitler wanted to target _____ to terrorize them and break their will to fight. Hitler gave up invading Britain in _____.		
Pearl Harbor				American soldiers + sailors killed and over _____ were injured. _____ battleships, _____ cruisers and _____ airplanes destroyed. President Roosevelt declared war on Japan on December 8, _____.
Battle of Midway	Japan vs. U.S. Admiral _____ of Japan wanted to lure the U.S. to battle by attacking Midway. American Admiral _____ led the U.S. in the battle.	Fought largely with the use of _____.		
Battle of El Alamein				First major victory of the war. Huge moral boost for the Allies.
Battle of Stalingrad	Germany vs. Russia. Germany Panzer Army. German air force (aka the _____).	Germany invaded Stalingrad because it was the center of Russia's _____.	Russia countered by cutting off Germany's _____.	Lasted approximately _____ months.

REFLECTION QUESTIONS

SOCIAL STUDIES	SCIENCE
Describe island hopping. Do you think it was a smart/successful strategy? Why or why not?	What strategies did the Allied forces use to adapt to the challenging weather conditions, and how did this contribute to their success?
Which of the battles do you think was the most significant for the war? Why?	How did challenging weather conditions and environment contribute to the outcome of battles?

Reflection / Argumentative Questions

World War II Battle Stations

# Integrated Science

## TASK

- View the Google Earth Tour
- Complete the Organizer with the Environmental, Ecological, and Endangered Species of each Pacific Island Battle

### Environmental Impacts of the Pacific Theatre Battles Organizer

Name: \_\_\_\_\_

Use the Google Earth Tour to collect information about the environment of the Pacific Theatre battles. Then use this organizer to select 3 of the battles to create your postcards.

Battle	Critical, Threatened, Endangered Species	Ecological Habitats	Environmental Impacts
Battle of Midway			
Battle of Guadalcanal			
Battle of Bataan			
Battle of the Coral Sea			
Battle of Pearl Harbor			

### Scientific Vocabulary

Define the following terms from your exploration

ecosystem

atoll

coral reef

mangrove

estuary

wetland

rainforest

karst

deforestation

endemic species

invasive species

In your opinion, what is the **most significant ecological impact** of the battles of World War II? Why? [Use evidence from your exploration to support your response.]

How can the **historical events and human actions** that have impacted the **ecosystems and species** in the Pacific region during World War II inform our understanding of **current environmental issues and conservation efforts**?



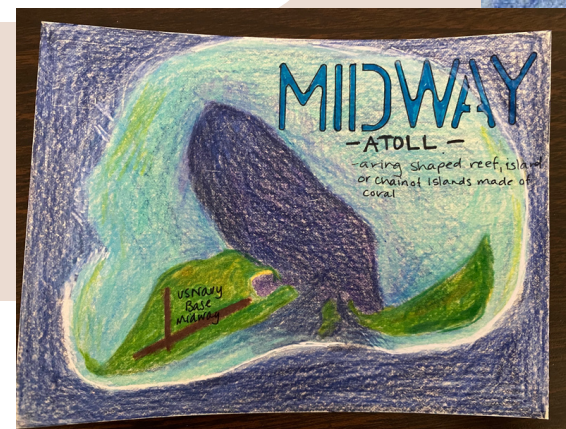
# Ecological Impacts of Pacific Theatre Battles



# Pacific Theatre Postcards

## Integrated Science TASK

- Choose 3 of the Pacific Island Battle Locations
- Create a postcard from that location that represents the environment/species/impacts of the battle
- from the perspective of a soldier in that battle



*Pacific Theatre Postcards*

**POSTCARD HOME INSTRUCTIONS**  
The First Slide of Each Postcard should be the image side. Here you will design the images that represent the battle. You may use existing images to create the design but overall design should be original. At the bottom include a 10 sentence description of the images.

**Instructions and Guidelines**

After learning about the environmental impacts of the Pacific Theatre Battles, choose 3 of the battles. Create 3 postcards describing what you learned about "how the local environment was impacted by the battle."

Each postcard should include the following:

- Include a design that represents what you learned about the battle location, its environment, or a particular battle.
- Be about one battle location in the war.
- Be from the perspective of a soldier who fought in the battle.
- Include the name of the battle.
- Include where the battle was fought.
- Include which countries fought in the battle.
- Include why the environment where this battle is significant.
- Include any exploration.
- Include a stamp.
- Include the date.

**Postcard Templates**

POSTCARD

PLACE STAMP HERE

FROM:



# Atmospheric Climate Graphs

*Global Temperature Record*

Name: \_\_\_\_\_

The term **temperature anomaly** means a departure from a reference value or long-term average. A positive anomaly indicates that the observed temperature was warmer than the reference value, while a negative anomaly indicates that the observed temperature was cooler than the reference value. The extra accumulated heat drives regional and seasonal temperature extremes, reducing snow cover and sea ice, intensifying rainfall, and changing the extent of habitats of plants and animals. Temperature does not increase or decrease equally across the globe. Some areas increase faster than others. 2022 was the 6th warmest year on record (1880-2022)



*Global Nitrous Oxide*

Nitrous oxide concentrations in the atmosphere 2000 years ago through 1977 were collected from analysis of trapped air bubbles in ice cores. Nitrous oxide emissions can result from agriculture management activities such as application of fertilizers, and burning of agriculture, fuel combustion, and solid waste, as well as the treatment of wastewater.



*Annotations*

- Maximum temperature (the year with the highest temperature anomaly)
- Minimum temperature
- Temperature range (the difference between the highest and lowest anomalies)
- Anomalies - are there any figures which do not seem to fit the overall pattern?
- Major events and battles

*Interpret/Wonder*

What do you notice in the data (trends, patterns, etc)? What do you wonder about the data?

*Analysis Questions*

How did the global temperature anomaly increase during and after World War II, and what were the possible factors contributing to this trend, such as changes in industrial output, land use patterns, and atmospheric composition?

How did the trends in atmospheric methane, CO2, and nitrous oxide concentrations during and after World War II differ from the pre-war period, and what factors contributed to these changes?

Reflection / Argumentative Questions

## Integrated Science

### TASK

- Analyze 4 climate graphs for the years 1930-1955
- Annotate Graphs with Battle Dates/Significant WWII events from World History
- 2 analysis reflection questions



# World War II Research Paper

## World History

### TASK

- Choose a topic of interest within the scope of WWII and the Holocaust
- Formulate meaningful Essential Question and subquestions
- Conduct research using a variety of resources including databases and primary sources
- Write a 4-6 page formal paper with a thesis based on research findings

#### CONTENT REQUIREMENTS

- Essential question + thesis statement
- Minimum of 3 sub questions- should help answer essential question  
*Answered with research*

*EQ in answered thoroughly with historical facts + details from research*

#### RESEARCH REQUIREMENTS

- Minimum of 3 credible sources utilized
- 1 must be a database through the WLC Library: *Britannica, Gale, etc...*
- Minimum of **3 direct quotes** with MLA formatted in-text citations

#### CONVENTIONS + FORMATTING

- Heading
- Title
- 1" margins
- Size 12 Times New Roman
- Double spaced  
**4-6** pages  
Recommended: 1-2 pages per SQ
- Works Cited - MLA format

## Topics Include:

Island Hopping in the Pacific  
Auschwitz Concentration Camp  
Warsaw Ghetto Uprising  
Churchill, Stalin, and FDR  
The London Blitz  
The Battle of Normandy

RESEARCH PLAN			
TOPIC			
ESSENTIAL QUESTION			
SUB QUESTION 1	SUBQUESTION 2	SUBQUESTION 3	
<b>RECOMMENDED ORGANIZATION:</b>			
First Paragraph Introduction	<input type="checkbox"/> Hook <input type="checkbox"/> Essential question <input type="checkbox"/> Relevant background information / context <input type="checkbox"/> Thesis statement		
Body Paragraphs Pages 1-4 Sub Questions + answers	<input type="checkbox"/> Minimum of 2 paragraphs per sub question <input type="checkbox"/> Include 1 direct quote per sub question with MLA in-text citations		
Last Paragraph Conclusion	<input type="checkbox"/> Restate EQ and thesis (different wording) <input type="checkbox"/> Reiterate the most important information and the conclusions you drew		



# Holocaust Webquest

## World History TASK

- Navigate the United States Holocaust Memorial Museum website to complete a series of tasks
- Learn about the causes of the Holocaust and its impacts today
- Listen to the oral history of a Holocaust survivor & reflect on their experiences

Survivor Spotlight <a href="https://encyclopedia.ushmm.org/en/a-z/oral-history">https://encyclopedia.ushmm.org/en/a-z/oral-history</a> Select a survivor, listen to / read about their experience, and complete the organizer		
Name of Survivor:	Why were they targeted?	How were they discriminated against?
Nationality + Age (at time of Holocaust)		
How did he/she survive?		
Reflect: What was the most memorable or shocking thing about this survivor's story? Why?		

Camp Spotlight Pick a camp from the list below (circle or highlight) and complete the organizer		
Treblinka	Dachau	Ravensbrück
Auschwitz	Mauthausen	Westerbork
Drancy	Sobibor	Chelmno
Location	Dates Active	Type of Camp / Purpose
of Prisoners / Victims	Best Known For...?	Most Interesting Fact



## Why Study the Holocaust?

"Clearly understanding how the Holocaust and other genocides occurred may be key to preventing similar violence in the future, which is why education on this sensitive topic is vitally important to promote peace among future generations."

-NH State Board of Education, April 2022

# VE Day, VJ Day, + The Atomic Bomb

## World History TASK

- Navigate the United States Department of Defense website to look at primary source photographs from VE Day
- Analyze primary source documents connected to the bombing of Japan
- Draw conclusions based on historical evidence

**DROPPING THE ATOMIC BOMB**  
*Primary Source Analysis*

**Doc. A**  
Albert Einstein writes President Franklin D. Roosevelt, alerting the President to the importance of research on nuclear chain reactions and the possibility that research might lead to developing powerful bombs.

In the course of the last four months it has been made probable—through the work of Joliet in France as well as Fermi and Szilard in America—that it may be possible to set up a nuclear chain reaction in a large mass of uranium [one of the minerals essential to the construction of an atomic bomb], by which large amounts of power and large quantities of a new radium-like element would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

**Doc. B**  
Interview with Admiral William D. Leahy, President Truman's Chief of Staff

It is my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender because of the effective sea blockade and the successful bombing with conventional weapons... My own feeling was that being the first to use [the atomic bomb], we adopted an ethical standard common to the barbarians of the Dark Ages. I was not taught to make wars in that fashion, and that wars cannot be won by destroying women and children.

*VE Day - Victory Over Japan*  
*Use the provided documents*

**DOC. A**  
1. What Process is Einstein describing and who is he describing this to?  
  
2. What could this process be used to create?  
  
What does Einstein say these devices could be used to do?  
  
According to this document, was Einstein in favor of the creation of or why not?  
  
William Leahy? What is his role in government?  
  
For or against dropping the Atomic Bomb? How do you know he feels that way?  
  
What does Leahy say about being the first to use the Atomic Bomb?  
  
What is Leahy's biggest issue with dropping the Atomic Bomb?

DROPPING THE ATOMIC BOMB			
<i>Was dropping the atomic bomb necessary? Conduct additional research as needed.</i>			
PROS	TOP 5 REASONS FOR DROPPING THE BOMBS	CONS	TOP 5 REASONS AGAINST DROPPING THE BOMBS



*VE Day - Primary Source Analysis*

"Our rejoicing is sobered and subdued by a supreme consciousness of the terrible price we have paid to rid the world of Hitler and his evil hand. Let us not forget, my fellow Americans, the sorrow and the heartache, which today abide in the homes of so many of our neighbors - neighbors whose most priceless possession has been rendered as a sacrifice to redeem our liberty."

-Harry S. Truman, U.S. President

How did Truman feel about the victory in Europe? Highlight the line(s) that support your answer.

