

**Public Notice of Meeting**  
**WILTON-LYNDEBOROUGH COOPERATIVE**  
**PUBLIC HEARING & SCHOOL BOARD MEETING**  
**Tuesday, June 10, 2025**  
**Wilton-Lyndeborough Cooperative M/H School**  
**6:30 p.m.**

Videoconferencing: [meet.google.com/pts-qhwz-djs](https://meet.google.com/pts-qhwz-djs)

Audio: [+1 224-935-5011](tel:+12249355011) PIN: 731 869 528#

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

- I. CALL TO ORDER-Dennis Golding-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. PUBLIC HEARING RSA--UNANTICIPATED REVENUE RSA 198:20-b**
- IV. STAFF/STUDENT ACKNOWLEDGEMENT**
- V. ADJUSTMENTS TO THE AGENDA**
- VI. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.
- VII. BOARD CORRESPONDENCE**
  - a. Reports**
    - i. Business Administrator's Report
    - ii. Principals' Reports
    - iii. Curriculum Coordinator's Report & Data Presentation
- VIII. YTD REPORT**
- IX. CALL FOR RESOLUTIONS**
- X. POLICIES**
  - a. 2<sup>nd</sup> Reading**
    - i. GBCE-R-Background Investigation and Criminal History Records Check-Internal Controls
    - ii. IHBA-R-Programs for Pupils with Disability-Section 504-Notice of Parent and Student Rights
    - iii. ADB-Drug Free Workplace and Drug Free Schools
    - iv. JRA-Student Records and Access (FERPA)
- XI. ACTION ITEMS**
  - a. Approve Minutes of Previous Meeting**
  - b. Donation-Food Service**
- XII. COMMITTEE REPORTS**
  - i. Strategic Planning Committee
  - ii. Facilities Committee

**XIII. RESIGNATIONS/APPOINTMENTS/LEAVES**

**a. Resignation-Josh Morrow-Custodian-WLC**

**b. Transfers**

- i. Bridgette Fuller-W.I.N. Coordinator
- ii. Amber Brewster-MS English-WLC

**c. Appointments**

- i. Dustin Scott-WLC Technology Teacher
- ii. Melanie Zablotny- FRES 5<sup>th</sup> Grade Teacher
- iii. Patricia Donaldson-FRES/LCS School Counselor
- iv. Kinley Sullivan-WLC MS Math Teacher

**XIV. PUBLIC COMMENTS**

**XV. SCHOOL BOARD MEMBER COMMENTS**

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

- i. Review the Nonpublic Minutes
- ii. Personnel Matter

**XVII. ADJOURNMENT**

**INFORMATION: Next School Board Meeting-June 24, 6:30 PM at WLC**

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

## WLC School Board Report

June 10, 2025

Submitted by: T. Ronning, Katie Gosselin and the entire staff

It's been a busy and productive year at WLC. Below you will find highlights.

### **Academic**

- Completed a written curriculum for all classes; including units and assessments
- We have 3 teachers in the high school who are teaching college level courses to our students for dual enrollment
- Created an interdisciplinary unit for grade 8
- Launching intervention-style WIN in the Middle School
- First Curriculum Night for students & parents since pre-Covid
  - Staff interacted with parents, alumni, community members, and students. We celebrated with food cooked by a student/parent time
- 21 students took a total of 7 AP tests
- We had 4 high school students become Licensed Nursing Assistants (LNA)
- SAT: When the current Juniors took the PSAT 10, their average score was 864. They increased their average score on the PSAT/NMSQT this fall with an average score of 887. This Spring SAT they just took their average score is 949 - this puts their average score 85 points higher this year compared to themselves last year, and 62 points higher than they scored in the fall.
- Students enrolled in 73 Early College classes this year receiving dual credit
- College list graduates will be attending-Dartmouth College, Indiana University, Indianapolis-Herron School of Art & Design, Keene State College, Montana State, Manchester Community College, Montana Western, Nashua Community College, Norwich University, University of New Hampshire, Wentworth Institute of Technology, Virginia Tech

- Successful Title I Program for the Middle School - scores have gone up
- We will be sending students to the Boys State & Girls State programs at St. Anselm College for the week-long programs
- We have 3 students going through the Firefighting Explorers program
- Apply New Hampshire Day- 19 seniors filled out 63 New Hampshire college applications, saving themselves \$1,470.00 in application fees!
- At awards night, thanks to the community's support we handed out over 100,000 in scholarships.
  - 5 seniors received a total of \$65,000 through the Perry Scholarship this year!
- A student will attend St. Paul's 5 week summer program
- Trout in the Classroom - 7th grade and half of the 8th grade - Trout released during Earth Day 2025
- Establishment of a coding club
- Added Math for the Trades class to make more relevant math courses for all students
- 2 students attended the high school Marine Science Fellowship at the Seacoast Science Center in Rye, NH.
- 1 high school student attended the BAE Systems' Fostering opportunities and careers utilizing STEM (FOCUS) program.
- 2 high school students will attend HOBY - Hugh O'Brian Youth Leadership at St. Anselm College
- Math tutoring after school, 17 students from both the middle and high school came in throughout the year to work on math
- Inducted into the National Honor Society (11 students) and National Junior Honor Society (15 students)
  - NHS- Provided service to the community (babysitting during conferences and district meeting)
  - NHS & Junior class came together to work with PTO at district Penny Sale
- 40 students graduated on May 30th

## **School Wide**

- 4 Spirit Weeks - Led by the student body
- School-wide Homecoming Week
- VFW essay contest : Patriot's Pen and Voice of Democracy - 6 winners!
- Second annual Senior Project Extravaganza
- BioTrek curriculum for 9th grade Biology courses
  - Participated in the state competition
- Milford CTE- students took courses in:
  - Video Production, Precision Machining, Health Science Occupations, and Advanced Precision Machining
    - 1 student earning a certificate of completion.
- School-wide Earth Day clean-up efforts on April 25th
  - Earth Day concert held by some of our senior musicians
- 6th Grade Ecology School Field Trip
- Student Led Conferences for grades 6 and 7
- Resumed an overnight trip to Washington DC
  - 29 students attended (grades 10-12)
- School-wide Veterans Day Celebration
- Career field trips went out to NHTI, NH Career and Construction Day, NH Field & Forest Career Day, CTE program at Milford High School, Manufacturing Career Day at Nashua Community College.
- We held a school wide Career Day for grades 6-12 with parent volunteers- some careers included; police & fire department, education, health fields, and much more!
- Seniors hiked up Mt. Monadnock!
- The annual juniors and seniors high school ski trip to Pat's Peak was a success!
- The WLSD ski club expanded to include middle school this year
- The Dungeons and Dragons club gained many members who worked together to problem solve and overcame obstacles in their campaigns
- Successful Red Ribbon Week in October
- Unity Day Celebration - October

- 2 concerts, 2 showcases, a play - Puffs, a musical- The Little Mermaid, and our first time participating in the Monadnock Valley Music Festival!
- 26 high school students attended the Art field trip to the Institute of Contemporary Art in Boston, MA
- Two arts and culture fairs in the Wilton Town Hall with the most amount of student and community vendor participation, including staff members from WLC and FRES. The students sold art and made money at both events!
- Middle School Art Show Exhibit and show opening at the downtown Wilton library in April and May. The opening event was covered by an article published in the Milford Cabinet.
- A soon to be final High School Art Show exhibit in the Wilton Library in June!
- Two guest community members in the WLC art room: 1). Patsy Belt who is a potter, retired art teacher, a member of the Wilton Main Street Association, and vendor at our art and culture fairs; 2). Ben Scalise who is a local farmer, vendor at our art and culture fairs, and who worked with our drawing class this year to bring a real world illustration project to our students for his sheep's milk products (such as soaps and salves).
- Emily Hall was nominated for Teacher of the Year in New Hampshire
- The library catalog has been improved and updated, and book circulation increased significantly since last year
- 18 students enrolled to go to UK and France in 2026
- Celebrated our seniors and school in this year's Warrior yearbook!
  - We had our first ever sold out yearbook!
- Hosted responsible citizenship activities such as Bridal Shower and Baby Shower Celebrations and Food Service activities
- Held our junior/senior prom on May 10th @ Alpine Grove

### **Athletics:**

- Added Unified Basketball
- Three students were recognized as NHIAA/NHADA Scholar Athletes

- Criteria: Ben Jacob, Kelsey Crouse and Harry Krug were recognized for being multisport athletes while maintaining a 3.5 GPA or higher.
- Continued to maintain our eligibility standards.
  - Fewer students were on probation or not eligible to participate.
- An average of 45 WLC scholar-athletes per season. Over 50% of student athletes.
  - Criteria: all As&Bs in the season which they played a sport
- Will be adding Golf in the Fall
  - A parent is donating the expenses
- Partnered with Milford HS
  - Swimming, Indoor Track, Tennis
- Helped Hollis Brookline with a location for a tennis playoff game.
  - Will make a donation to our athletic Program
- Partnered with High Mowing
  - Volleyball, Weight Room, Transportation
    - Will make a donation to the athletic department
- Held our third annual Hall of Fame Induction Ceremony
  - Inducted 8 new members
- Tennis Club
  - Advantage kids was introduced to us by Kelly Gibson to bring awareness in the community to the sport of tennis back. We are currently up to 14 kids participating in this tennis club on the weekends.
    - Fran Bujak volunteering
- Introduced parent transportation
  - Parents driving students to and from games resulted in a huge decrease in cancelled or postponed games due to lack of buses.
  - Spring season, there were ZERO cancelled or postponed games due to transportation issues.

**WILTON-LYNDEBOROUGH COOPERATIVE**  
**MIDDLE SCHOOL / HIGH SCHOOL**  
 57 SCHOOL ROAD  
 WILTON, NEW HAMPSHIRE 03086  
 (603) 732-9230  
[www.sau63.org](http://www.sau63.org)

Tom Ronning, Principal  
 Kathryn Gosselin, Assistant Principal

Amanda J. Kovaliv, School Counseling Coordinator  
 Alice Bartoldus, Middle School Counselor

**High School Discipline Referrals:**

**May 30, 2025**

- For the month of April there were 8 log entries that required administration's attention. This is the same as last month.
- These log entries represent 7 students out of 148 students, which makes up 4.7% of the student population.

| <u>Category</u>   | <u>Aug/<br/>Sept<br/>2024</u> | <u>Oct 24</u> | <u>Nov 24</u> | <u>Dec 2024</u> | <u>Jan 25</u> | <u>Feb 25</u> | <u>March<br/>25</u> | <u>April 25</u> | <u>May 25</u>            | <u>May 24</u> |
|---|-------------------------------|---------------|---------------|-----------------|---------------|---------------|---------------------|-----------------|--------------------------|---------------|
| Total Log Entries   | 7                             | 9             | 4             | 7               | 6             | 3             | 10                  | 8               | 8                        | 9             |
| Detentions  | 1                             | 0             | 2             | 1               | 4             | 1             | 0                   | 0               | 2                        | 3             |
| In School Suspension                                      | 2                             | 0             | 0             | 2               | 1             | 0             | 1                   | 0               | 3 (2 were same incident) | 1             |
| Out of School Suspension                                  | 0                             | 1             | 0             | 0               | 0             | 0             | 0                   | 4* (1 incident) | 1                        | 3             |
| Restorative Practice                                      | 3                             | 0             | 1             | 0               | 1             | 0             | 1                   | 4               | 0                        | 0             |
| Other (ie-suspension from athletics, bus suspension, etc) | 1                             | 8             | 1             | 4               | 0             | 2             | 8                   | 0               | 2                        | 2             |

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 Alice Bartoldus, Middle School Counselor

**Middle School Discipline Referrals:**

- For the month of April, there were 20 log entries that required administration's attention. This is a decrease of 1.
- These log entries represent 15 students out of 131 students, which makes up 8.7% of the student population.

| <u>Category</u>   | <u>Aug/<br/>Sept<br/>2024</u> | <u>Oct<br/>24</u> | <u>Nov<br/>024</u> | <u>Dec<br/>024</u> | <u>Jan 25</u> | <u>Feb 25</u>                        | <u>March<br/>25</u> | <u>April 25</u>  | <u>May 25</u>  | <u>May 24</u> |
|---|-------------------------------|-------------------|--------------------|--------------------|---------------|--------------------------------------|---------------------|------------------|--|---------------|
| Total Log Entries   | 18                            | 16                | 13                 | 8                  | 6             | 10 (note-4 of these were 1 incident) | 11                  | 21               | 20   | 12            |
| Detentions  | 7                             | 6                 | 4                  | 0                  | 2             | 1                                    | 0                   | 2                | 3  | 8             |
| In School Suspension                                      | 7                             | 5                 | 3                  | 6                  | 2             | 4                                    | 3                   | 6                | 2  | 2             |
| Out of School Suspension                                  | 2                             | 1                 | 0                  | 0                  | 0             | 1                                    | 1                   | 4                | 12 (7= one incident, 2= 1 incident, and 2 were isolated incidents) | 1             |
| Restorative Practice                                      | 1                             | 1                 | 6                  | 1                  | 2             | 0                                    | 0                   | 9 (5=1 incident) | 0  | 0             |
| Other (ie-suspension from athletics, bus suspension, etc) | 0                             | 3                 | 0                  | 1                  | 0             | 2                                    | 7                   | 0                | 3  | 1             |

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**FLORENCE RIDEOUT ELEMENTARY SCHOOL  
LYNDEBOROUGH CENTRAL SCHOOL**

18 Tremont Street  
Wilton, New Hampshire 03086  
(603) 732-9229  
[www.sau63.org](http://www.sau63.org)

Bridgette Fuller, Principal FRES/LCS  
Christina Gauthier, Administrative Assistant FRES

Samuel Metivier, School Counselor  
Sherry LeBlanc, Administrative Assistant LCS

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**Principal's Report  
June 10, 2025**

**FRES and LCS Happenings**

May and June were incredibly busy months for everyone at both schools. With school-wide events, classroom celebrations, and field trips, students and staff bustled throughout the buildings and the community. While LCS students toured FRES, fifth graders explored WLC. Both kindergarten and fifth-grade students were escorted on building tours and discovered what a day at their “new” school would look like. On Saturday, June 1, 2025, our Girls on the Run club completed their 5K at Loudon Speedway in pouring rain. Thank you to Julie Lemire, Laura Seale, Heather Roberts, Janabeth Reitter, and Mary Golding, who volunteered their time this spring to coach and encourage 18 girls this season. Our talented Music Director, Ms. Kudich, hosted a Spring Concert featuring our third, fourth, and fifth-grade students. The Wilton and Lyndeborough historical societies, along with community partners and first responders, engaged our fourth graders in a community tour. Perhaps our most anticipated event, Field Day, planned by the PTO and made possible by countless parent and guardian volunteers, as well as food services, helped K-5 graders finish their year with a fun-filled day of outdoor games, water blasting, lunch, and laughter. Thank you to all stakeholders who contributed their time, energy, and effort to making another successful school year for all our students at both FRES and LCS!