How do you think the American public would have reacted to this message? Would they agree? Why or why not? Highlight the line(s) that support your answer.



# Nuclear Physics and the Atmosphere

2

### Uranium

Uranium was discovered in 1789 by Martin Klaproth, a German chemist, who isolated an oxide of uranium while analyzing pitchblende samples from the Joachimsthal silver mines in the former Kingdom of Bohemia, located in present-day Czechia. He named his discovery "uran" after the planet Uranus. Uranium is found naturally in the soil, bedrock and ocean. As it decays, it is a major heat source for the Earth's processes of convection which drives our plate tectonic system. Enriched uranium is depleted uranium is the leftover product. Depleted uranium is used to make depleted uranium is the leftover product. Depleted uranium is used to make fuel for nuclear power plants. Depleted uranium is used to make fuel for nuclear power plants. Depleted uranium is used to make fuel for nuclear power plants.

**Found:**  
unconformity related, Olympic Dam, sandstone, quartz-pebble conglomerate, surficial, vein, volcanic, intrusive and metasomatism.

**Boiling Point**  
3,818 C

**1 gal of milk**  
= 8.74 lbs  
1 gal Ur = 150 lbs

**70% more dense than lead**

**Used to color glass and ceramics in the 1800's**

**Mined**

- open pit
- underground, in-situ leaching
- borehole mining (high pressure jets)

**Uranium**

Uranium is used as a counterbalance on helicopter rotors and as a shield to protect against ionizing radiation, as a component to munitions to help them penetrate enemy armored vehicles, and as armor in some parts of military vehicles.

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### Nuclear Scientists

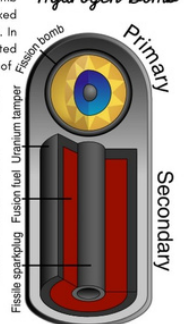
#### Edward Teller

Edward Teller was a Hungarian chemical engineer. He received his Ph.D. from the University of Leipzig in 1930. Teller arrived in the United States in 1935 joining the team of Enrico Fermi at the University of Chicago. He and his colleagues Eugene Wigner, and Leo Szilard visited Einstein in 1939 to convince him to sign a letter to President Roosevelt warning of Germany's attempt to create a nuclear weapon. The "Einstein Letter" as it became known would serve as the catalyst for the creation of "The Manhattan Project."

In 1943, Teller joined the team at Los Alamos as the director of the Theoretical Division. His work contributed to the implosion method of the bombs. Teller was tasked with investigating approaches to building fission weapons. Teller additionally went on to investigate the use of uranium hydride instead of uranium metal but the efficiency increase turned out to be negligible. In 1944, Teller began to investigate an implosion-type nuclear weapon. Later the discovery of the spontaneous fission of plutonium would give the implosion bomb more importance. Edward Teller was present during the Trinity Test for the first nuclear bomb. He remarked that the flash "was as if I had pulled open the curtain in a dark room and broad daylight streamed in.". In response to fellow physicist, Leo Szilard's circulating petition warning of a nuclear arms race, Teller consulted J. Robert Oppenheimer, Oppenheimer reassured Teller that the fate of the nation should be left to the hands of the politicians. Teller decided not to sign the petition, explaining in a letter to Szilard, that he was not convinced of his objections.

After the war, Teller observed the successful detonation of the Soviet nuclear test "First Lightning" which triggered the "Cold War". He petitioned President Truman to begin developing a hydrogen bomb. In 1951, Teller and mathematician Stanislaw Ulam designed the first hydrogen bomb. The bomb, "Mike Sho" was successfully tested in the Pacific the following year. "Mike Sho" was 1,000 times more powerful than the uranium bomb dropped on Hiroshima in 1945. Their design remains classified to this day.

**The Father of the Hydrogen Bomb**

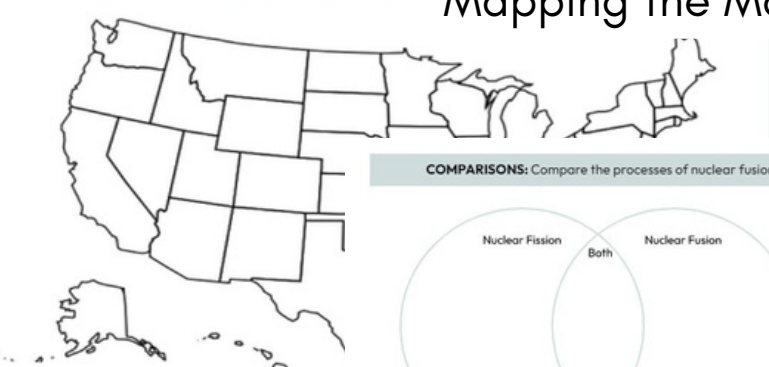


### WORLD WAR II Nuclear Energy Stations

Name: \_\_\_\_\_  
Period: \_\_\_\_\_ Date: \_\_\_\_\_  
Use the information of each station to complete the map, chart, and reflection questions.

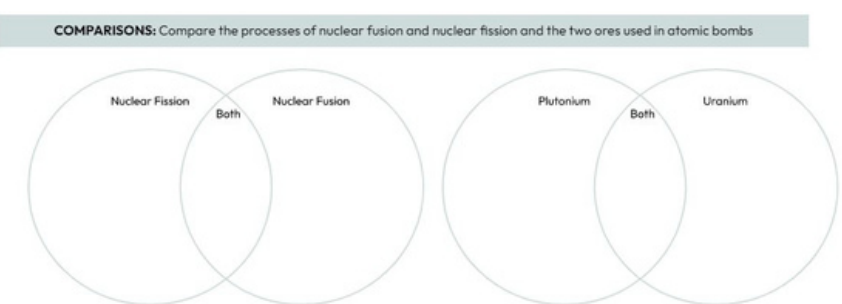
#### Manhattan Project Locations

Label each major battle on the map.



1. The Chicago Metallurgical Laboratory DATE: \_\_\_\_\_  
2. Oak Ridge Laboratory: DATE: \_\_\_\_\_  
3. Los Alamos Laboratory: DATE: \_\_\_\_\_  
4. Columbia University: DATE: \_\_\_\_\_  
5. University of California Berkeley: DATE: \_\_\_\_\_

## Mapping the Manhattan Project Locations



NUCLEAR SCIENTISTS: Choose 2 scientists and collect information about their contributions to atomic research		
SCIENTIST	CONTRIBUTION TO NUCLEAR ENERGY	OTHER FUN FACTS

## Comparisons and Nuclear Scientist Research

Bombing of Hiroshima and Nagasaki			
Chicago Metallurgical Laboratory			
Oak Ridge National Laboratory			
Hanford Reactor Site			
Los Alamos Laboratory			

## Data Collection



# Math Integration



## Algebra 1 Classes

### TASK

- Select 1 WWII battle location
- create a climograph for the average yearly temperature and precipitation for that location
- compare and contrast the climate of different battle locations

Choose a Battle

Battle	Location
London Blitz	London, England, United Kingdom
Battle of Britain	United Kingdom
Pearl Harbor	Pearl Harbor, O'ahu, Hawaii
Battle of the Atlantic	Atlantic Ocean, OuterBanks of North Carolina, Gulf of Mexico
Battle of El Alamein	El Alamein, Egypt
Siege of Leningrad	Saint Petersburg (formerl
Battle of Stalingrad	Volgograd (formerly S
Battle of Midway	Midway Atoll, NW H
Battle of Bataan	Bataan, Luzon Isla
Battle of the Coral Sea	Between Australia, Ne
Battle of Guadalcanal	Guadalcanal, Sol
Battle of Normandy	Normandy,
Hiroshima	Hiroshima,
Nagasaki	Nagasaki,

Procedure:

- Use <http://www.weatherbase.com> to search for your World War II Battle Location by continent then country. If your exact location is not listed, look at a Google Map to try and find a location nearby that would have similar climate.
- Enter the data you collect in the table below. Make sure that you are collecting data using **metric units** (°C and mm)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp (°C)												
Precipitation (mm)												

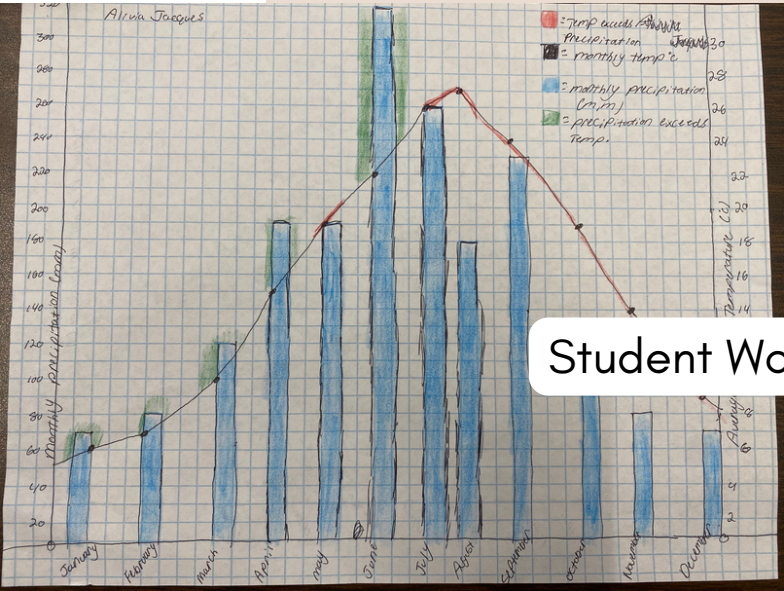
Graph your data

- The **x axis** should be divided into the **months** of the year, from January to December
- The **y axis** measures both **average temperature** and **total precipitation**
- The **left side** of the y axis should be labeled "Average Temperature (°C)"
- The **right side** of the y axis should be labeled "Total Precipitation (mm)"
- When numbering the scale of the axes, both should start at 0, and then every 10 degrees of temperature should correspond with 20 mm of precipitation. (For example: the horizontal line crossing through 10 °C should cross through 20 mm, the line crossing 20 °C should cross through 40mm, and so on).
- Choose a color to graph your temperature data points. Connect
- Choose a different color for your precipitation data and plot this
- Now look at your climatograph, in regions where temperature exceeds precipitation, shade those regions **using a third color**. This represents relatively dry conditions
- In regions where precipitation exceeds temperature, shade those regions **using a third color**. This represents relatively wet conditions

Pre-Lesson Questions:

1. How would you describe the climate of your battle location? (°C day/night, wind, etc.) How do you think it changes throughout the year? (day/night, wind, etc.) How do you think it changes throughout the year? (day/night, wind, etc.) How do you think it changes throughout the year? (day/night, wind, etc.)

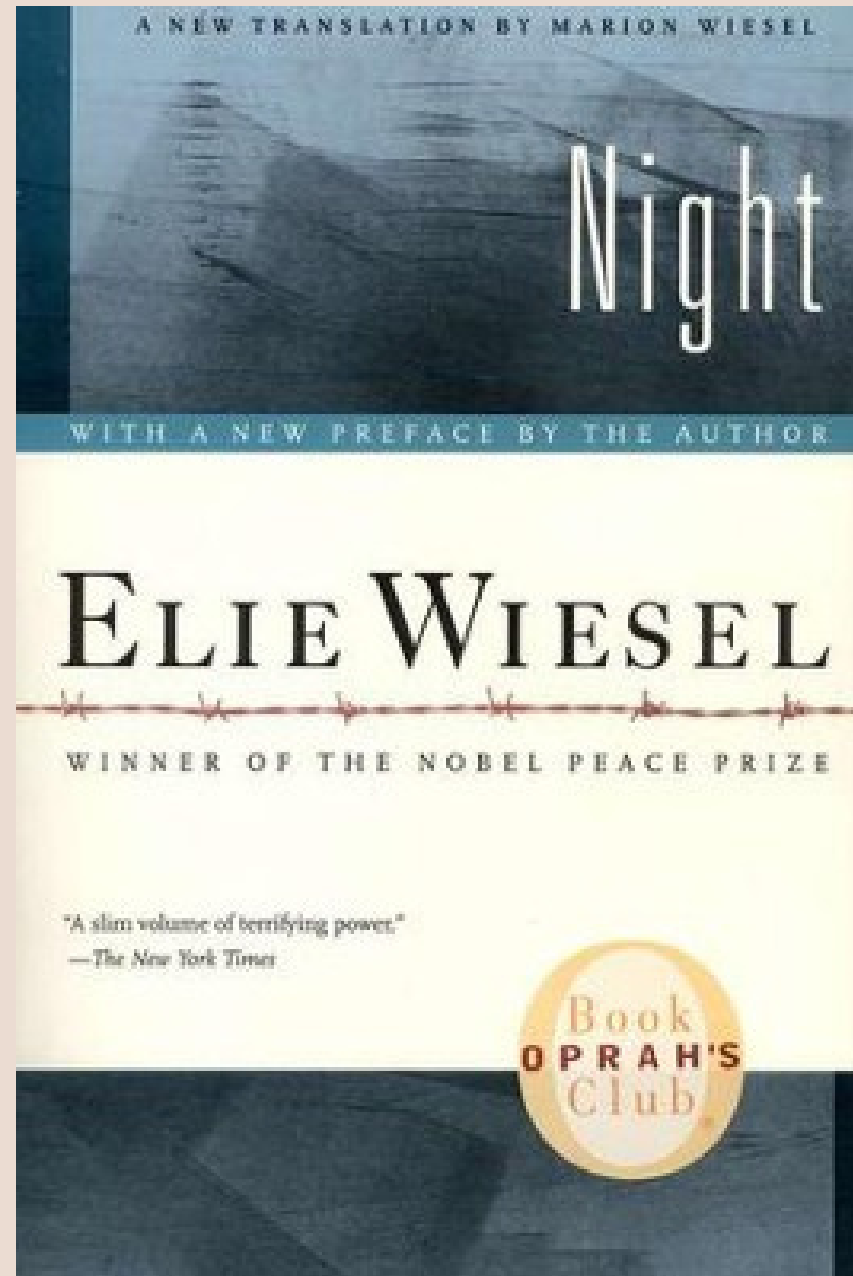
Data Collection



Student Work Example

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

# World Literature Integration



## *Night*

Elie Wiesel

### **TASK**

- Reading and analyzing the novel
- Students create reflection journals as they read the novel
- Analyzing Holocaust journal entries
- Poems from Holocaust survivors



## WORLD WAR II Learning Portfolio

Name: \_\_\_\_\_  
SOCIAL STUDIES

### CONTENT REFLECTION

Explain how the rise of dictatorships in Europe led (in part) to WWII.

Explain how the Munich Agreement is an example of appeasement.

Explain the significance of the Normandy Invasion.

Why do you think the Nazi party was able to garner so much support for their cause? Why do you think so many Germans allowed the atrocities of the Holocaust to occur?

Do you think the use of the atomic bomb was necessary to end WWII? Explain your answer.

### PORTFOLIO REFLECTION

How well do you feel you managed your time while completing your portfolio activities/assignments?  
poorly 1 2 3 4 5 6 7 8 9 10 very well

Did you find discussing WWII in multiple classes (SS, SCI, ELA) be an effective way to learn? Why or why not?

How much time did you need to spend outside of class completing assignments for the portfolio? (circle)

A great deal of time at home / academic extension / advisory (2+ hours total)

Some time at home at home / academic extension / advisory (1-2 hours total)

Very little / to time at home / academic extension / advisory (under 1 hour total)

What did you like about the portfolio process?

What did you dislike about the portfolio process?

What recommendations do you have for Mrs. Rosana and Mrs. Erickson to improve the portfolio process?

How would you rate the final outcome of your portfolio? (circle)

Exemplary

Proficient

Emerging

Needs Improvement

Unscorable

Explain how the portfolio process aligns with course competencies and WLC student learning expectations.

## WORLD WAR II Learning Portfolio

Name: \_\_\_\_\_  
INTEGRATED SCIENCE

### CONTENT REFLECTION

How were environmental resources (timber, concrete, agriculture, livestock, etc.) used during military operations?

Explain how weather and climate impact the battle decisions during military operations.

How can the historical events and human actions that have impacted the ecosystems and species in the Pacific region during World War II inform our understanding of current environmental issues and conservation efforts?

Explain how military operations impact atmospheric greenhouse gases.

Do you think ending the war was worth the cost of the Environmental Health impacts?

### PORTFOLIO REFLECTION

How well do you feel you managed your time while completing your portfolio activities/assignments?  
poorly 1 2 3 4 5 6 7 8 9 10 very well

Did you find discussing WWII in multiple classes (SS, SCI, ELA) be an effective way to learn? Why or why not?

How would you rate the final outcome of your portfolio? (circle)

Exemplary

Proficient

Emerging

Needs Improvement

Unscorable

What evidence do you have that supports you being at the level you selected above?

If you were to go back and complete the portfolio project again, what would you do differently and why?

Explain how the portfolio process aligns with the science course competencies and WLC student learning expectations.

# Learning Portfolio Reflection




# Student Quotes



# Spring 2023 Data Presentation:

Where have we been?  
Where are we now?  
Where are we going?



“Big things don’t always happen with a leap. Big things happen when we take the next best step over and over again.”  
~Jill M. Siler



# Agenda

Review of iReady timelines

iReady Fall, Winter, Spring Comparison  
Kindergarten, grades 1-5, 6-8 and 9-11

PSAT/SAT Longitudinal Data

What have we done?

Now what?

Questions/Comments



## iReady Benchmark Assessment

- Taken three times a year 1-11 September, January and May
- The K students are assessed in November, February, and May
- Annual Growth Goals/Stretch Growth Goals

4

### Goals:

These are set for students individually K-8 by iReady.

Annual Goal: The average annual growth for a student at this grade and baseline placement level.

Stretch Goal: An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels.

More about that later...

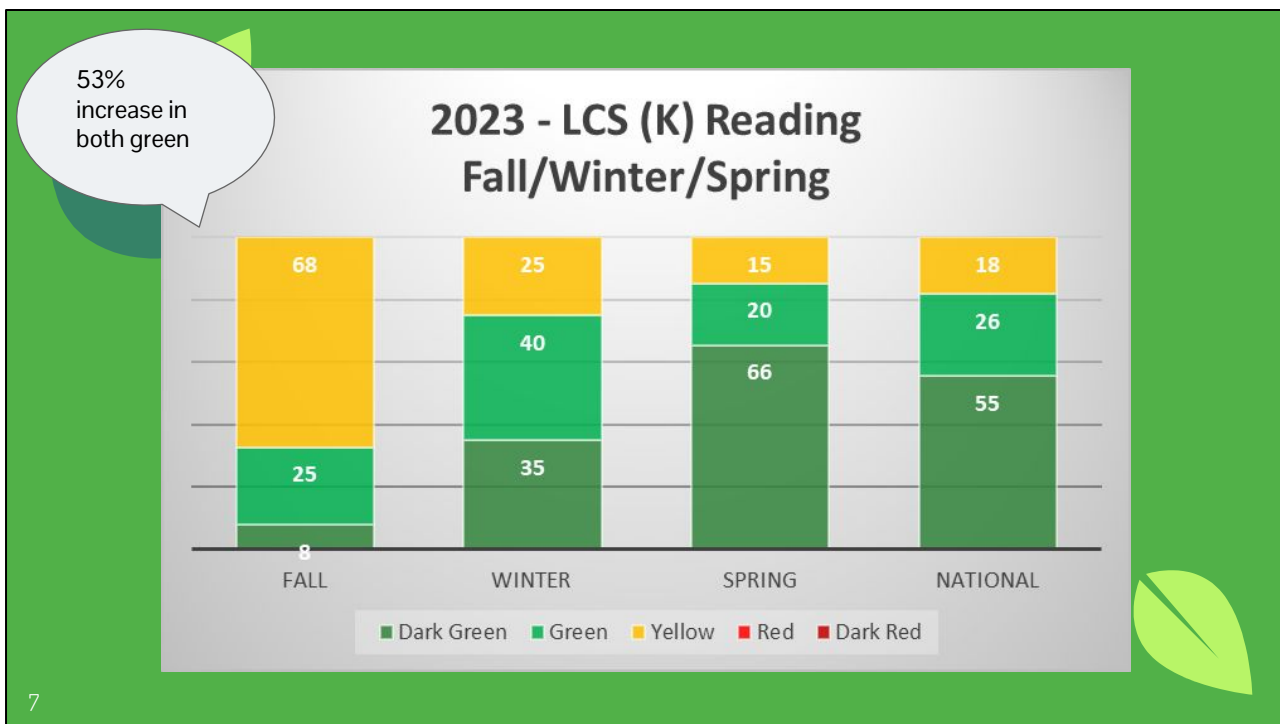


## What are these colors all about?

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



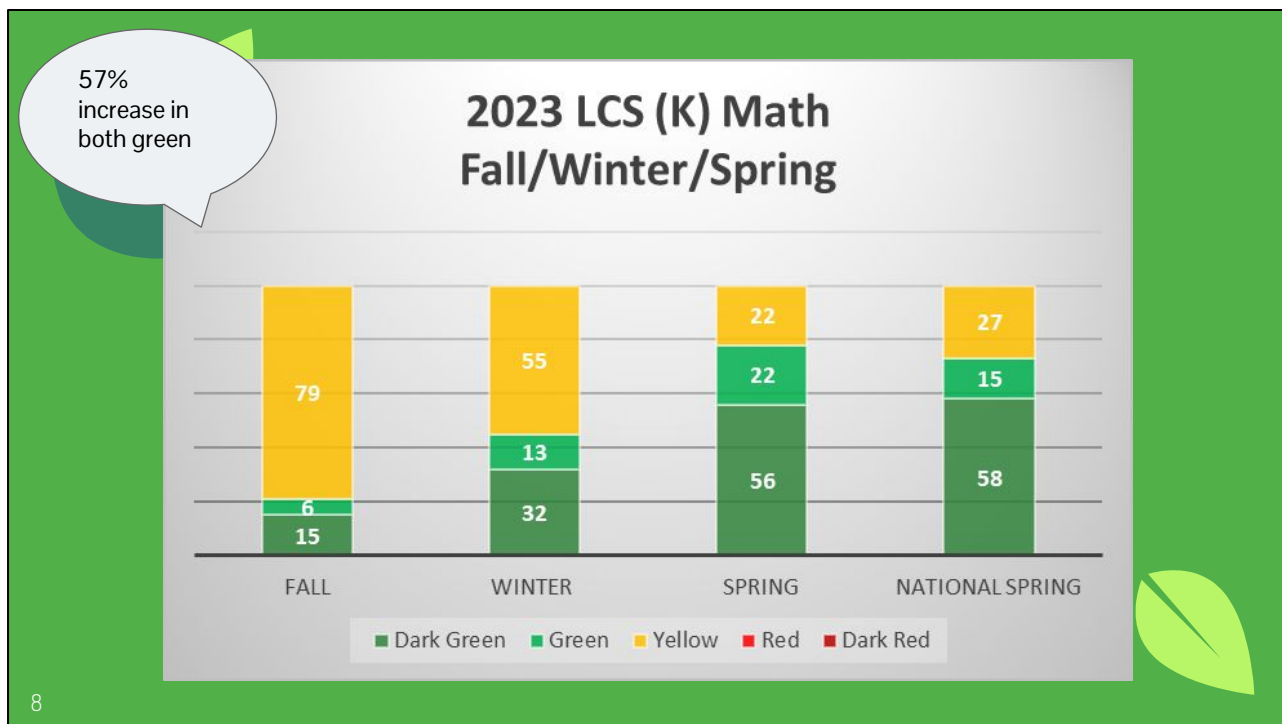
iReady  
K-5: How are we  
doing?