**Student Progress and Planning**

As state and district-wide assessments concluded, teachers spent time reviewing and collaborating on curriculum with both sending and receiving teachers. Taking time to review each grade level's academic scope and sequence helps narrow curriculum gaps. It is an opportunity to ensure that all grade-level standards and competencies have been covered and to highlight skills that should be reinforced in the coming year. In addition to reflecting and discussing the curriculum, many staff members participated in the interview process for our open positions. We are pleased to report that the interviews have been conducted and nominations for all positions have been forwarded to the SAU.

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## Behavior Update

| FRES   | September 2024 Referrals | October 2024 Referrals | November 2024 Referrals | December 2024 Referrals | January 2025 Referrals | February 2025 Referrals | March 2025 Referrals | April 2025 Referrals | May 2025 Referrals |
|--|--------------------------|------------------------|-------------------------|-------------------------|------------------------|-------------------------|----------------------|----------------------|--------------------|
| Log Entries <b>Bus</b>   | 05                       | 02                     | 01                      | 03                      | 01                     | 05                      | 03                   | 07                   | 01                 |
| Log Entries for “Major Behavior & Gross Misconduct” at <b>School</b> | 12                       | 10                     | 07                      | 10                      | 19                     | 12                      | 16                   | 21                   | 08                 |
| Loss of Privilege  | 1                        | 3                      | 2                       | 3                       | 2                      | 1                       | 0                    | 9                    | 5                  |
| Detention  | 7                        | 2                      | 1                       | 4                       | 4                      | 7                       | 6                    | 6                    | 0                  |
| <b>In-School</b> Suspension  | 2                        | 4                      | 2                       | 2                       | 12                     | 2                       | 4                    | 2                    | 2                  |
| <b>Out-of-School</b> Suspension                                      | 2                        | 1                      | 2                       | 1                       | 1                      | 2                       | 6                    | 4                    | 1                  |

In **September 2024**, **17 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 6% of students (12 students out of 212)
- Year 2 of the Student Support Center
- Bus 6 monitor hired

In **October 2024**, **12 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 3% of students (6 students out of 212)

In **November 2024**, **8 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 4% of students (8 students out of 211)

In **December 2024**, **13 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 5% of students (10 students out of 212)

In **January 2025**, **20 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 4% of students (9 students out of 213)

In **February 2025**, **17 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 5% of students (10 students out of 213)

In **March 2025**, **19 log entries** (Bus and School) were recorded in PowerSchool. These School behaviors were classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 5% of students (12 students out of 217)

In **April 2025**, **28 log entries** (Bus and School) were recorded in PowerSchool. These School behaviors were classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 8% of students (18 students out of 217)
- 100% of students who received ISS and OSS receive additional support.

In **May 2025**, **9 log entries** (Bus and School) were recorded in PowerSchool. These School behaviors were classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 4% of students (8 students out of 217)
- 100% of students who received ISS and OSS receive additional support.

In **comparing the 2023-2024 and 2024-2025 school years:**

- 41 *fewer* bus behaviors were referred to the office in 2024-2025
- 99 *fewer* “Major or Gross Misconduct” behaviors were referred to the office in 2024-2025
- 4 *more* in-school suspensions were issued in 2024-2025
- 9 *more* out-of-school suspensions were issued in 2024-2025

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## FRES and LCS May 2025



4th Grade Tour of Wilton and Lyndborough



Kindergarten "Step-Up Day" at FRES



Girls on the Run Coaches



Senior Motorcade and First Grade T-Shirt Distribution

## IMPORTANT DATES

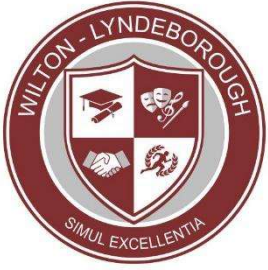
**June 4, 2025:** Fifth-grade graduation

**June 5, 2025:** FRES Field Day (Rain date, 6/6/2025)

**June 6, 2025:** LCS Field Day & Annual 5th Grade 5th vs. the Community Kickball game @ FRES

**June 9, 2025:** Last day of School, ½ day

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

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

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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

Curriculum Coordinator Report June 10, 2025

**Professional Learning**

**Professional Learning**

Our final ½ day Professional Development was well-received by staff. There was a significant amount of positive feedback from teachers after this day. Our final full-day Professional Development for the year was held on May 23rd. This day was filled with collaborative grade-span discussions across the district, as well as departmental time to collaborate and build on current programming.

We held our final New Teacher Meeting for the year, where new teachers and their mentors were able to spend some time reflecting and celebrating their accomplishments for the year.

**Instruction**

We are currently working on writing Summative Evaluations for certified educators. As part of this process staff completed self-reflections. These Summative Evaluations are integral in supporting teachers in their learning and provide growth opportunities.

**Assessment**

The NH SAS and SAT have wrapped up for the year. Students in grades K-10 have also completed their iReady reading and math benchmark assessments. We will review the data during our data presentation this evening.

**FRES**

At FRES, I have continued to support with discipline one day a week. In addition to the discipline support, I am working closely with Special Education and the 504 Coordinators. I meet weekly with both the Case Managers and the 504 Coordinator at FRES.

# SAU 63 Spring 2025 Data

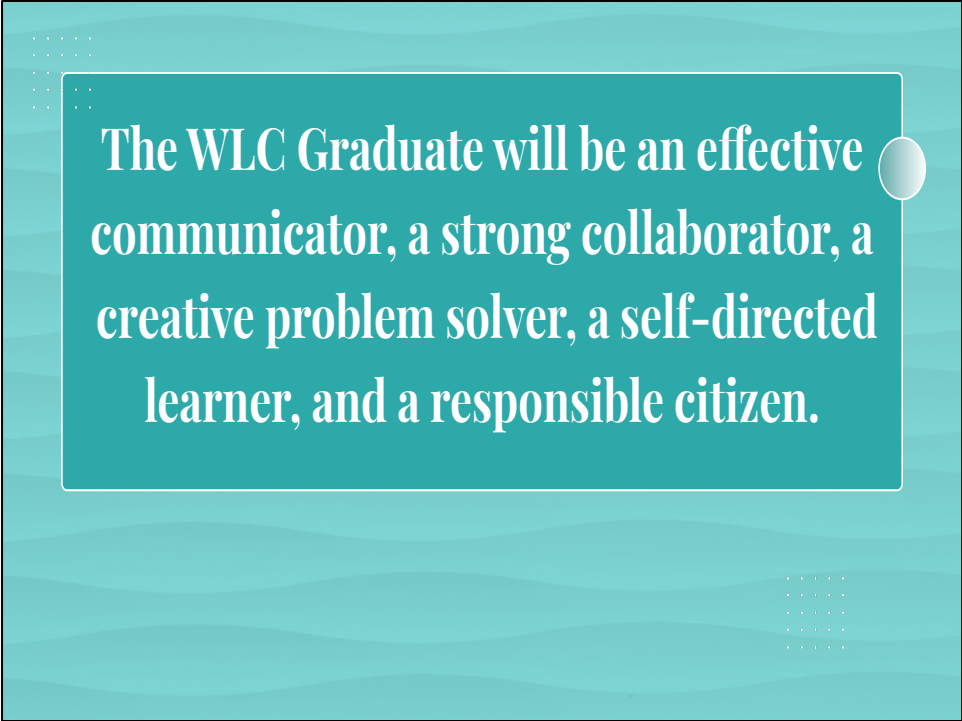
Presentation



“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

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



The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.

This is our Vision of a Graduate. It's important to keep this in mind as we review data.

# Agenda

1

## iReady Math

How did our students do compared  
to the fall?  
How did our students do compared  
to the state and the nation?

2

## iReady Reading

How did our students do compared  
to the fall?  
How did our students do compared  
to the state and the nation?

3

## Other Data

PaSAT & SAT, GPA, and  
after high school plans

# Key Takeaways

1

## High School

Different metrics for the high school show inconsistencies in our student data.

2

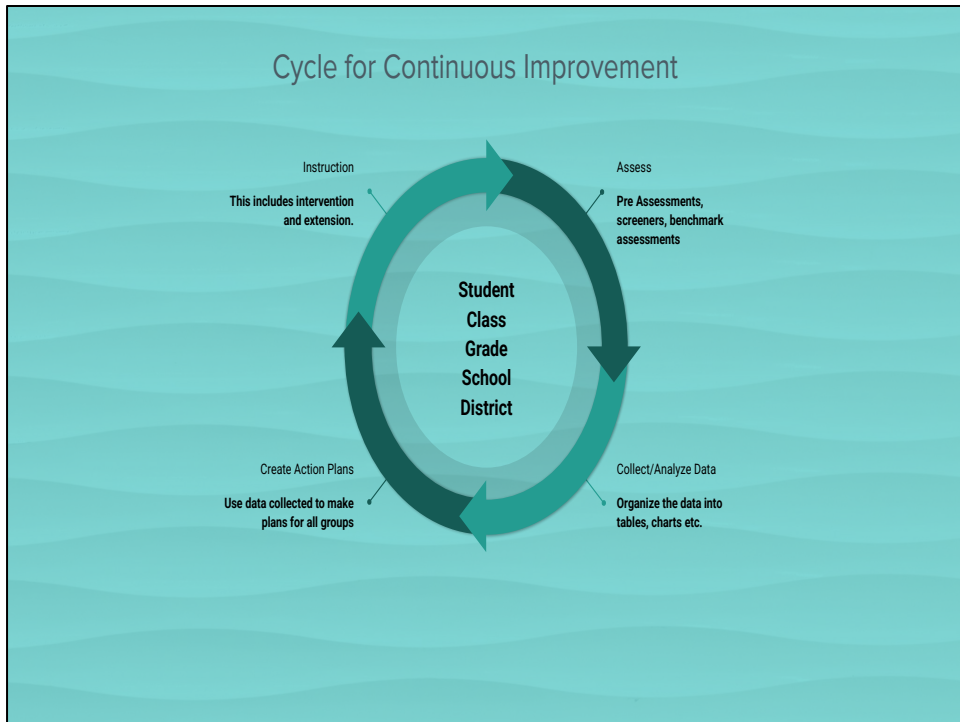
## Middle School

WLC Middle School students are continuing to grow to move from the below grade-level bands to the on or above grade-level bands.

3

## Elementary Schools

LCS and FRES students are continuing to outperform the state and the nation fairly consistently based on Reading and Math iReady data.



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

# iReady Information

When do we assess?  
How do we use the data?  
What do the colors mean?



## iReady Benchmark Testing Windows

September 2024

iReady fall benchmark data is collected. Teams meet to analyze data and develop plans for students.

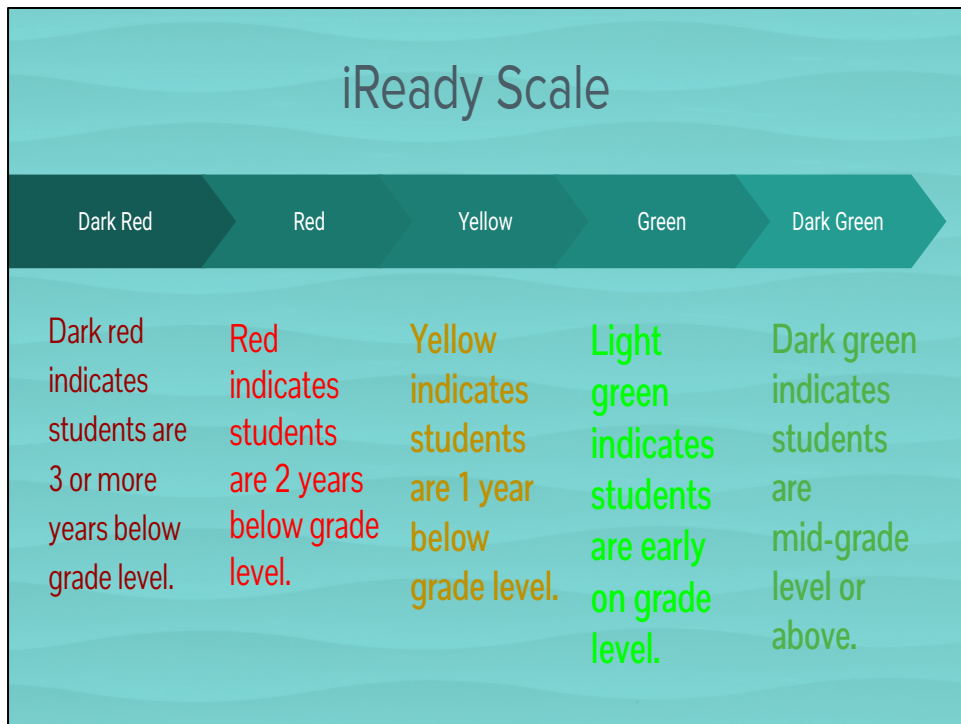
January 2025

iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

May 2025

iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

We take our iReady benchmark assessment three times a year.



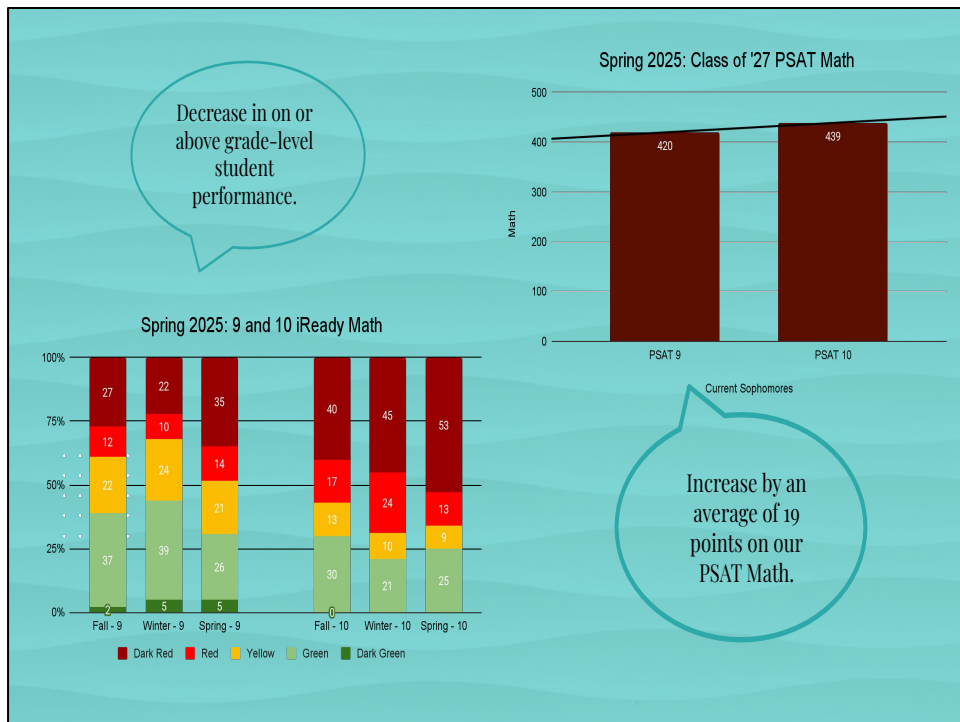
Just to review what each of our colors means.



# iReady Math

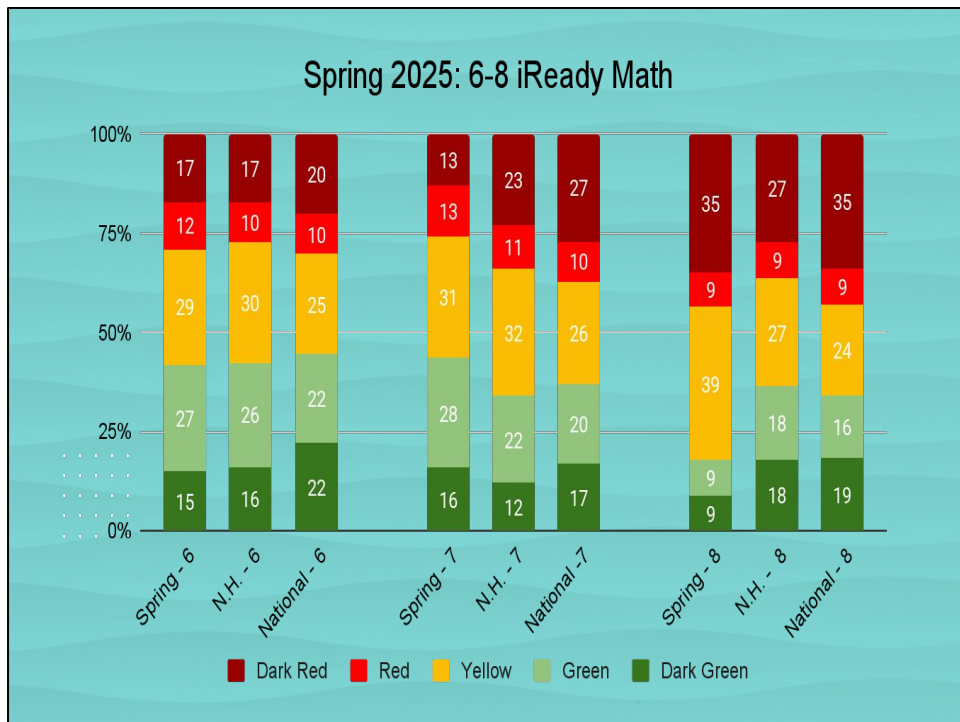
Overview of where we are after  
our winter benchmark





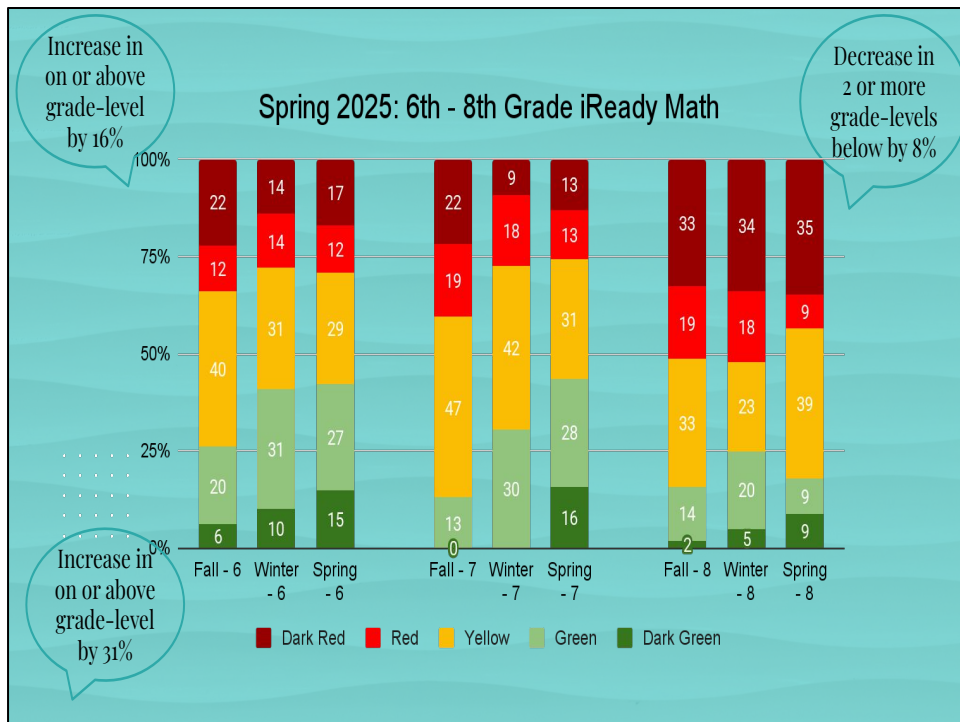
There are two graphs on here. One is the iReady Math, the other is the PSAT math. The multi-color graph is the fall to spring progression of the freshman and sophomore classes. Upon first glance of this data it was quite alarming. This caused me to dig a little deeper into the data to review individual student data. Upon doing this, I found several students who were on grade-level in the fall, and winter suddenly dropped to significantly below grade-level in both math and reading in both grades.

When reviewing our PSAT data, you can see that our students have grown from last spring to this spring.

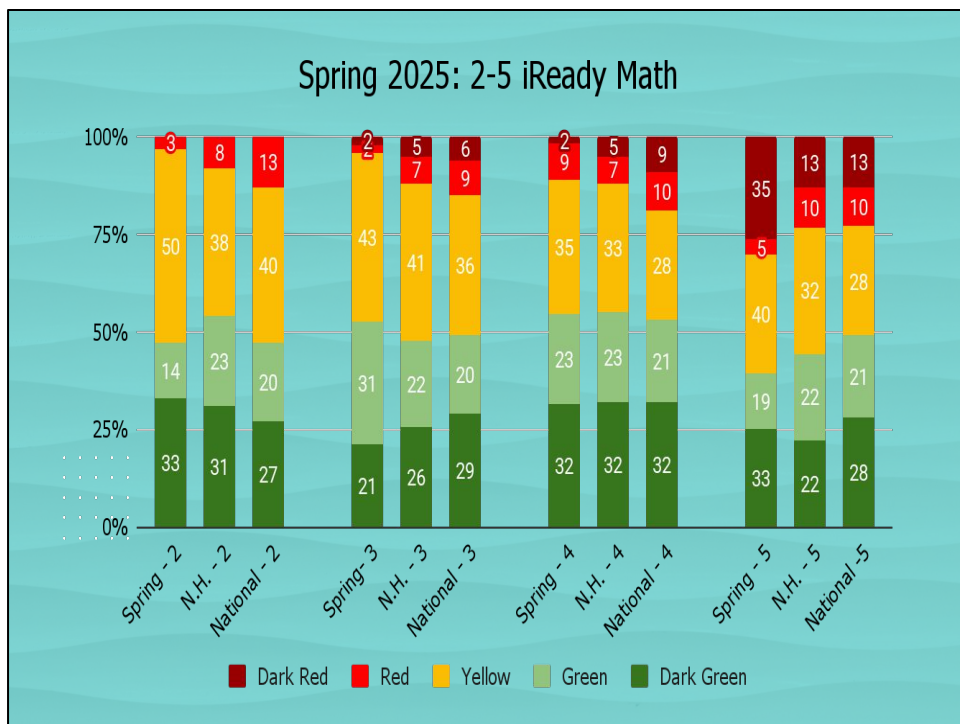


This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. The scores for our students are the first bar for each grade. The second graph in each set is the scores for the year to date data for the state of New Hampshire, and the final graph in each set is the scores for the year to date data for the nation.

In the middle school we are scoring fairly consistently with the state and the nation, if not slightly better at this point in the year, both with the students on and above grade-level, and the students two or more grade-levels below.

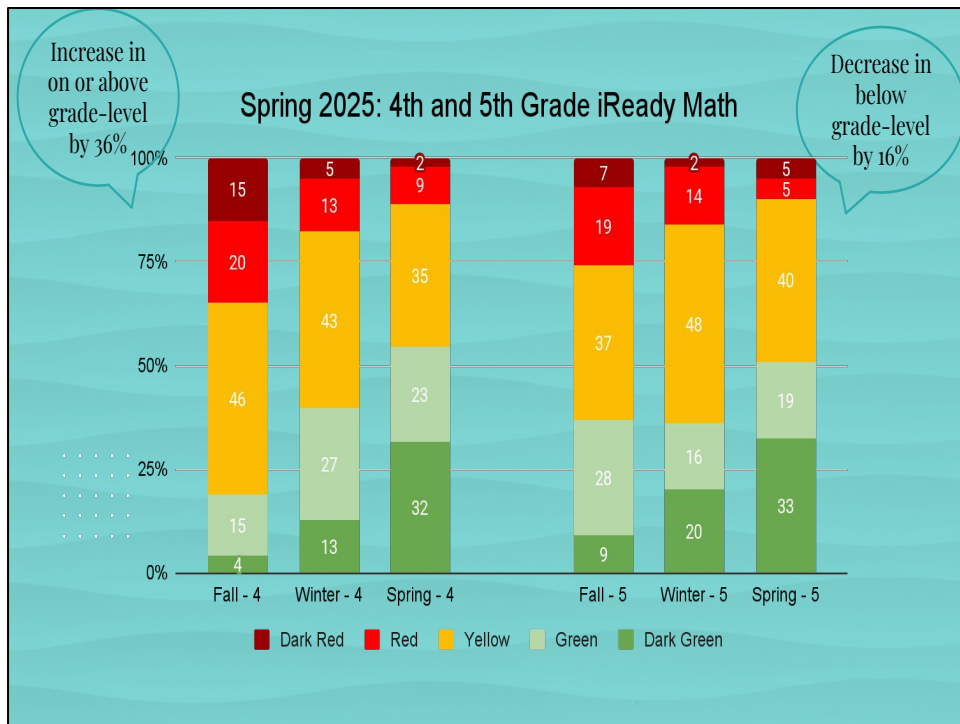


This year we have changed the way we implement our WIN period in the middle school. Students are grouped according to skills they need to continue to develop. Students are working in these skills 4 days a week, this could be a factor in the increase in the percentage of students on or above grade level and a decrease in the percentage of students below grade level in the middle school.

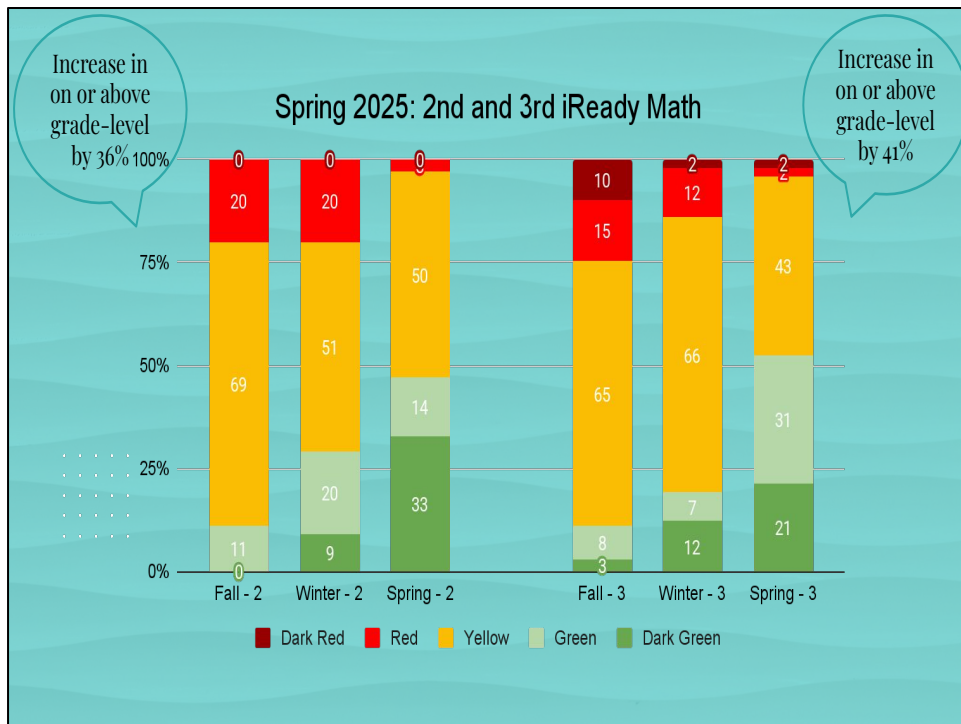


This graph is the same as the previous one for grades 2-5.

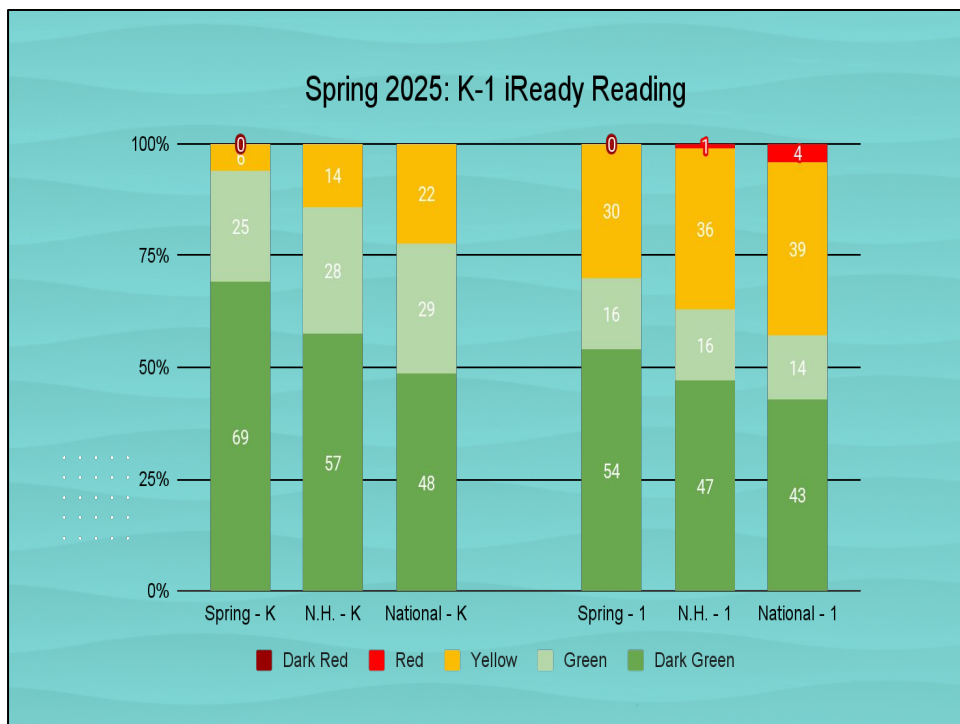
In grades 2-5, we are scoring fairly consistently above the state and the nation. You'll notice that consistently we have less students below grade level in grades 2-5.