We have not reported out on Kindergarten this year because they have been “off” of the rest of the district’s testing cycle. Kindergarten has their own set of slides. Students who are in Kindergarten cannot have any red due to the fact that they cannot be more than one grade-level behind. As you can see, there is steady progress for Kindergarten students. This data is presented as percentages of students, not number of students. 86% of our Kindergarten students are at or above grade level in reading according to iReady.

K - 86% of our kindergarten students are at or above grade level. Nationally, 81% of kindergarten students are at or above grade level.

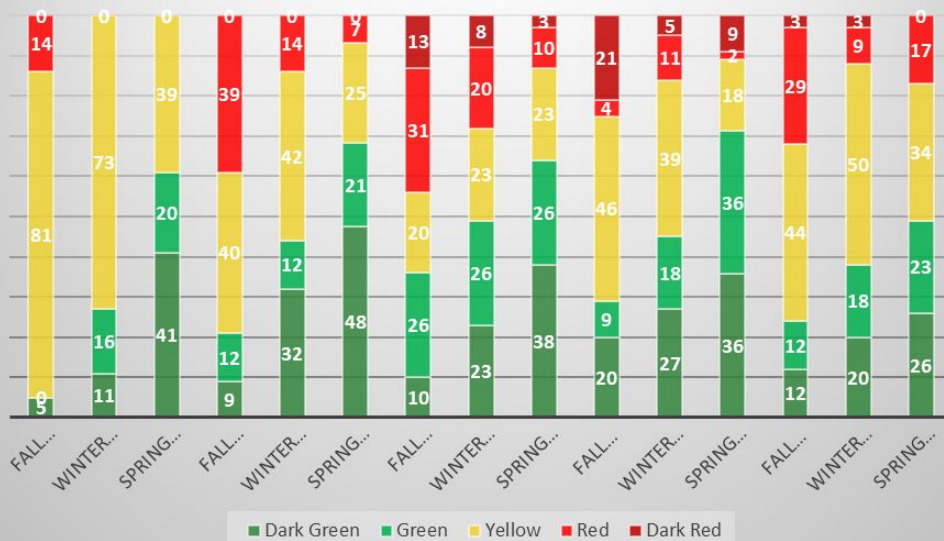




Again, Kindergarten is on their own graph due to their different testing cycle. In math, there are 88% of students who are on or above grade level. In January, the Kindergarten started using the MyPath instructional pathways for 45 minutes a week in math. If students met this goal of 45 minutes of “time on task” they would then work on reading. This can be a contributing factor in the level of growth we have seen from January to May. The kindergarten students have spent an average of 7 hours and 13 minutes with “time on task” on their MyPath for math. This averages to 22 minutes per week. “Time on task” is a term that iReady uses to describe the amount of time a student is actively engaged in the lessons they are being presented.

K - 78% of our kindergarten students are at or above grade level. Nationally, 73% of kindergarten students are at or above grade level.

## 2023 FRES Reading Fall/Winter/Spring



9

Each grade-level consists of three columns. The first column is the percentage of students who fell into each category in the fall (September). The second column is the percentage of students students in each category in the winter (January). The final column is the percentage of students who fell into each category in the spring (May).

As we mentioned in the fall, our goal is to move students from the deep red, red, and yellow into the two different green categories. You can see across the board there is consistent growth throughout grades 1-5. Noting specifically both green categories have grown significantly across all grade-levels.

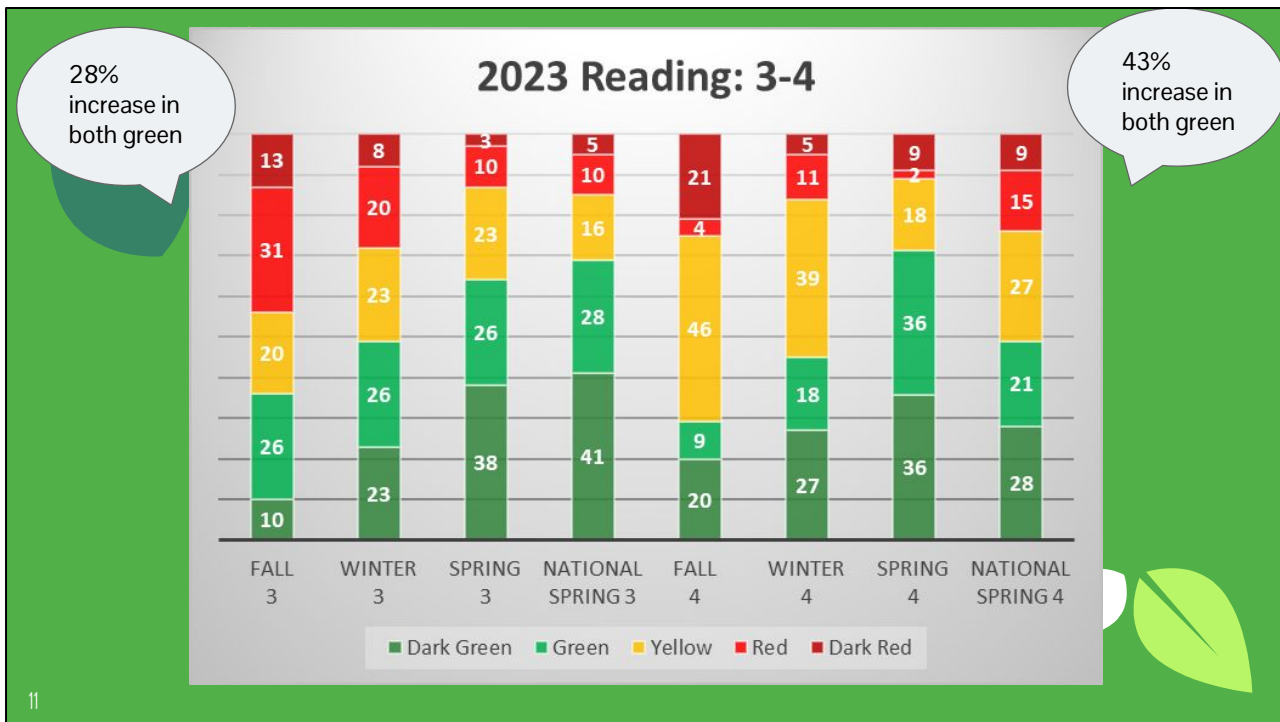
Teachers at FRES are providing interventions and small groups to support students in closing gaps. The hard work they are putting in is clearly paying off.



This is the same information on the previous graphs, but just smaller sections of information.

1- 61% of our 1st grade students are at or above grade level. Nationally, 63% of 1st grade students are at or above grade level.

2- 69% of our 2nd grade students are at or above grade level. Nationally, 63% of 2nd grade students are at or above grade level.

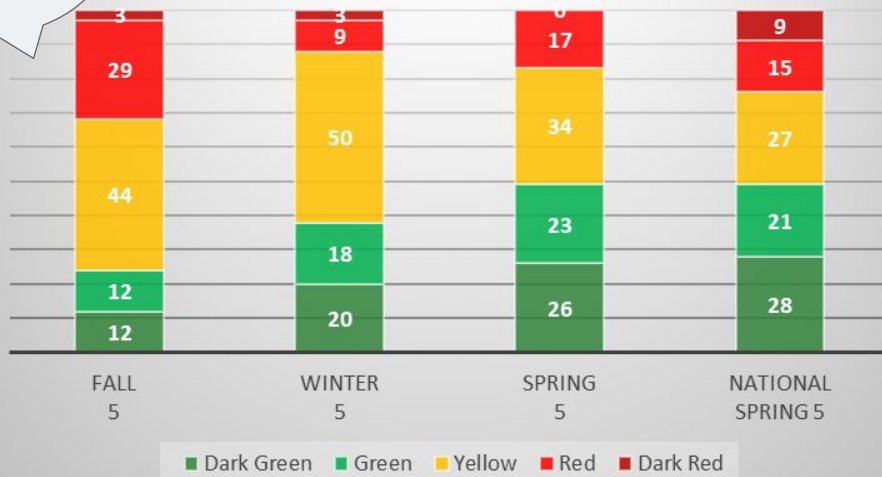


3 - 42% of our 3rd grade students are at or above grade level. Nationally, 69% of 3rd grade students are at or above grade level.

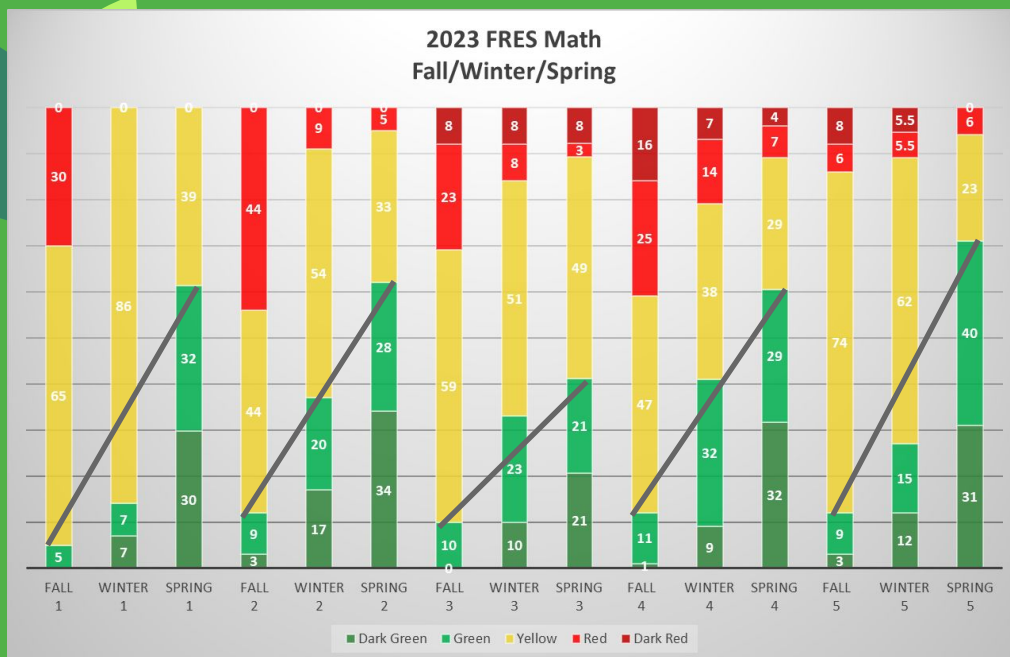
4 - 61% of our 4th grade students are at or above grade level. Nationally, 51% of 4th grade students are at or above grade level.

25%  
increase in  
both green

## 2023 Reading: 5



5 - 51% of our 5th grade students are at or above grade level. Nationally, 49% of 5th grade students are at or above grade level.



13

This graph mirrors the previous graph in many ways. The setup is the same where there are three columns for each grade level fall, winter, and spring respectively. As you can see there is clear growth throughout the grade-levels from the first assessment this school year, until now. At FRES, teachers have made it a priority to use the iReady MyPath personalized instruction throughout the year. This dedication can certainly be a contributing factor to the growth these students have made.