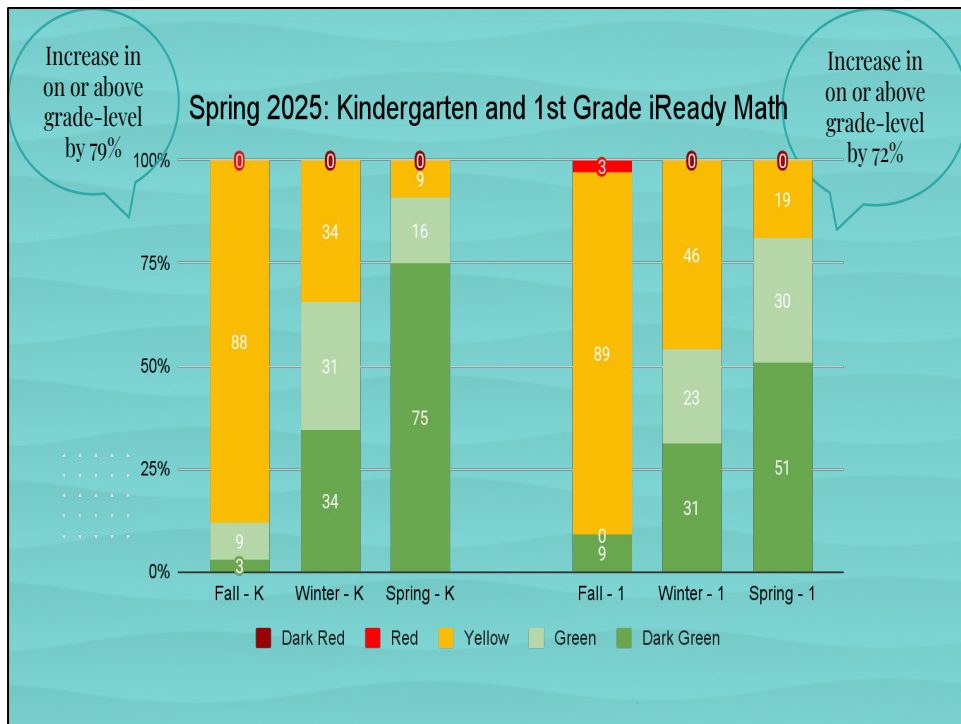
This shows the progress the fourth and fifth grade students have made so far this year. Across both grade-levels we are increasing the percentage of students falling within the on grade-level band, and decreasing the percentage of students falling within the below grade-level bands.



This shows the progress the second and third grade students have made so far this year. Consistent with the previous graph second and third grade are increasing the percentage of students in the on or above grade level band and decreasing the percentage of students in the below grade level bands.



This graph is our Kindergarten and grade 1 students. You can see we still have more students on, above, or ready to receive grade-level instruction than both the state and the nation.



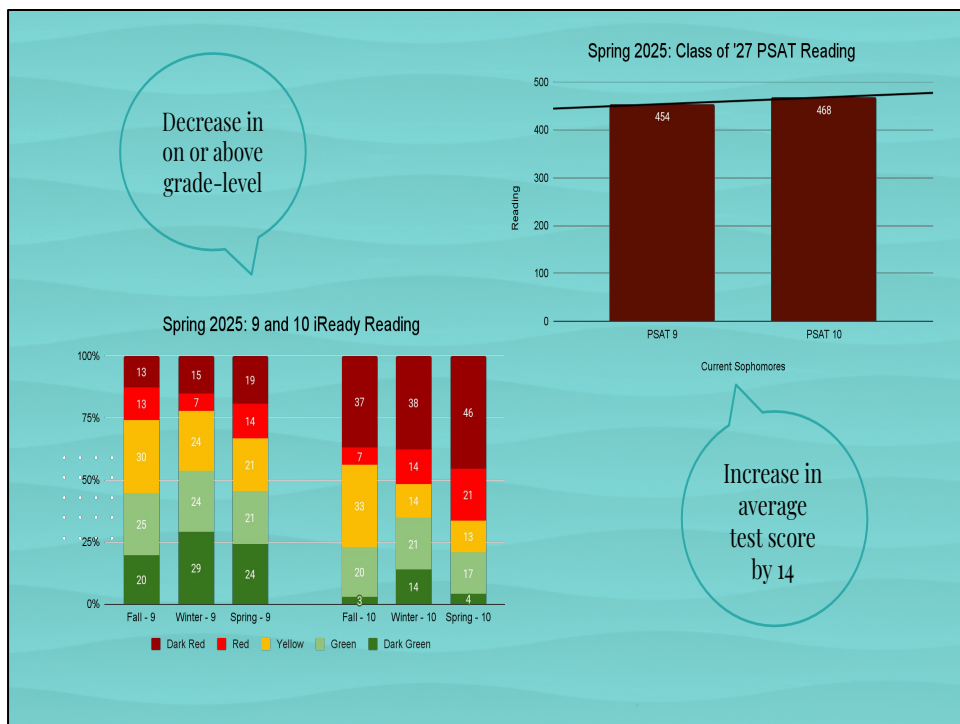
This shows the progress the kindergarten and first grade students have made so far this year. 91% of our kindergarten students are on or above grade level at this point in the year. Our first grade is not far behind them with 81% of the students being on or above grade level in math.

# 2

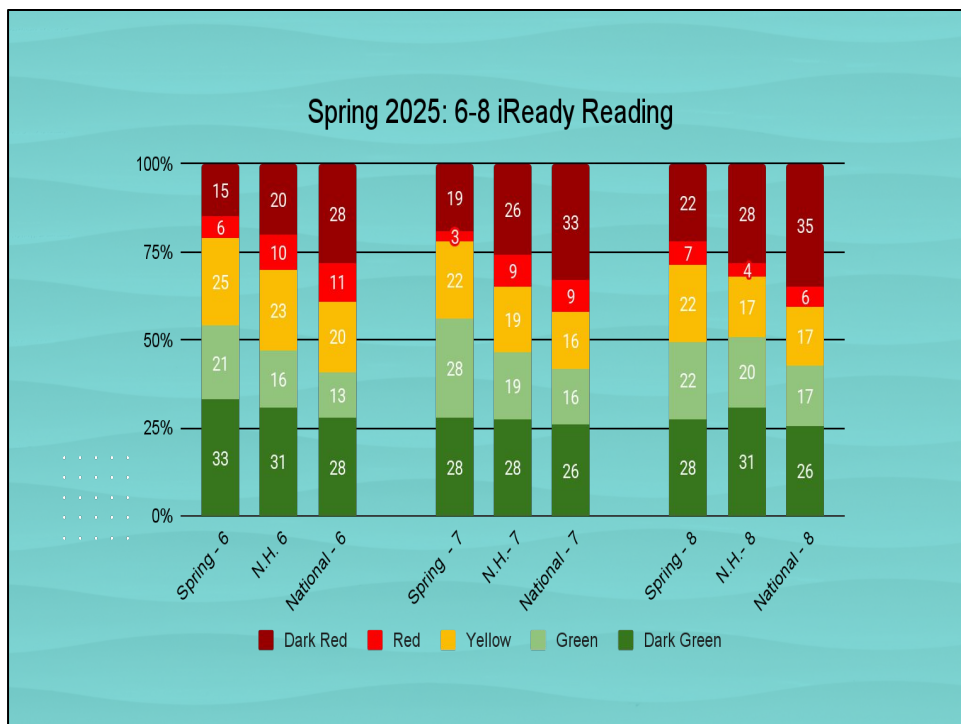
## iReady Reading

Overview of where we are after  
our winter benchmark

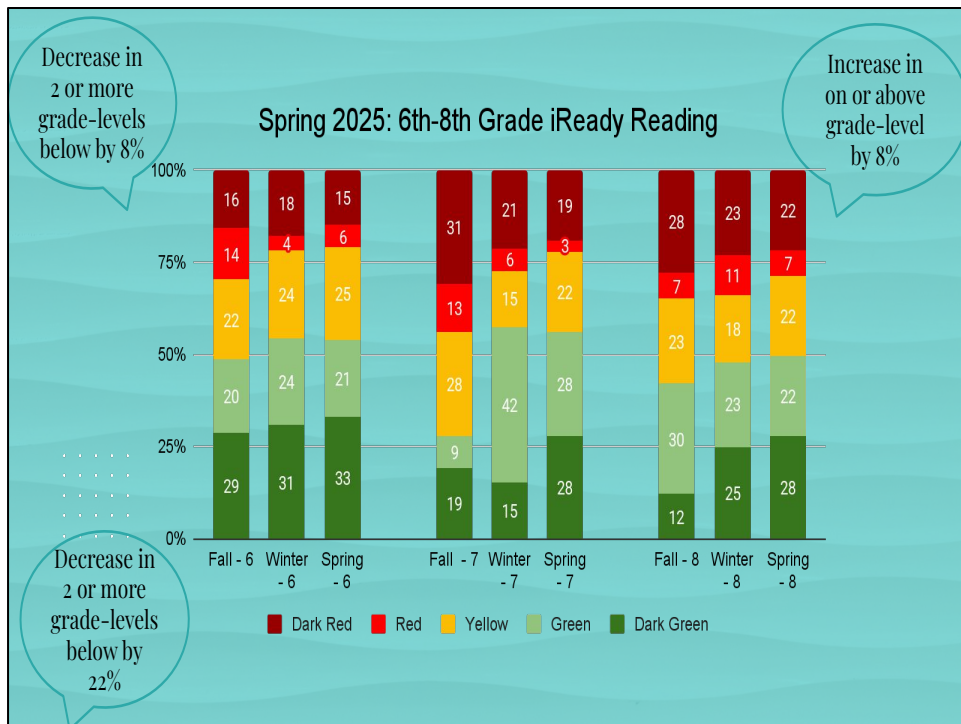




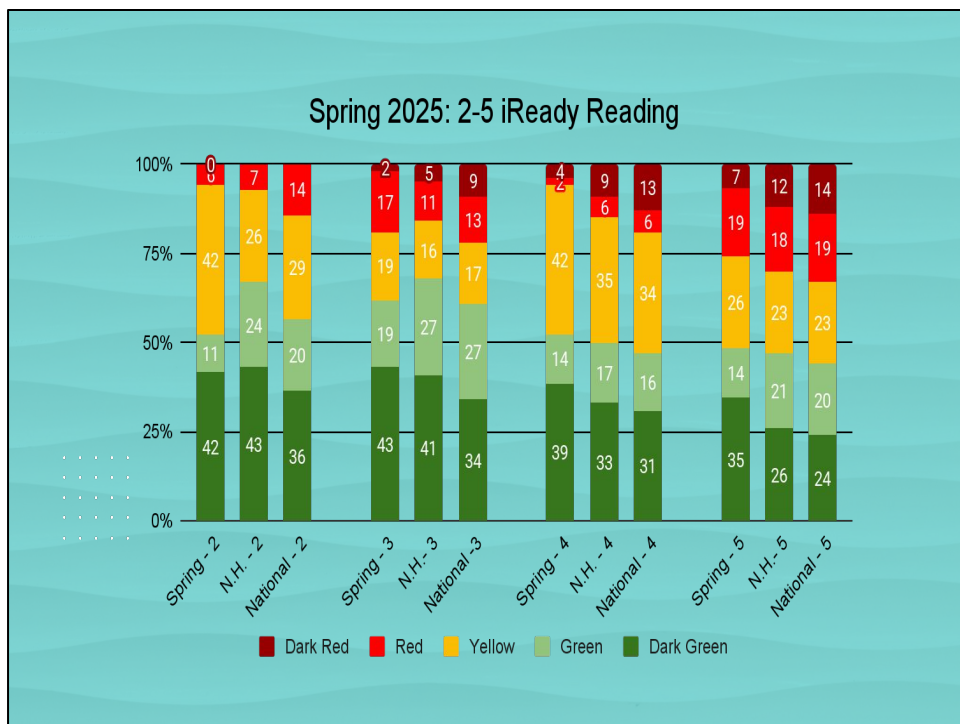
This is how the freshman and sophomore students did on their iReady testing for reading. Again, this was alarming data, which made me continue to dig into our other data. As you can see our students are increasing in their PSAT scores from last spring to this spring.



This graph is comparing our students in 6th-8th grade in Reading to the state and the nation. The percentage of our students falling in the two or three grade-levels below bands is consistently lower than both the state and the nation.

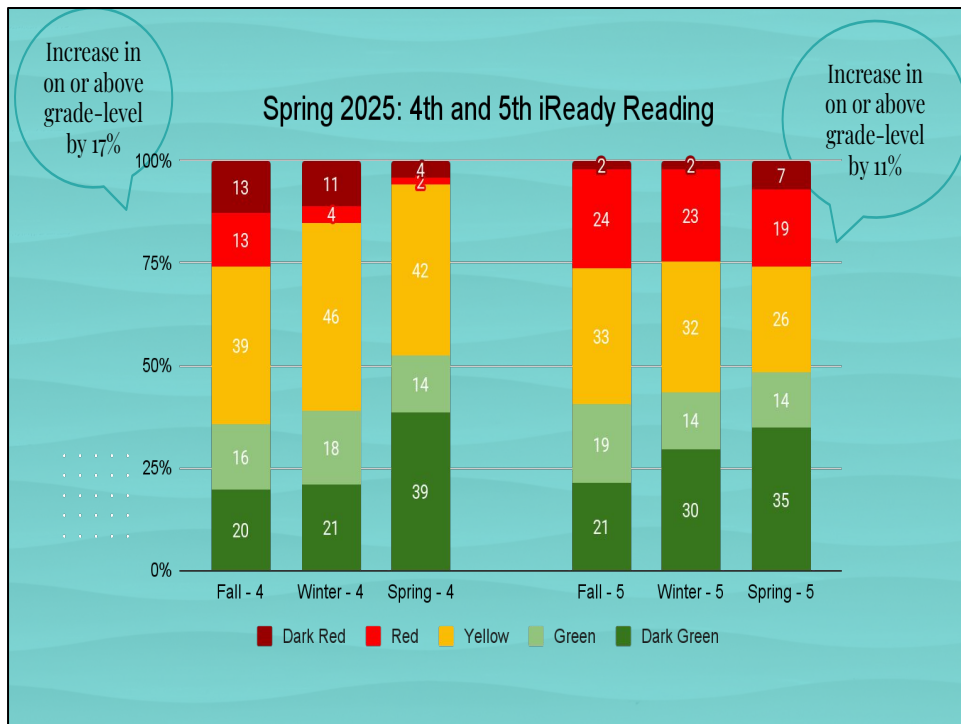


You can see our middle school students continue to make progress. As we discussed before, the WIN period in the middle school has changed this year. Which could be a factor in the increase in the percentage of students on or above grade level and a decrease in the percentage of students below grade level in the middle school.