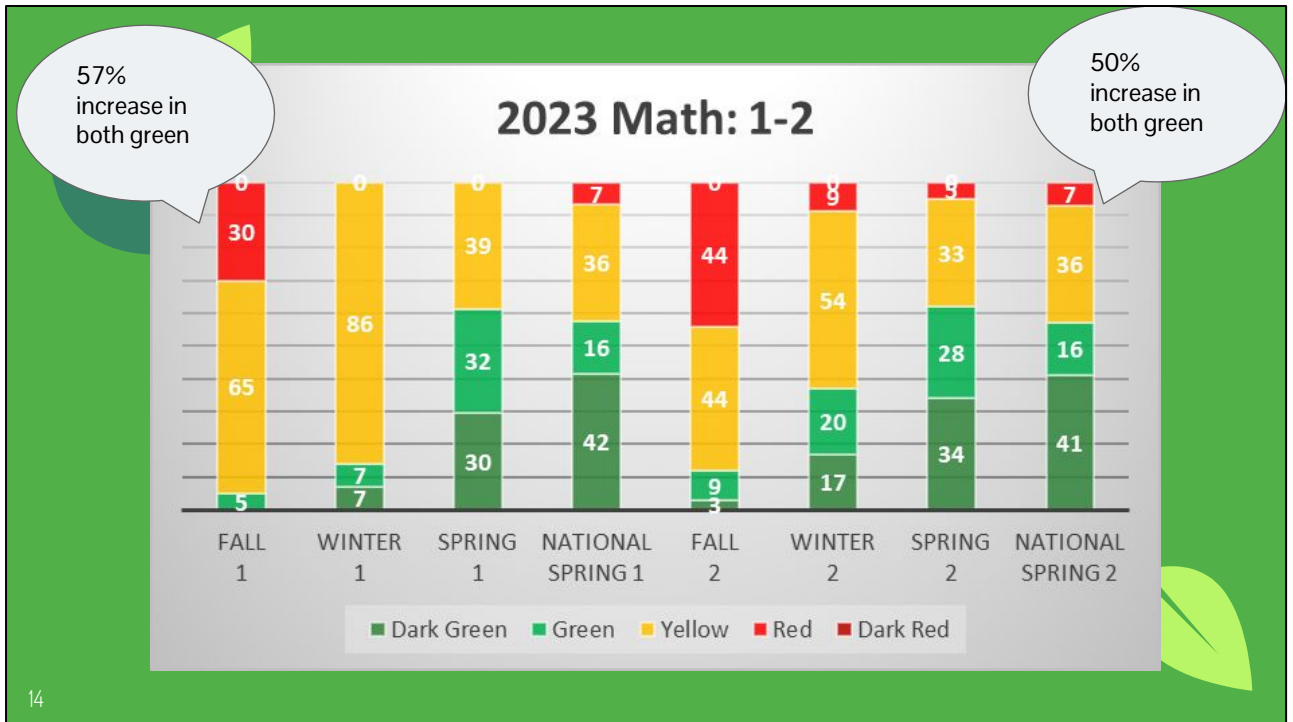
Again, you'll see growth towards our goal of moving students from the reds and yellow range to the green range.

Our math scores are improving not only due to the previously mentioned small groups, but additionally the teachers at FRES are utilizing MyPath in math for the recommended 30-49 minutes (as regularly as possible). This use of MyPath (instructional pathways) can also account for the change in these scores. Since January 1, the students at FRES have spent an average of 9 hours and 32 minutes with "time on task" on their MyPath for math. This averages to 29 minutes per week.

To be clear - most of the teachers are using MyPath (instructional pathways) in reading as well. With math being our area of focus with our district goal being set in math this year students are using MyPath in reading once they have completed the 30-49 minutes in math first.

Teachers are also using formative assessment to inform their instruction on a regular basis.



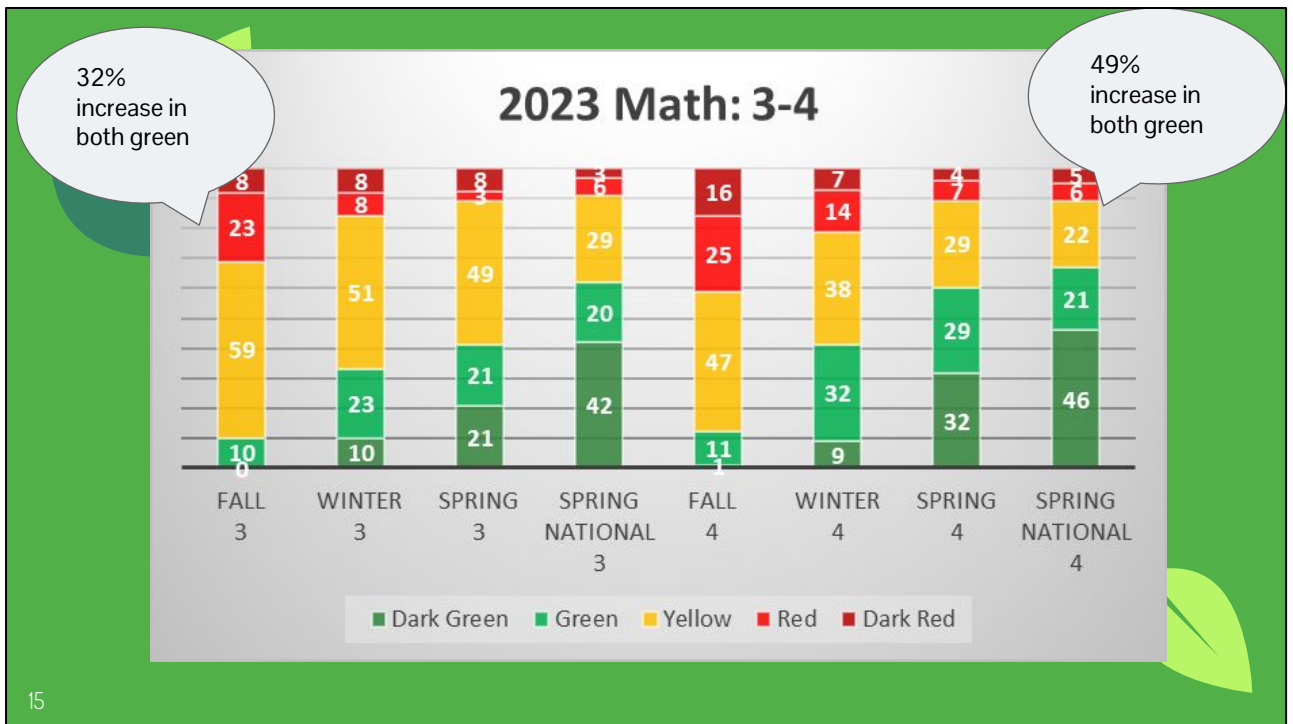


This is the same school data on the previous graphs, but just smaller sections of information. This now includes national data as well.

1- 62% of our 1st grade students are at or above grade level. Nationally, 58% of 1st grade students are at or above grade level.

2- 62% of our 2nd grade students are at or above grade level. Nationally, 57% of 2nd grade students are at or above grade level.



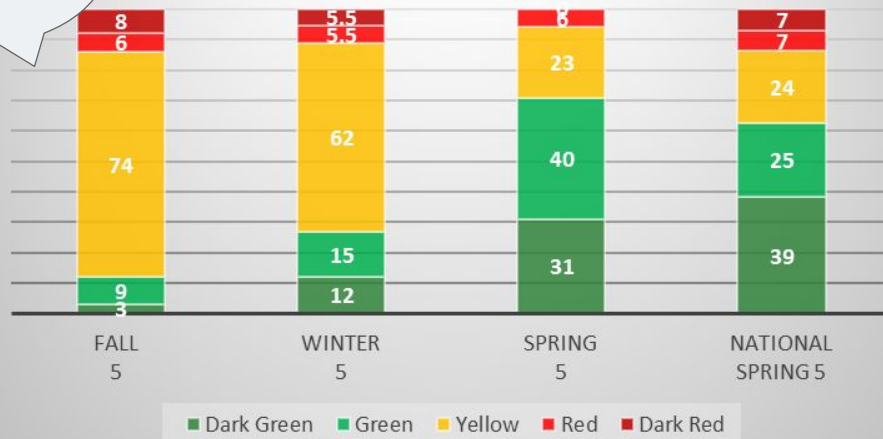


3 - 61% of our 3rd grade students are at or above grade level. Nationally, 62% of 3rd grade students are at or above grade level.

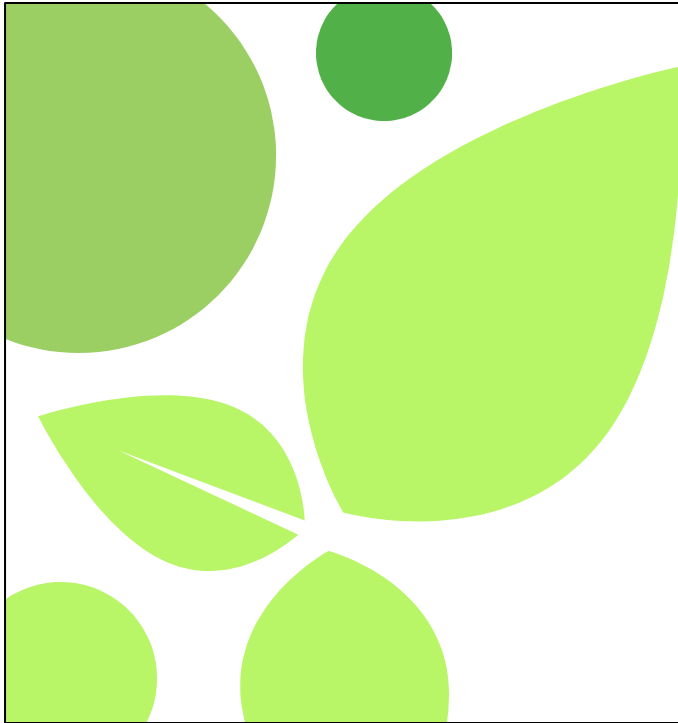
4 - 61% of our 4th grade students are at or above grade level. Nationally, 67% of 4th grade students are at or above grade level.

59%  
increase in  
both green

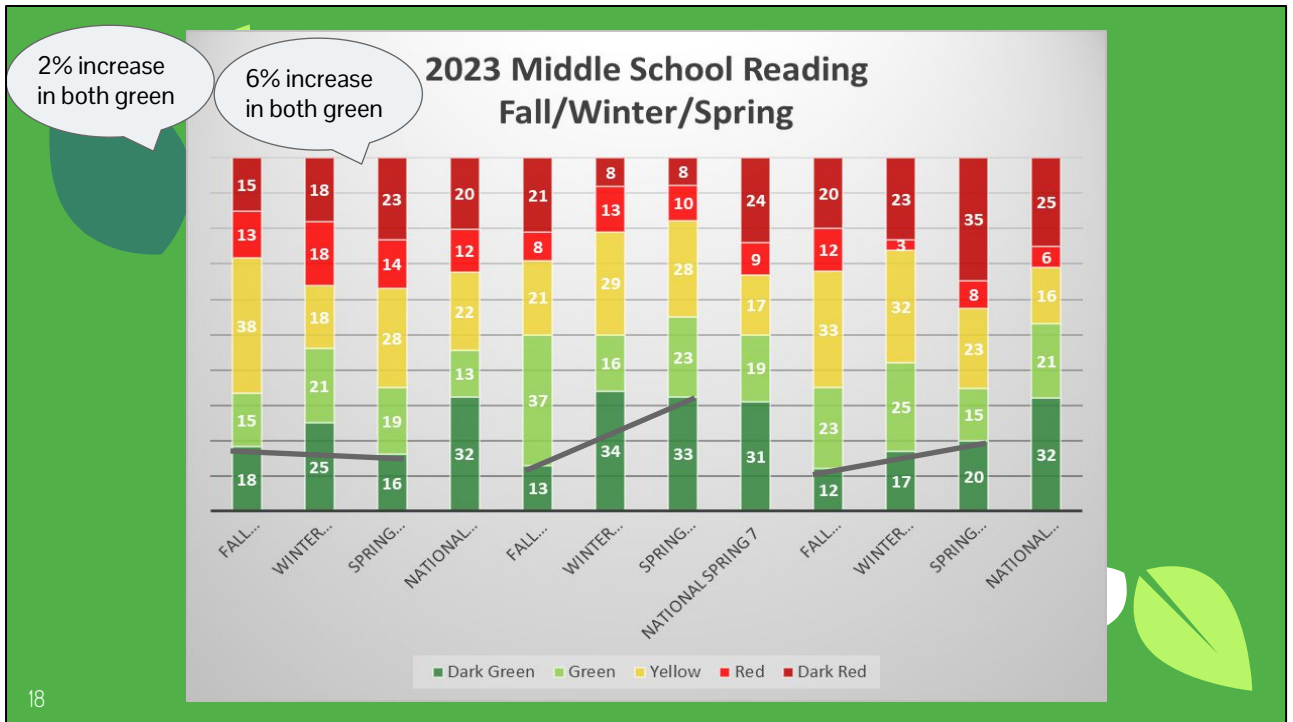
## 2023 Math: 5



5 - 71% of our 5th grade students are at or above grade level. Nationally, 62% of 5th grade students are at or above grade level.



iReady  
6-8: How are we  
doing?