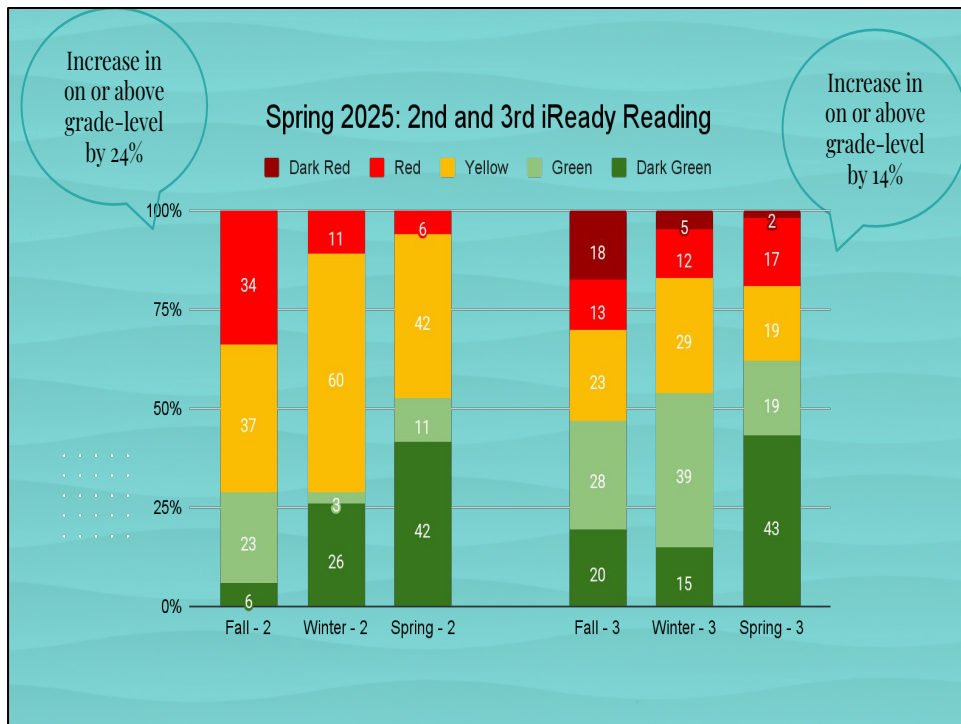


This graph is the same as the previous graph for grades 2-5.

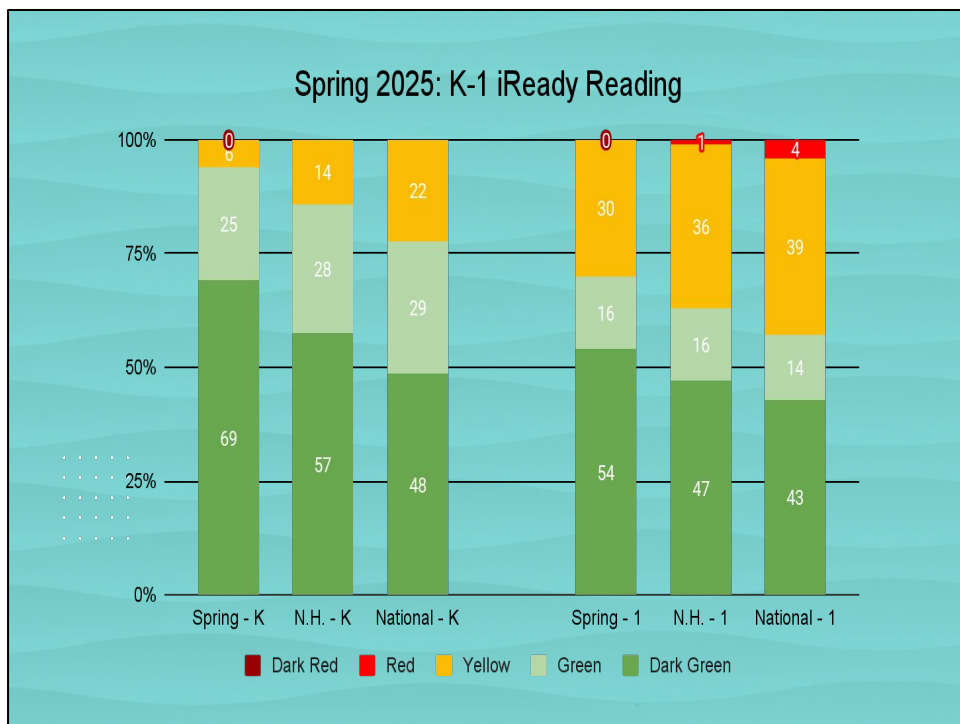
In grades 2-5, we consistently have a smaller percentage of students scoring 2 or 3 or more grade levels than both the state and the nation. As far as on or above grade-level students, we are close to the state and nation if not higher than the state and nation.



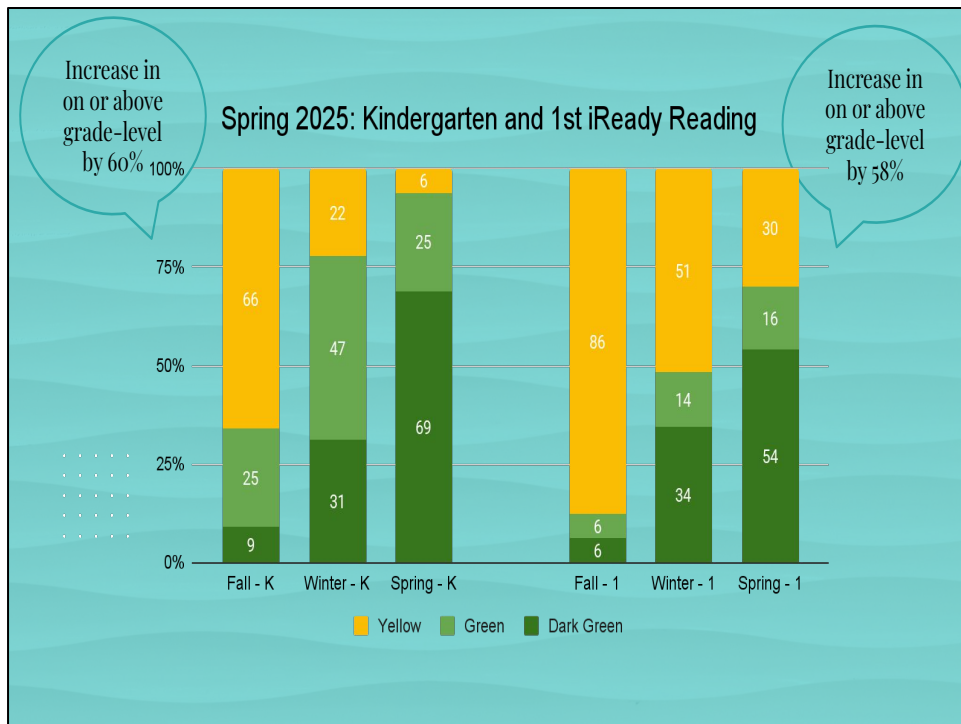
This shows the progress the fourth and fifth grade students have made so far this year. The percentage of students in both fourth and fifth grades in the on or above grade-level continues to increase. The percentage of students in the 2 and 3 or more grade levels below has decreased by 20%.



This shows the progress the second and third grade students have made so far this year. Both second and third grade have continued to increase the percentage of students in the on or above grade level bands while simultaneously decreasing the percentage of students falling in the 2 or 3 grade levels below bands.



This graph is a comparison of our students compared to the state and the nation. Our kindergarten and first grade students are out performing both the state and the nation.



This shows the progress the kindergarten and first grade student have made this year. Our kindergarten has 94% of the students reading at grade-level. That is a very impressive number.

## What have we done? FRES/LCS

- Data-Driven Intervention
- Co-curricular team meetings
- Evidence based practices in all classrooms.
- Pilot of a knowledge-building Reading and Writing program (3-5)
- Writing Club (grades 4 & 5)
- Scope and Sequence Alignment

- Grade-level teams, in conjunction with our WIN team, continue to analyze data and create targeted intervention plans for students including enrichment and reteaching opportunities.
- Co-curricular team meetings to align and enhance math, ELA, and Science/Social Studies instruction
  - Specialists are participating in these team meetings to ensure they are reinforcing concepts taught in the classroom.
- Intentional focus on evidence based practices in all classrooms.
- Pilot of a knowledge-building Reading and Writing program (3-5)
- Writing Club (grades 4 & 5)
- Collaborative Professional Development day to align the academic scope and sequence for sending and receiving teachers.

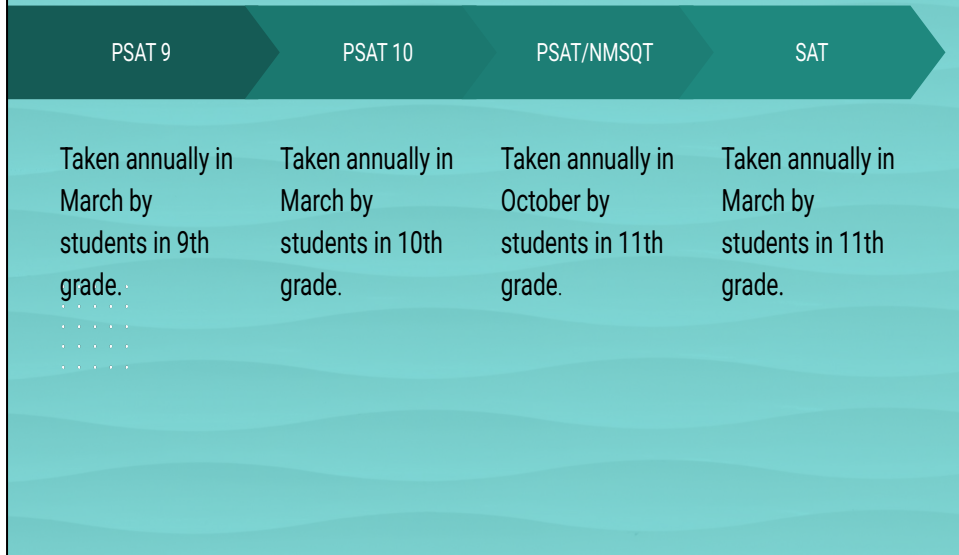
## What have we done? WLC - MS/HS

- Students were placed in specific WIN groups to receive specific math and ELA interventions and it is a work in progress
- Students worked on iReady lessons/modules and worked to further incentivize positive growth and effort
- Teachers reviewed and updated classroom assessments to “mirror” iReady, NHSAS, SAT assessments
- Teacher discussions during PLC and Department meetings to collectively share best practices and utilized a DOK chart for midterm and final assessments
- Middle School completed structured NH SAS Modular Assessments in math, writing, and ELA and will be continued next year
- Weekly math tutoring continues on Mondays and Thursdays for MS & HS
- Ongoing data reviews & data chat meetings with all departments, including special education

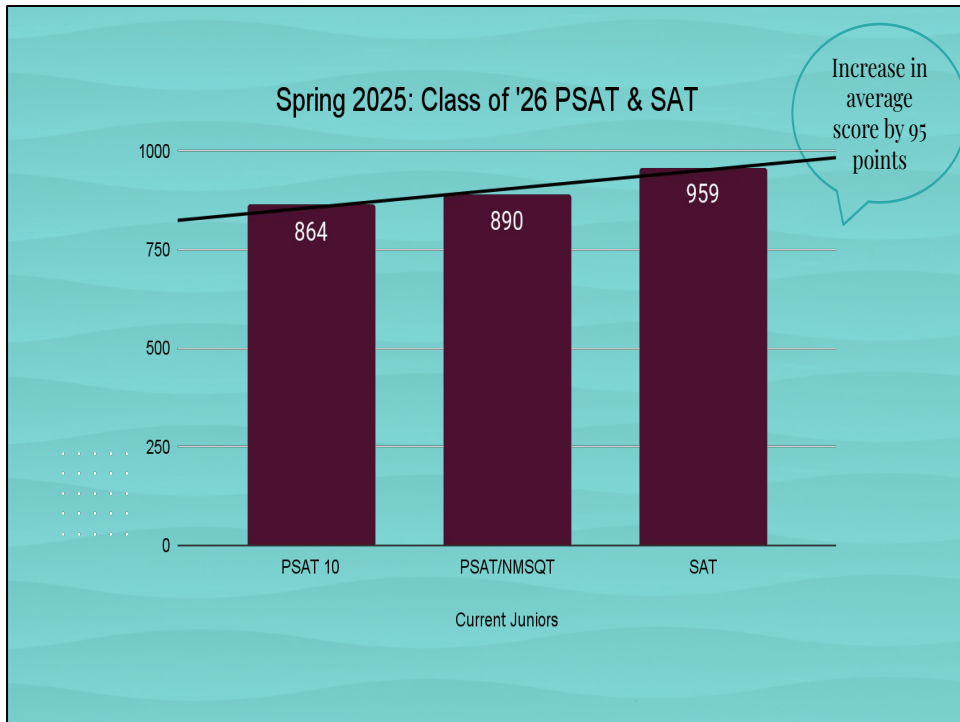




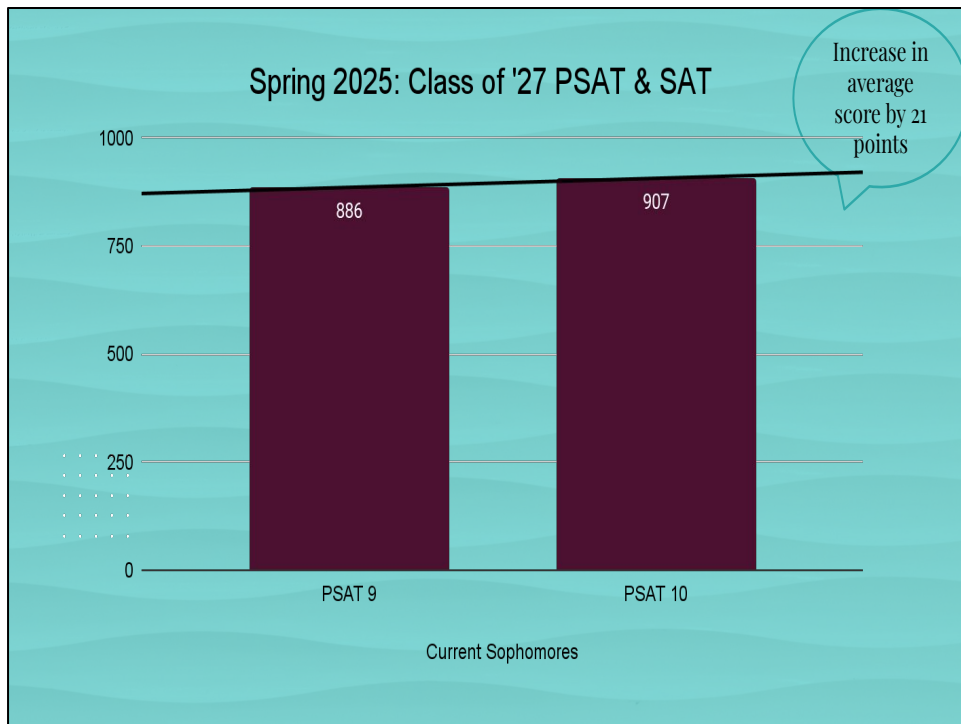
# PSAT & SAT Timeline



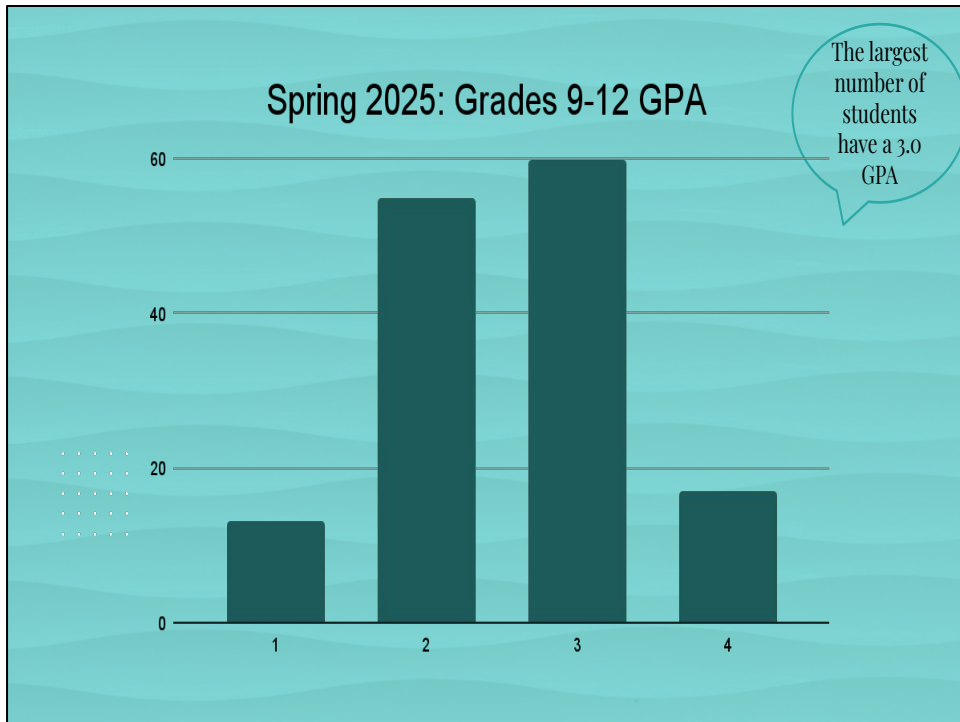
This shows the progress the third grade students have made so far this year. The percentage of students in the on or above grade level has increased by 6% and decreased the percentage of students in the below grade level by 14%.



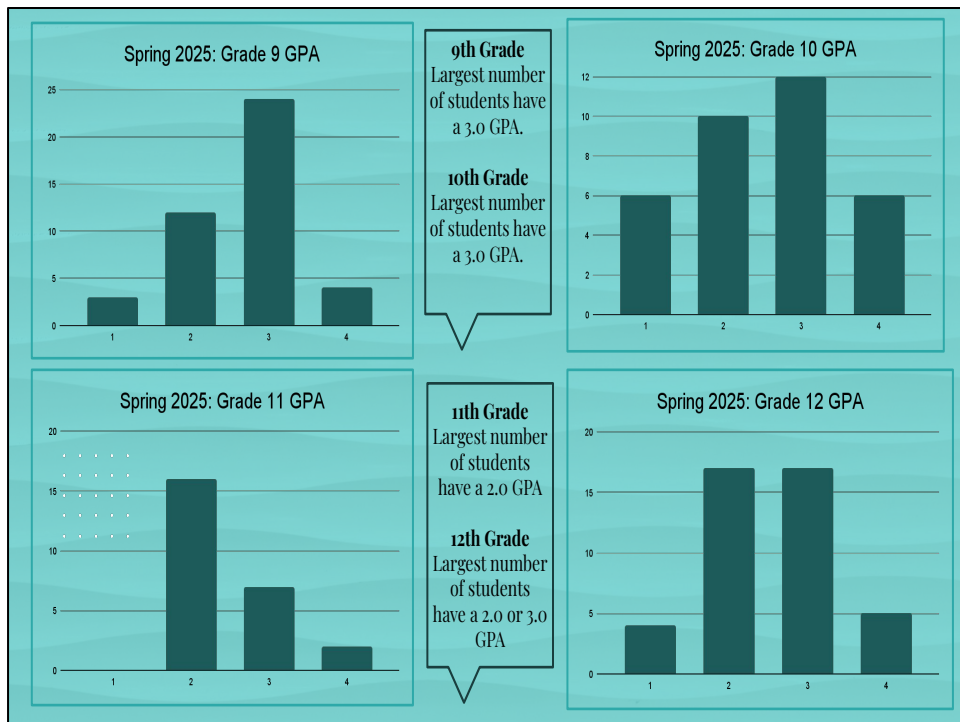
This graph shows the current juniors SAT scores from their PSAT 10 they took last March through the SAT they took this March. This data shows that these students are have shown growth over the course of the last school year.



This graph shows the current sophomores PSAT 9 scores from their PSAT 10 they took last March through the SAT they took this March. This data shows that over the last year these students have also continued to grow based on their PSAT scores.



There are 144 students in grades 9-12 right now. The highest number of students have a 3.0 GPA. This is based on student grades on the date this information was pulled from PowerSchool. This is not end of year grades to include finals or remediation.



This is based on student grades on the date this information was pulled from PowerSchool. This is not end of year grades to include finals or remediation.

#### **9th Grade:**

There are 43 students in grades 9 right now. The highest number of students have a 3.0 GPA.

#### **10th Grade:**

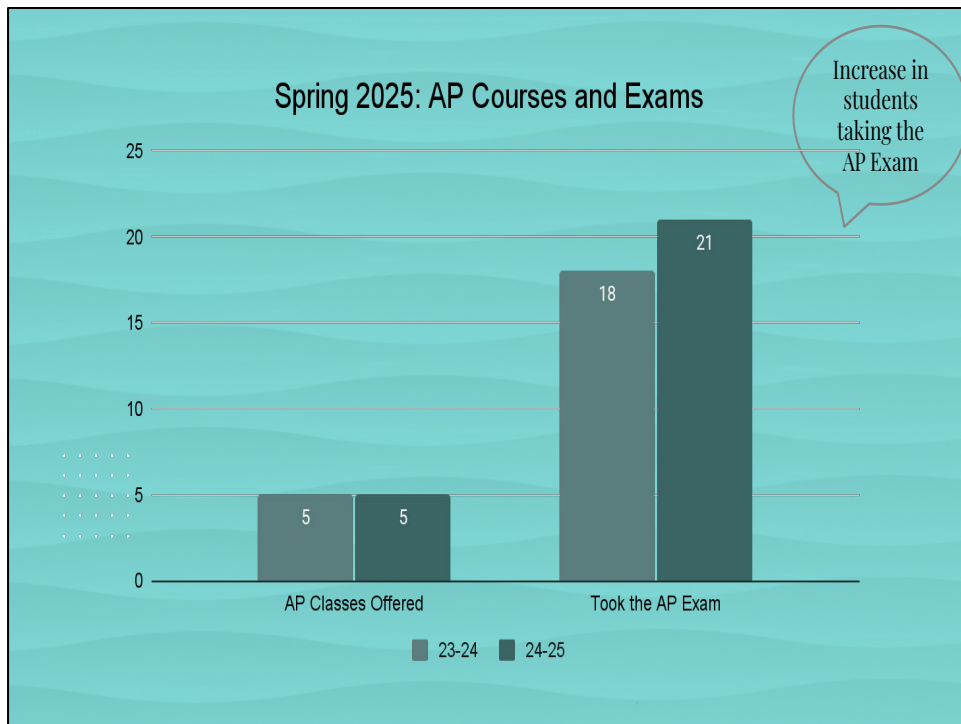
There are 34 students in grades 10 right now. The highest number of students have a 3.0 GPA.

#### **11th Grade:**

There are 24 students in grades 11 right now. The highest number of students have a 2.0 GPA.

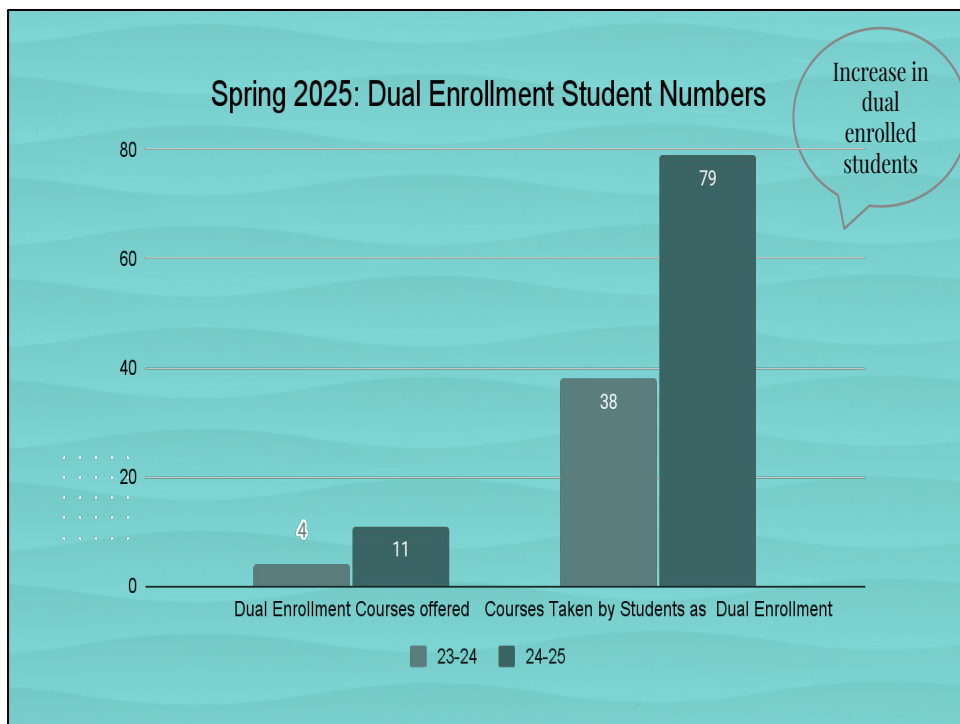
#### **12th Grade:**

There are 43 students in grades 12 right now. The highest number of students have a 2.0 or 3.0 GPA.



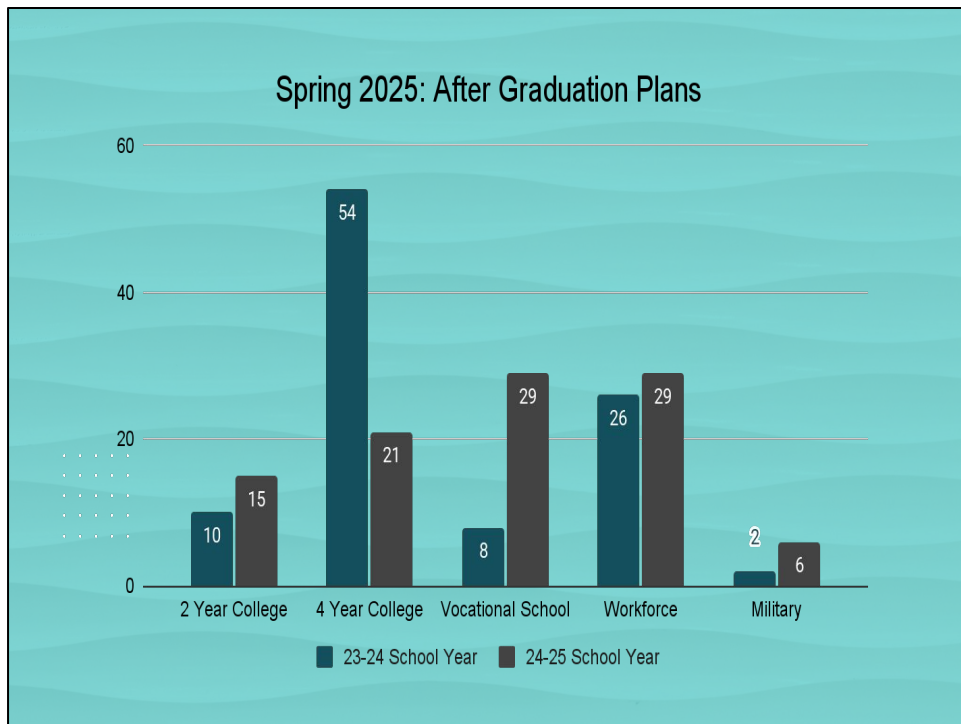
This graph is broken into two sets of graphs. The first set is a comparison of how many Advanced Placement Courses we ran last year and this year.

The second set of graphs is the number of AP tests taken by our students. This does not necessarily mean that 21 different students took the AP Exam, but that 21 AP Exams were taken from any number of WLC students.