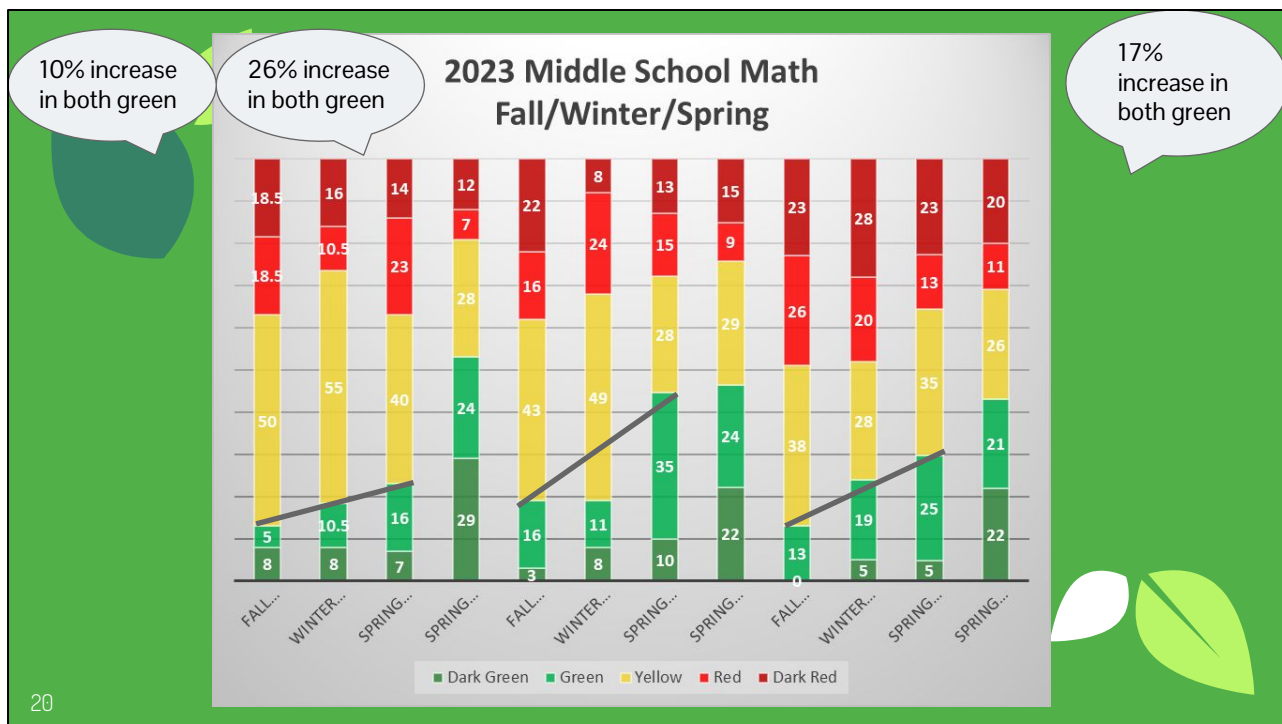


The graphs for the middle school also remain consistent with three bars for each grade level. The bars represent the percentage of students who fell into each category in the fall, winter, and spring respectively. In 7th grade, you can see that the red is shrinking and the green is increasing.

6 - 35% of our 6th grade students are at or above grade level. Nationally, 45% of th grade students are at or above grade level.

7 - 56% of our 7th grade students are at or above grade level. Nationally, 50% of th grade students are at or above grade level.

8 - 35% of our 8th grade students are at or above grade level. Nationally, 53% of 8th grade students are at or above grade level.



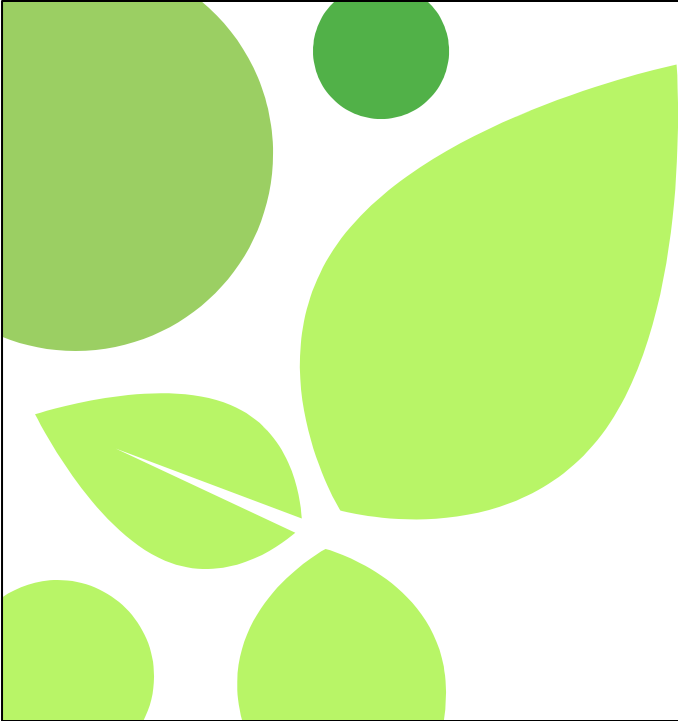
When reviewing the middle school math data, the percentage of students 2 or more grade levels below is shrinking, while the percentage of students at or above grade level is increasing. This growth can be attributed to the efforts of the middle school teachers in providing interventions to students who are struggling, while simultaneously providing advanced classes (students taking classes in different grade-levels) for those students who are showing they are exceeding expectations at their current grade-level. This middle school is also receiving Title 1 services this year to support students in specific domains (Numbers and Operations in Base 10, Geometry, etc.). The middle school has implemented using MyPath with all students for Math starting in January.

Since January 2, the middle school students have spent an average of 4 hours and 2 minutes "time on task" on their MyPath for math. This averages to 12 minutes per week. The 7th and 8th grade have continued to increase the percentage of students who are on or above grade-level and percentage of students who are scoring below grade level continues to shrink. These changes can be attributed to the teachers implementing the WIN block utilizing the MyPath personalized instruction, as well as the Title 1 services students who are below grade level may be eligible to receive. 8th more than doubled the percentage of students who scored at or above grade level.

6 - 23% of our 6th grade students are at or above grade level. Nationally, 37% of th grade students are at or above grade level.

7 - 45% of our 7th grade students are at or above grade level. Nationally, 46% of th grade students are at or above grade level.

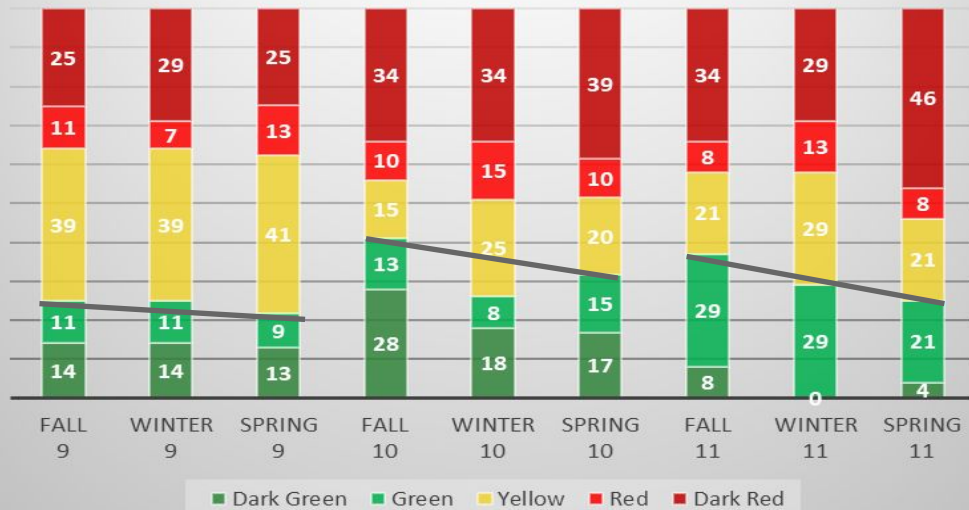
8 - 30% of our 8th grade students are at or above grade level. Nationally, 43% of 8th grade students are at or above grade level.



## iReady 9-11: How are we doing?

In January, the seniors were not included in the data because over 20% of the seniors did not test, whether excused by a parent, or they were absent during testing. With this many students not testing, it did not feel as though this would be an accurate representation of where our students are at. Therefore, we did not assess the seniors this round of testing.

## 2023 High School Reading Fall/Winter/Spring

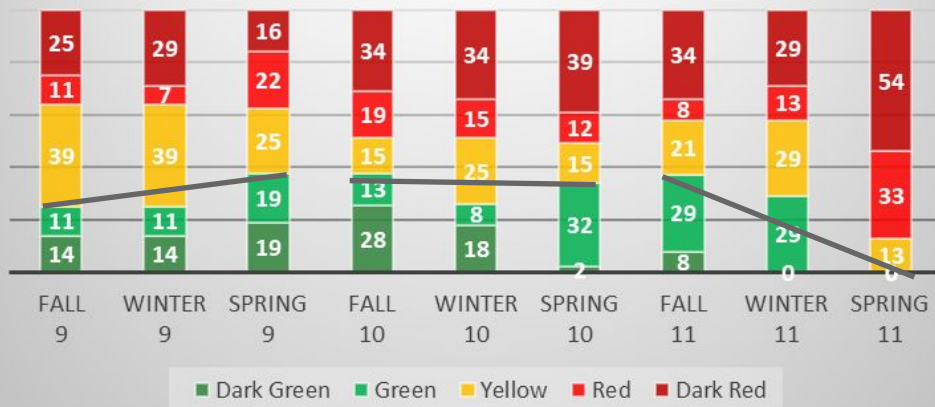


High school graphs are set up in the same manner as the previous graphs. Overall, the high school students data consistently decreasing across any of the grade-levels. I have brought this information to the Curriculum Coordinator group I am a part of, as well as the Assistant Superintendent over in Milford. I asked if this was a common trend within their district-wide data. The response that I received was that this is a very typical situation to be in and that we are not alone in our data decreasing as students increase in academic years.

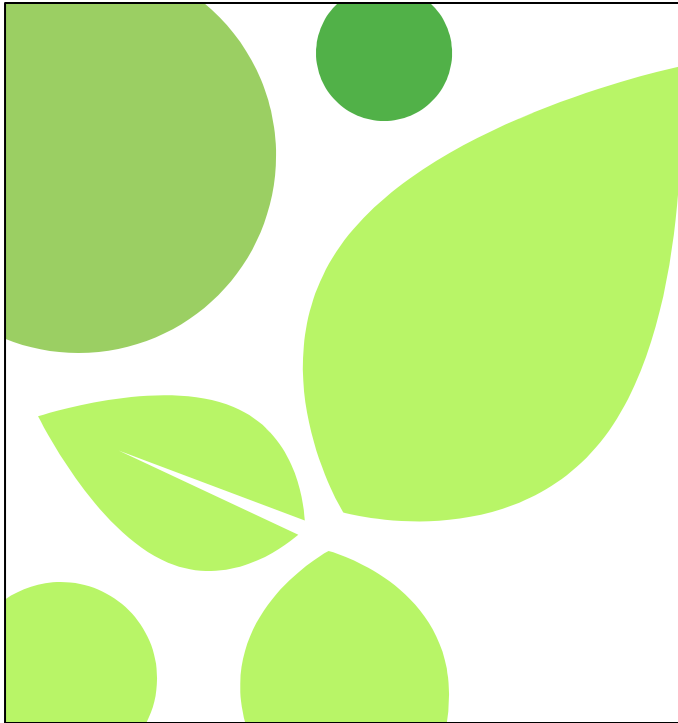
From these conversations, I did glean some information for some ideas for how to impact this data in a more constructive manner. The administrative team used this information to make plans for next school year.