This graph is broken into two sets of graphs. The first set is a comparison of how many Early College at Your High School Courses we ran last year and this year. These courses offer college credit for students who take the these courses.

The second set of graphs is the number of courses taken by our students. This does not necessarily mean that 79 different students took the courses, but that 79 “seats” were used from any number of WLC students. In addition these numbers include students who took courses at Nashua Community College.



This graph has a comparison of our students after graduation plans for both 23-24 and 24-25 school years. These numbers are based on percentage of students who are participating in each of these after graduation plans.



Questions /  
Comments?

## **NHSBA Announcement: 2025 Call for Resolutions**

Dear NHSBA Members -

We are pleased to announce that the next NHSBA Delegate Assembly is scheduled for Saturday October 4, 2025, to be held at the Grappone Conference Center in Concord. NHSBA is now accepting submissions for our annual NHSBA Delegate Assembly.

### **Resolution Submission Process:**

Each NHSBA member-school board is allowed to submit one or more proposed Resolutions. Proposals may be a new Resolution or may seek to amend any current NHSBA Resolution. Each member-school board may send one voting Delegate. However, any and all board members are invited to attend.

All submitted and proposed Resolutions will be brought forward to the NHSBA Board of Directors, whereupon the Board of Directors will make a recommendation to either support passage or not support passage of the proposal. This recommendation is advisory only. If the Board of Directors supports passage of the proposed Resolution, it will then be presented to the Delegate for discussion and a vote. If the Board of Directors does not recommend passage of the proposed Resolution, the proposal may still be brought forward for discussion and vote if proposed Resolution is moved and seconded. Delegation for consideration, with discussion to follow, according to the will of the body. These Resolutions and Statements of Belief guide NHSBA's state-wide advocacy efforts. The deadline for submitting proposals is **4pm on Friday August 1, 2025**. NHSBA respectfully asks that proposed Resolutions are submitted by this deadline. **It is imperative that proposed Resolutions are submitted before the deadline so that other school boards have an opportunity to discuss and decide their position before the Assembly.**

### **WLCSD Proposed Resolution Submitted 2024**

The New Hampshire School Board Association will ensure that NHSBA member dues are not being used for lobbying purposes consistent with RSA 15:5.

## **GBCD-R - BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK – INTERNAL CONTROLS**

### **Category: Priority/Required by Law**

- A. **Purpose.** This procedural document outlines the responsibilities and protocols required relative to receipt, access, retention and destruction of criminal history record information obtained through the criminal history records check required under RSA 189:13-A and Board policy GBCD.
- B. **Definitions.** Except as noted relative to New Hampshire law or Board policy, the definitions are based on those provided in the *Criminal Justice Information Services Security Policy*, (Version 5.9.2 as of August 2023) of the Federal Bureau of Investigation, Criminal Justice Information Services Division (the “CJIS Security Policy”).
1. Criminal Justice Information (“CJI”) – refers to all of the data provided through the Federal Bureau of Investigation’s (“FBI”) criminal justice information system (“CJIS”) including, but not limited to biometric, identity history, biographic, property, and case/incident history data.
  2. Criminal History Records Information (“CHRI”) – is a subset of CJI, including: information, notations or other written or electronic evidence of an arrest, detention, complaint, indictment, information or other formal criminal charge relating to an identifiable person that includes identifying information regarding the individual as well as the disposition of any charges. For purposes of this document GBCD-RG(1), CHRI will also include all of the information received through the New Hampshire State Police pursuant to RSA 189:13-a regarding the criminal history of a “covered person” (as defined in GBCD) whether or not such information is received by or through the CJIS.

Due to its sensitive nature, and pursuant to regulations of the FBI, additional controls beyond those stated in RSA 189:13-a are required for the access, use and dissemination of CHRI.

3. “Authorized Person” & “Authorized Personnel” - an individual (“Authorized Person”), or group of individuals (“Authorized Personnel”), who have been appropriately vetted through a national fingerprint-based record check and have been granted access to CHRI data. However, pursuant to RSA 189:13-a, only the Superintendent or her/his “Designee” as defined under Board policy GBCD qualify as “Authorized Personnel”. See Section D, below for requirements for training of Authorized Personnel.
4. Electronic Media - includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card.

5. Physical Media - includes printed documents and imagery.

**C. Designated Points of Contact.**

Each Authorized Person may serve as a point of contact (“POC”) for communications with the FBI, or with the New Hampshire State Police, Justice Information Bureau, as the state CJIS agency (“CSA”), regarding such matters as (i) CHRI audits, (ii) changes to Authorized Personnel within the District, (iii) CHRI training, or (iv) CHRI security as required under state or federal law.

In the event the District has only one Authorized Person, the Superintendent shall also designate a person other than the Authorized Person to serve as an “Alternate POC”. Such Alternate POC will not have access to CHRI (i.e., the Alternate POC is not an “Authorized Person”), but may engage in communications as described in this paragraph, especially in the absence of an Authorized Person. (Hereafter, the/a “POC” will mean and include any Authorized Person/nel as well as the Alternate POC.) In addition to communications with the CSA and FBI as described above, the POC will support policy compliance, including such matters as:

1. Using the New Hampshire State Police Criminal Records Portal (the “NH Criminal Records Portal”), documentation of approved hardware, software, and firmware;
2. Using the NH Criminal Records Portal, communications regarding how the District’s devices/network are connected to the Criminal Records Portal; and
3. Implementation and compliance with security procedures.

**D. Training of Authorized Personnel.**

The District will ensure that each Authorized Person will complete the training relative to the reading and interpretation of criminal records as required under RSA 189:13-a. Additionally, the District will ensure all persons authorized to have CHRI access will complete Security Awareness Training via CJIS Online immediately upon hire or appointment to access CHRI.

The District will ensure all Authorized Personnel complete recertification of Security Awareness Training every twelve (12) months.

The Alternate POC will keep on file the Security Awareness Training certificate on all authorized personnel.

**E. Termination or other Changes to Authorized Personnel.**

Upon an Authorized Person’s separation/termination from employment with the District, a POC shall, as soon as practicable, terminate the separated employee’s access to systems or physical areas that would allow access to CHRI.

In the event that there are any other additions or reductions to district employees assigned or to be assigned as Authorized Personnel, the POC will notify the CSA of the personnel changes within seven business days.

Each POC will keep an updated list of the Authorized Personnel and POC that will be available to the CSA or FBI.

**F. Access to, and Security, Storage, Retention and Destruction of CHRI.**

1. Access to and Storage of CHRI. Authorized Personnel as defined in section B.3, above, are the only persons allowed to access, view, possess, or otherwise handle CHRI whether in physical or electronic media. Any other dissemination of CHRI in any format or medium is strictly forbidden.

The Superintendent shall designate an area, a room, or a storage container as a controlled area for the purpose of day-to-day access to or storage of CHRI on physical media. CHRI on physical media will be stored at all times in a locked drawer/container at the Central Office that is only accessible to the Authorized Personnel. CHRI in physical media shall not be removed from the designated area except for destruction as provided below.

Any room, area or storage container in which CHRI is contained on physical media shall be locked whenever unattended by Authorized Personnel.

Documents or other physical media containing CHRI, and any devices through which CHRI on electronic media may be viewed, will be positioned at all times in such a way as to prevent persons who are not Authorized Personnel from accessing or viewing CHRI.

In no event shall any physical media containing CHRI be copied or transferred to any electronic media. Similarly, CHRI received and/or accessed through the New Hampshire State Police Criminal Records Portal (the "Criminal Records Portal"), shall not be transferred to physical media (e.g., printed), and shall not be saved or transferred onto any other electronic media or device.

Additionally, if CHRI is received or accessed through the Criminal Records Portal, the District will at all times use electronic media and network infrastructure security methods consistent with the CJIS Security Policy and/or as otherwise required by the CSA or FBI.

The District shall take steps necessary to prevent and protect the District from physical, logical, and electronic breaches consistent with the District's Data Governance and Security Plan and Board policy EHAB.

In no event shall a "personal device" or "personally owned information system" be used to access, view, process, store or transmit CHRI. For the purposes of this policy, "personal device" or "personally owned information system" shall include any portable technology, including, but not limited to, mobile wireless devices (e.g., Blackberries, cellphones, smart phones, tablets, etc.), personal laptops, personal desktop computers, or portable storage device (e.g., flash drive, SD card, DVD, CD, air card, etc.).

2. CHRI Exempt from Public Disclosure. CHRI is exempt from disclosure to the public under RSA 91-A:5, IV. See also, Section 4.2.1 of the CJIS Security Policy, stating that CHRI obtained from the Interstate Information Index is only accessible for an authorized purpose; and FOIA(b)(7)(c), stating that matters which are an unwarranted invasion of personal privacy are exempt from disclosure.
3. Destruction of CHRI. The District will properly sanitize or destroy physical media or electronic media with CHRI within 60 days of receipt by the District. All CHRI will be destroyed as set out below.
  - a. Physical media with CHRI shall be destroyed by one of the following:
    - i. shredding by Authorized Personnel using District-issued cross-cut shredders;
    - ii. placed in locked shredding bins for a private contractor approved by the Superintendent to come on-site and shred, witnessed by District personnel throughout the entire process; or
    - iii. incineration using District incinerators or, if conducted by non-Authorized Personnel offsite, witnessed by the Superintendent or Superintendent's designee.
  - b. CHRI on electronic media shall be removed or destroyed by one of the below methods, and computers and other digital or electronic devices or systems that have been used to process, store, or transmit sensitive information shall not be released from the District's direct control until all CHRI has been destroyed using one of the prescribed methods:
    - i. Overwriting (at least three times);
    - ii. Degaussing (magnetic or electric removal of magnetic data); or
    - iii. Physical destruction (i.e., dismantling by methods of crushing, disassembling, etc., ensuring that the platter or other storage device has been physically destroyed so that no data can be extracted).

**B. Reporting Information Security Events.**

The District will report information security events/cybersecurity incidents involving CHRI consistent with Board policy EHAB. Additionally, the District shall promptly report incident information to appropriate authorities, including the New Hampshire State Police CSA Information Security Officer (ISO).

**C. Violations - Misuse of CHRI.**

In the event of misuse of CHRI, or violations of any provision of (a) these Internal Controls and Procedures, or (b) the CJIS Security Policy, the District will subject the employee to disciplinary action per Board policy and procedures, up to and including the

termination of their employment, and the employee may face criminal prosecution.

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

| <b>NH Statutes</b>                          | <b>Description</b>   |
|---|--|
| RSA 189:13-a                                | <a href="#">School Employee and Designated School Volunteer Criminal History Records Check</a>   |
| RSA 189:13-b                                | <a href="#">School Bus Driver &amp; Transportation Monitor Criminal History Records Check</a>  |
| RSA 189:13-c                                | <a href="#">Credentialing Applicant and Candidate Criminal History Records Check</a>   |
| RSA 632-A:10                                | <a href="#">Prohibition from Child Care Service of Persons Convicted of Certain Offenses</a>   |
| <b>NH Dept of Ed Regulation</b>             | <b>Description</b>   |
| Code of Conduct for New Hampshire Educators | <a href="#">Code of Conduct for New Hampshire Educators</a>  |
| <b>Federal Regulations</b>                  | <b>Description</b>   |
| 28 CFR Part 20                              | <a href="#">Criminal Justice Information Systems</a>   |
| <b>Cross References</b>                     | <b>Description</b>   |
| <b>Code</b>                                 | <b>Description</b>   |
| EEAE  | <a href="#">School Bus Safety Program</a>  |
| EEAE-R(1)                                   | <a href="#">School Bus Safety Program - Safety Guidelines for Parents/Guardians of Students Using School Buses</a>   |
| EEAEA                                       | <a href="#">Mandatory Drug and Alcohol Testing – School Bus Drivers and Contracted Carriers</a>  |
| EEAEA-R(1)                                  | <a href="#">Mandatory Drug and Alcohol Testing – School Bus Drivers and Contracted Carriers - Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers</a> |
| EHB   | <a href="#">Data/Records Retention</a>   |
| EHB-R(1)                                    | <a href="#">Data/Records Retention - Local Records Retention Schedule</a>  |
| GADA  | <a href="#">Employment References and Verification</a>   |
| GBCE  | <a href="#">Training and Information Relative to Child Sexual Abuse Prevention</a>   |
| GDF   | <a href="#">Hiring of Non-Certified Personnel</a>  |
| IIOC  | <a href="#">Volunteers</a>   |
| IIOC-R(1)                                   | <a href="#">Volunteers - Confidentiality Agreement</a>   |
| JLIF  | <a href="#">Receipt and Use of Sex Offender Registry Information</a>   |
| JLIF-R(1)                                   | <a href="#">Receipt and Use of Sex Offender Registry Information</a>   |

**Legal Reference:**

**First Reading:** May 27, 2025

**Second Reading:**

**Final Adoption:**

**Revision:**

## **IHBA-R – PROGRAMS FOR PUPILS WITH DISABILITIES –SECTION 504-NOTICE OF PARENT & STUDENT RIGHTS**

*Category: Priority/Required by Law*

### **Notice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973**

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

**Dual Eligibility:** Many students will be eligible for education services under both Section 504 and the Individuals With Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. Student Support Services Department Discussion was had regarding the need to include information on page 3 to insert the contact information for Student Support Services Office and update the note to remove reference to policy AC-E since we currently do not have this policy and all the anti discrimination policies are under review.

It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (34 CFR §104.32)
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)
3. Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)

4. Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35) You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)
10. You have the right to examine relevant records. (34 CFR §104.36)
11. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)
12. If you wish to challenge the actions of the district's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator within 30 calendar days from the time you receive written notice of the Section 504 Committee's action(s).