## 2023 High School Math Fall/Winter/Spring



Beginning in January, we have utilized the “WIN” block with the high school students in grades 9-10. These students utilized the MyPath, personalized instruction once a week for 45 minutes during their advisory block. As you can see, freshman have increased from 25 percent students at or above grade-level to 38% of students at or above grade level. Since January 1, the high school students in grades 9 and 10 have spent an average of 2 hours and 31 minutes with “time on task” on their MyPath for math. This is an average of 7 minutes per week.



Tell me more  
about Annual  
Growth Goals  
and Stretch  
Growth Goals...



## What are these goals?

**Annual Goal:** The goal for a student based on their baseline score in the fall. This goal is set by what is “typical” based on nationally normed data.

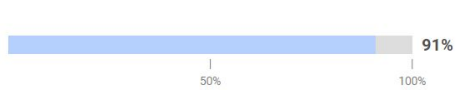
**Stretch Growth Goal:** This goal is an ambitious goal based on the baseline score in the fall. This goal is intended to support the student in getting closer to grade-level expectations.

# How much progress did students make? K-8: Reading

January

Students Assessed/Total: 350/403

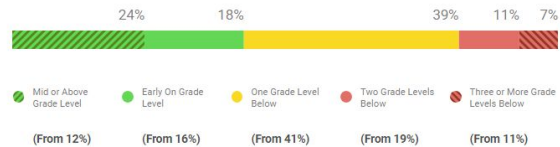
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 91%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

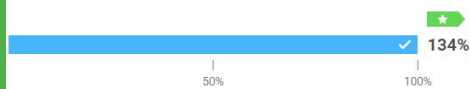
Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Students Assessed/Total: 380/404

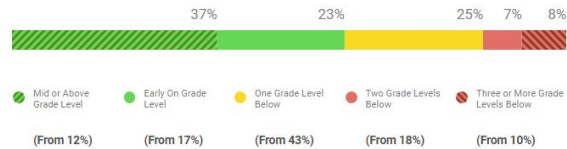
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 134%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

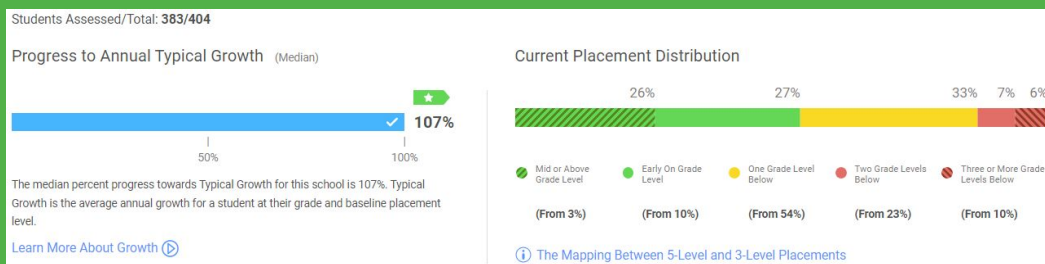
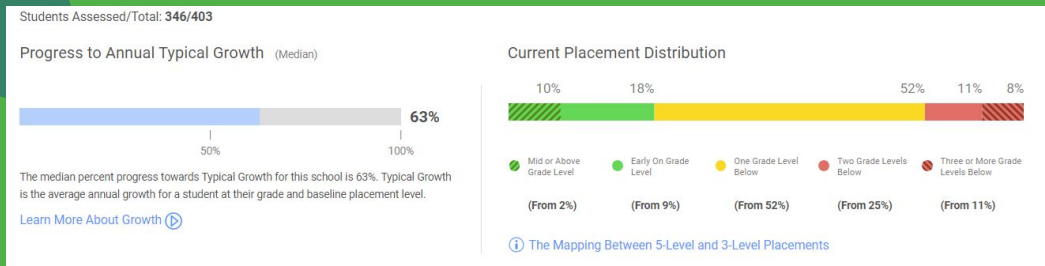
May

These two graphs give us an overall view of how much growth our students in grades 1-8 have made at this point in the year. If you line up all of the students in grades 1-8 the student in the middle has made 134% of the growth toward their annual goal. At this point in the year we would expect this number to be at about 100% because we have almost completed the school year. This is a tremendous amount of growth in reading grades 1-8.

The graph on the right shows how many of our students overall are scoring within those same ranges (above, on, one year below, and two or more years below grade-level) and what our percentages looked like at the beginning of the year. Our students that are middle of the year or above grade-level has doubled in reading.

# How much progress are students making? K-8: Math

January



May

These two graphs give us an overall view of how much growth our students in grades 1-8 have made at this point in the year. If you line up all of the students in grades 1-8 the student in the middle has made 107% of the growth toward their annual goal. At this point in the year we would expect this number to be at about 100% because we have just about completed the school year.



# PSAT/SAT Longitudinal Data



## PSAT/SAT Timeline

- PSAT 9 - Taken annually in March
- PSAT 10 - Taken annually in March
- PSAT 10/NMSQT - Taken annually in October
- SAT - Taken annually in March



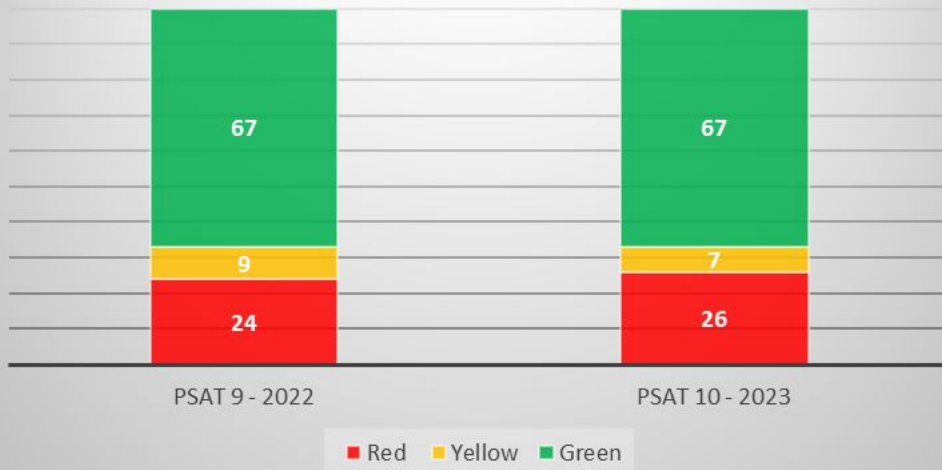
## More Colors?

- Red indicates the score is below benchmark by more than one year's academic growth.
- Yellow indicates the score is within one year's academic growth.
- Green indicates the score meets or exceeds benchmark.

We have included the longitudinal data for Sophomores and Juniors so we can compare how these groups of students have done over time.



## 2023 Sophomore Cohort - ELA



30

There are 26 students who were tested as freshman also tested as sophomores, this is 63% of the class. So while this is consistently the same grade, the students are drastically different. There were 6 of the consistent 26 students who were on benchmark in 9th grade assessment were also on benchmark in the 10th grade assessment. The groups of students are not identical due to different reasons students did or did not take the tests. The biggest factor is attendance.

PSAT 9:

Red - 120-380

Yellow - 390-400

Green - 410-720

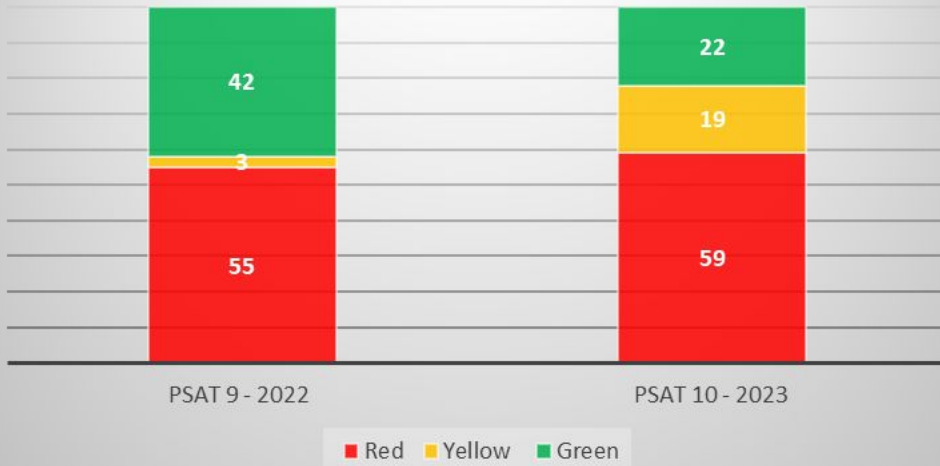
PSAT 10

Red - 160-400

Yellow - 410-420

Green - 430-760

## 2023 Sophomore Cohort - Math



PSAT 9:

Red - 120-420

Yellow - 430-440

Green - 450-720

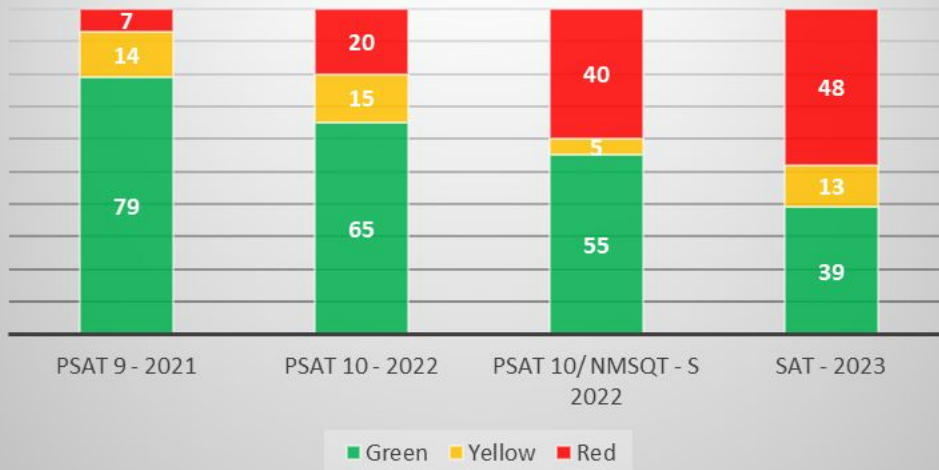
PSAT 10

Red - 160-440

Yellow - 450-470

Green - 480-760

## 2023 Junior Cohort - ELA



PSAT 10/NMSQT

Red - 160-450

Yellow - 460-470

Green - 480-800

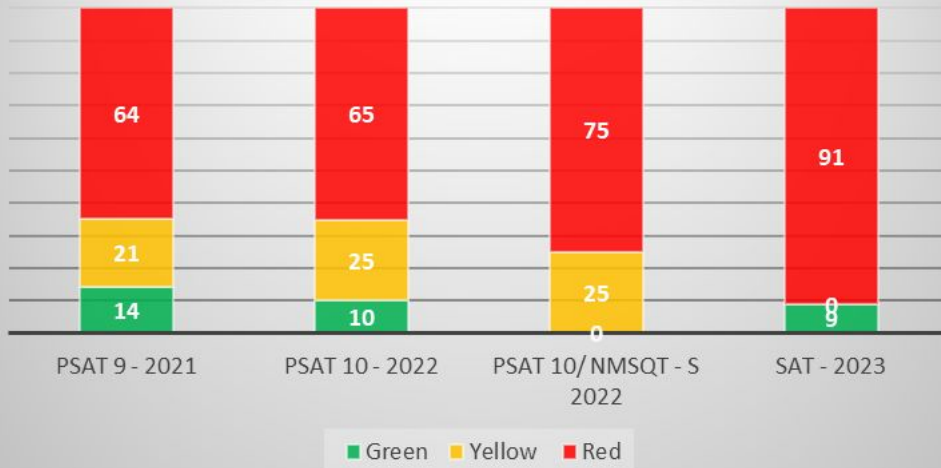
SAT:

Red - 200-450

Yellow - 460-470

Green - 480-800

## 2023 Junior Cohort - Math



PSAT 10/NMSQT:

Red - 160-470

Yellow - 480-500

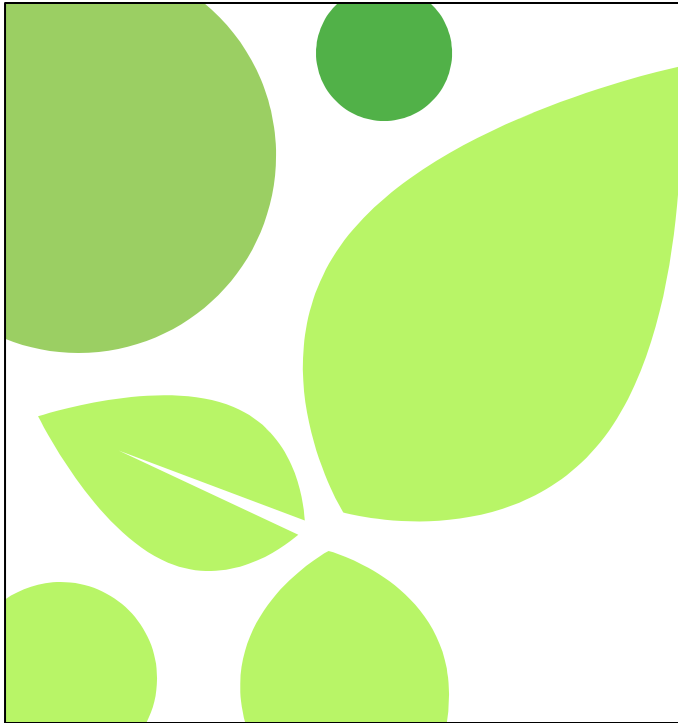
Green - 510-760

SAT:

Red - 200-500

Yellow - 510-520

Green - 530-800



What have we  
done this year?



## Action Plan

- Utilize data protocols to review and analyze data.
- Ongoing professional development about iReady.
- Ongoing professional development on effective instructional strategies in both reading and math (FRES)
- iReady instructional pathways (K-8) - 6-10 and K started in January

35

We also provided Title 1 tutoring in math at the middle school - something that is new to middle school this year.

FRES has continued to provide Title 1 tutoring services in both reading and math.

WIN Block - to be discussed later





## Action Plan Continued

- Developed plans for students
- Participate in data meetings
- Integrating math and ELA into other content areas when possible
- Developed domain specific goals
- Met in PLCs and department meetings to analyze data



Now What?



## Now What? – District Wide

- WIN Block - K-12
- Utilize Instructional Pathways to personalize instruction (K-8)
- Weekly PLC/IMPACT meetings:
  - Utilize data from iReady and other assessment tools to inform instruction.
  - Use data to reflect on instructional impact

WIN Block - All students K-12 will be working in a WIN block to receive small group instruction, and use the MyPath instructional pathways. Students who are scoring below 8th grade in 9th and 10th are also using instructional pathways.



## Now What? – District Wide

- Professional Development around iReady and Math instructional Practices
- Streamlined evaluation process to focus on effective teaching practices
- Data Meetings 3 times a year
- Transition Meetings between the buildings (K-12 teams)
- Continue to develop and vet curriculum
- Math Professional Development:
  - NHLI
  - Solution Tree
- Target our interventions in numbers and operations and vocabulary

FRES provided after school tutoring for students based on conversations at Data meetings where iReady data was triangulated with classroom data, as well as other school-level assessments. The data drove the conversations and supported teachers in making informed decisions about who still required intervention above and beyond what they are already receiving during the school day in order to make progress.

WIN Block - Students who are scoring below 8th grade in 9th and 10th are also using instructional pathways.

9th/10th on or above PSAT/SAT prep



## Now What? – FRES/LCS

- Sending and Receiving Teachers Met as Data Teams
- Summer Academy Based on Data Team Discussion
- Kindergarten screener and Pre-K teacher input utilized to inform class placement
- Professional Development in the Science of Reading
- Curate accelerated learner programming





## Now What? – WLC

- Moving the Personal Finance Elective to a Required Course
- Incorporating more high-stake assessments into the curriculum (ie midterm and final exams)
- Continue offering an advanced placement math course in 7th and 8th grade
- Continue After School Homework Club
- Continue work on interdisciplinary curriculum
- Continue PSAT and SAT prep into curriculum and WIN



## Now What? - WLC

- Adjust the use of the PLC model.
- Implement motivators for students taking standardized assessments (NH SAS, SAT, iReady, etc.).
- Format classroom assessments.
- Emphasize the importance and the rationale behind the assessments.

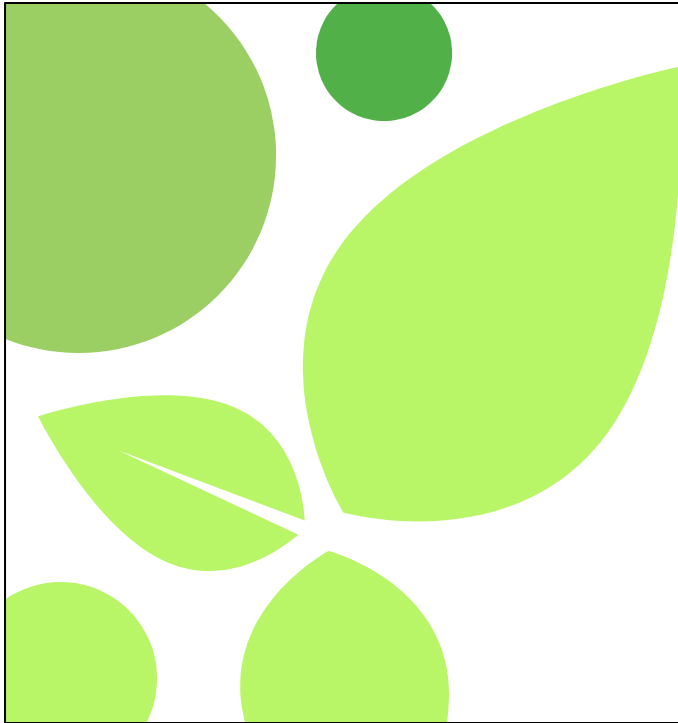
The master schedule has been adjusted to accommodate math and ELA teachers being grouped. We are going to rearrange the way that PLCs are structured. The PLCs are currently meeting twice a week, and we are going to change that so the math team will meet more frequently at the beginning of the school year, and then switch to another group for the following quarter. We will frontload the PLCs with the math teachers.

Format classroom assessments so that they mirror the type of assessments that they will be taking (NH SAS, PSAT, SAT).

These Now What steps will become our action items next year. These will be on our data presentation slides so we can track our progress towards meeting those goals.



# Questions



# Annual and Stretch Growth Breakdown by Grade

## How much progress are students making? Kindergarten: Reading

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	<div><div></div></div> 53%	20%	<div><div></div></div> 36%	5%	60%	40/41

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	<div><div></div></div> 87%	45%	<div><div></div></div> 66%	23%	80%	40/41

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that across the board, students in grades 1-5 are making significant progress towards their both their annual growth goal and their stretch growth goal.



## How much progress are students making? 1-5: Reading

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 66%	27%	<div><div></div></div> 49%	11%	39%	44/44
Grade 2	<div><div></div></div> 113%	60%	<div><div></div></div> 74%	23%	65%	60/60
Grade 3	<div><div></div></div> 88%	46%	<div><div></div></div> 51%	13%	46%	39/40
Grade 4	<div><div></div></div> 92%	46%	<div><div></div></div> 50%	27%	46%	56/57
Grade 5	<div><div></div></div> 107%	56%	<div><div></div></div> 54%	26%	50%	34/36

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 148%	86%	<div><div></div></div> 103%	53%	74%	43/44
Grade 2	<div><div></div></div> 175%	85%	<div><div></div></div> 111%	58%	87%	60/61
Grade 3	<div><div></div></div> 151%	82%	<div><div></div></div> 90%	45%	82%	38/39
Grade 4	<div><div></div></div> 155%	67%	<div><div></div></div> 83%	40%	67%	55/56
Grade 5	<div><div></div></div> 194%	73%	<div><div></div></div> 97%	48%	70%	33/37

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that across the board, students in grades 1-5 are making significant progress towards their both their annual growth goal and their stretch growth goal.

## How much progress are students making? 1-5: Math

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 76%	28%	<div><div></div></div> 58%	9%	44%	43/44
Grade 2	<div><div></div></div> 83%	36%	<div><div></div></div> 54%	15%	64%	59/60
Grade 3	<div><div></div></div> 44%	15%	<div><div></div></div> 32%	5%	41%	39/40
Grade 4	<div><div></div></div> 61%	25%	<div><div></div></div> 38%	5%	65%	57/57
Grade 5	<div><div></div></div> 59%	24%	<div><div></div></div> 34%	0%	29%	34/36

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 117%	65%	<div><div></div></div> 89%	40%	84%	43/44
Grade 2	<div><div></div></div> 134%	75%	<div><div></div></div> 90%	40%	83%	60/61
Grade 3	<div><div></div></div> 65%	33%	<div><div></div></div> 46%	8%	56%	39/39
Grade 4	<div><div></div></div> 109%	63%	<div><div></div></div> 73%	30%	86%	56/56
Grade 5	<div><div></div></div> 159%	76%	<div><div></div></div> 87%	35%	79%	34/37

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level.

## How much progress are students making? 6-8: Reading

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 6	<div><div></div></div> 57%	49%	<div><div></div></div> 21%	18%	41%	39/43
Grade 7	<div><div></div></div> 94%	50%	<div><div></div></div> 33%	16%	45%	38/42
Grade 8	<div><div></div></div> 36%	40%	<div><div></div></div> 13%	8%	33%	40/42

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 6	<div><div></div></div> 21%	36%	<div><div></div></div> 8%	5%	31%	39/43
Grade 7	<div><div></div></div> 88%	46%	<div><div></div></div> 30%	15%	51%	39/41
Grade 8	<div><div></div></div> 0%	31%	<div><div></div></div> 0%	8%	19%	36/42

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. You can see that all grade-levels are making good progress toward their growth goal.

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

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 38%	18%	<div><div></div></div> 18%	5%	26%	38/43
Grade 7	<div><div></div></div> 77%	41%	<div><div></div></div> 40%	11%	30%	37/42
Grade 8	<div><div></div></div> 50%	40%	<div><div></div></div> 22%	5%	33%	40/42

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 38%	34%	<div><div></div></div> 18%	11%	42%	38/43
Grade 7	<div><div></div></div> 100%	51%	<div><div></div></div> 52%	18%	49%	39/41
Grade 8	<div><div></div></div> 78%	41%	<div><div></div></div> 32%	22%	49%	37/42

This is a breakdown of where students are at in regards to their annual growth goal and their stretch growth goal. This is again the median student, so if you line up all of the students in each grade the percentage given is the median amount of growth for that particular grade-level. Again, the progress students are making towards these goals are strong, with  $\frac{2}{3}$  grade levels at or above the 50% mark.