*Student Support Services Office*  
*192 Forest Road*  
*Lyndeborough NH 03082 603-732-9175*

A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)
14. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:

Office for Civil Rights  
U.S. Department of Education,  
5 Post Office Square  
Boston, Massachusetts 02109-3921  
Tel: (617) 289-0111  
TTY: (877) 521-2172  
FAX: (617) 289-0150  
[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
Web Contact: [www.ed.gov](http://www.ed.gov)

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

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#### **NH Statutes**

RSA 186-C

RSA 186-C:10-a

#### **NH Dept of Ed Regulation**

N.H. Code Admin. Rules Ed 1100

#### **Federal Regulations**

34 CFR 104

34 CFR 300 et seq.

#### **Federal Statutes**

20 U.S.C. § 1400-1417

20 U.S.C. §§1400 et seq.

29 U.S.C. 794

#### **Description**

[Special Education](#)

[Retention of Individualized Education Programs](#)

#### **Description**

[Standards for the Education of Students With Disabilities](#)

#### **Description**

[Nondiscrimination on the Basis of Handicap](#)

[Assistance to the States for the Education of Children with Disabilities](#)

#### **Description**

[Individuals with Disabilities Education Act \(IDEA\)](#)

[Individuals with Disabilities Education Law](#)

[Rehabilitation Act of 1973 \(Section 504\)](#)

42 U.S.C. 12101, et seq.

[Title II of The Americans with Disabilities Act of 1990](#)

## Cross References

| Code      | Description  |
|-----------|--|
| AC        | <a href="#">Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan</a>  |
| AC-R(2)   | <a href="#">Nondiscrimination, Equal Opportunity Employment, and Anti-Discrimination Plan - Annual Notice of Contact Information</a> |
| ACE       | <a href="#">Procedural Safeguards: Nondiscrimination on the Basis of Disability</a>  |
| IHBAA     | <a href="#">Evaluation Requirements for Children With Specific Learning Disabilities</a>   |
| IHBAB     | <a href="#">Special Education Evaluations</a>  |
| IHBAC     | <a href="#">Developmental Delay as Qualifying Disability</a>   |
| IHBAM     | <a href="#">District Special Education Policy and Procedures Manual</a>  |
| IKFC      | <a href="#">Alternative Diploma for Students with Cognitive Disabilities</a>   |
| JICD      | <a href="#">Student Discipline and Due Process</a>   |
| JICD-R(1) | <a href="#">Student Discipline and Due Process - Memorandum of Understanding</a>   |
| JICK      | <a href="#">Pupil Safety and Violence Prevention</a>   |
| JICK-R(1) | <a href="#">Pupil Safety and Violence Prevention - Report Form</a>   |
| JICK-R(2) | <a href="#">Pupil Safety and Violence Prevention - Bullying Report Form</a>  |
| JICK-R(3) | <a href="#">Pupil Safety and Violence Prevention - School Board Notification of Bullying Report</a>                                  |

## Legal Reference:

**First Reading:** May 27, 2025

**Second Reading:**

**Final Adoption:**

**Revision:**

## JRA - STUDENT RECORDS and ACCESS (FERPA)

*Category: Recommended*

*Mentioned Policies: ILD*

- A. **General Statement.** It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.
- B. **"Education Record".** For the purposes of this policy and in accordance with FERPA, the term "educational record" is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. **"Directory Information".** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term "directory information" means:
1. Student name(s), address(es), telephone number(s), and date(s) of enrollment;
  2. Parent/guardian name(s) and address(es);
  3. Student grade level, enrollment status and dates of attendance;
  4. Student photograph(s);
  5. Student participation in recognized school activities and sports;
  6. Athletic team member weight and height;
  7. Post-high school plans; and
  8. Student diploma(s), certificate(s), award(s), or honor(s) received.

Except for elements of a student's directory information which the student's parent or an eligible student has notified the District not to disclose, the District may release or disclose student directory information without prior consent of the student's parent/eligible student. Within the first three weeks of each school year, the District will provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until September 30th to notify the District in writing of any or all directory information

## JRA - STUDENT RECORDS and ACCESS (FERPA)

items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

- D. **"Personally Identifiable Information"**. "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including information such as: a student's name; the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's birth name. "Personally identifiable information" also includes other information that, alone or in combination, is linked or linkable to a specific student; that would: allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty; or other information requested by a person whom the District reasonably believes knows the identity of the student to whom the education record relates.
- E. **FERPA Definition of "Parent"**. For the purposes of this policy, the term parent shall mean and include a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian, and all of their plural or singular forms.
- F. **Annual Notification/Rights of Parents and Eligible Students**. Within the first four weeks of each school year the District will publish notice to parents and eligible students of their rights under State law, Federal law, and this policy. The District will send a notice listing these rights home with each student. The notice will include:
1. The rights of parents or eligible students to inspect and review the student's education records;
  2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstances, as permitted by law;
  3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
  4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
  5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

## JRA - STUDENT RECORDS and ACCESS (FERPA)

- G. **Procedure To Inspect Education Records.** Parents or eligible students may inspect and review that student's education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school Principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school Principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school Principal, identifying as precisely as possible the record or records that he/she wishes to inspect. The Principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The Principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. **This procedure must be completed within fourteen (14) days of when the request for access is first made.** *Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.*

If for any valid reason such as the parent's working hours, distance between record location sites or the parent or student's health, a parent or eligible student cannot personally inspect and review a student's education records, the Principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the Principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. ***Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.***

- H. **Procedures To Seek To Correction of Education Records.** Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading, or in violation of student rights. FERPA and its regulations use both "correct/ion" and "amend." For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise. To establish an orderly process to review and correct (amend) the

## JRA - STUDENT RECORDS and ACCESS (FERPA)

education records for a requester, the following processes are established.

1. **First-level decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building Principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the Principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Principal believes that the record should not be changed, he/she shall:

- a. Provide the requester with a copy of the questioned records at no cost;
  - b. Ask the parent/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
  - c. Forward the written appeal to the Superintendent; and
  - d. Inform the parents/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. **Second-level decision.** If the parent/eligible student wishes to challenge the Principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the Principal asking that the matter be appealed to the Superintendent. The Principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision whether or not to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/eligible student of the Superintendent's decision on their request to correct the student's educational record.

If the Superintendent determines the records should be corrected, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been corrected and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

## JRA - STUDENT RECORDS and ACCESS (FERPA)

If the Superintendent determines the records will not be corrected, he/she will notify the parents/eligible student in writing of his/her decision. Such a letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

3. **Third-level decision.** If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the date of the Superintendent's written decision in Section H.2, above. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within forty five (45) days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents/eligible student in writing of the date, time, and place of the hearing.

The hearing will be held in a non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request. The parents/eligible student may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within thirty (30) days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be corrected, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been corrected. At this meeting, both parties shall sign a document/form stating the date the records were corrected and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final, except as otherwise provided by law.

4. **Parent/Eligible Student Explanation to be Included in Record.** Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation regarding the content of the record.
- I. **Disclosure of Student Records and Student Information.** In addition to directory information, the District may disclose student records and student information without consent to the following parties on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of

## JRA - STUDENT RECORDS and ACCESS (FERPA)

the parents of the student, and under the conditions specified.

1. *School officials with a legitimate educational interest.* A school official may only access student records when the school official has a legitimate educational interest.
  - a. *"School officials"* means persons employed or used by the District to perform institutional services and functions, and includes such persons as teachers, instructional aides, administrators, including health or medical staff, school resource officers, and third parties such as contractors, attorneys, consultants, and volunteers. Such third party school officials may access student records provided such persons are:
    1. Under the District's direct control with respect to the use and maintenance of education records; and
    2. Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.
  - b. "Legitimate educational interest" includes performing a task or engaging in an activity related to (i) one's regular duties or professional responsibilities, (ii) a student's education, (iii) the discipline of a student, (iv) a service to or benefit for a student, (v) measures to support student success, and (vi) the safety and security of the campus.
2. *Other schools into which a student is transferring or enrolling*, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred
3. *Officials for audit or evaluation purposes.*
4. *Appropriate parties in connection with financial aid.*
5. *Organizations conducting certain studies for, or on behalf of, the School District.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. Additionally, any such studies must comply with the provisions of Board policy ILD.
6. *Accrediting organizations.*
7. *Judicial orders or lawfully issued subpoenas*, upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the District, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The Principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.

## JRA - STUDENT RECORDS and ACCESS (FERPA)

### 8. *Health and safety emergencies.*

- J. **Maintenance of Student Records and Data.** The Principal of each building is responsible for record maintenance, access, and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person accessing such records.

The principal will ensure that all records are maintained in accordance with applicable retention schedules as may be established by law.

- K. **Disclosures Made From Education Records.** The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of the information it discloses and persons to whom it permits access, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state, or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information;
3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made;
4. The date on which the person or agency made the request; and
5. The interest which the person or agency has in the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent/eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

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The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately

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### **District Policy History:**

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

***Reviewed: January 13, 2015, February 17, 2015, May 27, 2025***

***Revised: February 17, 2015***

### **Legal References:**

#### **NH Statutes**

RSA 189:1-e

[Directory Information](#)

RSA 189:66

[Data Inventory and Policies Publication](#)

RSA 91-A:5,III

[Exemptions, Pupil Records](#)

#### **Description**

#### **Federal Regulations**

34 CFR. Part 99

[Family Educational Rights and Privacy Act Regulations](#)

#### **Description**

#### **Federal Statutes**

20 U.S.C. §1232g

[Family Educational Rights and Privacy Act \(FERPA\)](#)

#### **Description**

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**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, May 27, 2025  
Lyndeborough Central School District  
6:30 p.m.**

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

Present: *Brianne Lavallee, John Zavgren, Michelle Alley, Paul White, Erin Collins, Darlene Anzalone, and Diane Foss*  
*Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker 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. ADJUSTMENTS TO THE AGENDA**

Superintendent requested to add a resignation and Mr. White requested to remove committee reports, budget liaison.

*A MOTION was made by Mr. White and SECONDED by Mr. Zavgren to adjust the agenda by adding a resignation and removing committee reports, budget liaison.*  
*Voting: all aye, motion carried.*

**IV. PUBLIC COMMENTS**

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. Online participants could not be heard but could comment in the chat. There were no comments.

**V. BOARD CORRESPONDENCE**

**a. Reports**

**i. Business Administrator's Report**

Ms. LaPlante did not submit a written report, gave a verbal. She reported the business office is busy, creating contracts and closing out FY 25, making sure all revenues are in check which they are and doing all the year-end things. We have had a budget freeze and due to this it has not been as chaotic. She will talk about the YTD funds later in the agenda.

**ii. Director of Student Support Services Report**

Mr. Pratt continued with his ongoing presentations about SPED. He referenced the materials that were provided in the board packet. He gave an overview of the NH SPED process. The first piece was regarding how they determine if the student is not performing well. If they are very young, they already may be involved in early intervention and about 6 months before the student turns 3, they are informed that the child may or may not have a disability. Another way is that they post in various parts of the towns and in the newspaper asking parents to call if they believe their child may have a problem. The main way is through the schools with teachers alerting them to a possible problem. In some cases, they utilize a pre-referral process. All of those pathways come to a referral. A SPED referral goes to the SPED Office, and they immediately schedule a meeting to talk about why the referral was made, what documentation do you have, what have we tried, what other teaching and learning options have been tried. Sometimes they want to wait on moving forward with an evaluation but most often an evaluation is the next step. The evaluation is formal testing, could be cognitive with the school psychologist, could be educational but involves a lot of talking with parents, staff, and school psychologist etc. We try to determine why the student is not able to get the work done. There could be many reasons, we determine what type of service might be needed. After the evaluations are done and determine the disability, we move forward with the development of the IEP. Parents are in charge of the IEP. They decide what happens. We then determine placement and most often it is here sometimes it is limited services and sometimes it is very involved but at all times we need to provide Free Appropriate Public Education (FAPE) in the least restrictive environment. The IEP is signed, and we implement the IEP and then it is an ongoing review. We meet annually to see if any tweaks need to be made and how the placement is going, then every 3 years we need to do testing again and develop the IEP. We continue with ongoing monitoring through progress reports. That is taking a complex system and filtering it down to basics of how it works. A question was raised what kind of testing is done. Mr. Pratt explains it depends, a lot of times our under 3 year olds come to us with speech issues, or it could be OT (occupational therapy), kids are not running, walking or playing as their peers are and sometimes it is developmental and could be social emotional. It is very intensive. A lot of observations are made which could be in groups or small groups or one to one. A question was raised how they determine who gets a one-to-one paraprofessional assigned. Mr. Pratt explained it comes back pretty severely to the least restrictive environment. Is the child able to keep himself and others

safe, are there situations where there are triggers, for example it could be when on the bus and not in school? We look at all of that and decide if a one-to-one or shared para will help. Most of the time A one-to-one is a band aid. What they are designed to do is get the child over the hump and in the long run it does not add the value to the student learning too much. However, there are kids and situations where the one-to-one or shared para helps the student thrive. When they are thriving, we have the biggest conversation of removing the one-to-one. We find as kids get older, they sort of shed them. It is really individualized and there are many different factors. A question was raised if the para follows them through each year. Mr. Pratt responded sometimes they have a different para each day. Sometimes kids need a long-term para, sometimes they don't, sometimes it is grade or subject specific; one para could be really good with math for example and another not. The schools are really good about how they deal with that.

Mr. Pratt spoke of ESY transportation as he had a couple of inquiries lately. He explained in the past few years all our programs have offered transportation through ESSER grant funding. As we know and experienced through programs and budget, that funding has dried up. We have to fall back to the ESY legal requirements. If it is in the students' IEP and we have them taking it for very specific reasons like something on the large bus which causes a trigger etc. those students are entitled to ESY. We are losing something (transport) that kids have had for a while. He added during the school year a bus costs about \$80,000-\$90,000 and that is the rationale. He wanted to address some of the inquiries that have been made.

## **b. Letters/Information**

### **i. General Assurances**

Superintendent reviewed the general assurances that have been provided to each board member and are posted online. He gave a brief overview. The funds we receive are focused on students, staff, and professional development. These are the areas we focus on. We have to review it and demonstrate we read it and share it with all of you and if you have questions, we have to show we tried to answer them, and we and the Board abide by the guidelines. The biggest ones are how we spend the funds, monitor them and what it is spent on. Ms. LaPlante has to do the accounting of all federal funds. The rest is routine. He welcomed questions. A question was raised why section 6 (Title VI and Title IX) are areas crossed out. Superintendent confirms this is what we received to use; he is not sure if these are pending issues in the court. He expects we will get something after it is finalized. Vice Chair Lavallee added there are a number of court cases and decisions not made. We will address them as the court rules. A question was raised if they go into effect, will it need to be re-signed. Superintendent responded it could just be a technical advisory. It may narrow some schools' abilities; we don't have that concern because we focus academically on kids and teachers and do not stray from that. We just finished a grant for summer school which was approved for about \$20,000. That is strictly looking at data and putting in a tutor for math and at the end of the program retesting them to see what progress was made. He thinks some schools use the funding for DEI programs, perhaps it was okay to use those at one time and now it is still pending in court. Even when we had ESSER funds we were transparent on how to use them and who benefited and where it would go. Ms. LaPlante has checked it all because it looks unofficial. A question was raised how it is reviewed is it discussed with a lawyer and by signing it does it mean you agree with it all. What happens if there is something with which you don't agree? Superintendent explained in terms of reading it, most of it is irrelevant to us because our focus is so narrow and a large piece is how it is accounted for so that there is no fraud. He gave an example. There are districts that may have millions of dollars in federal grants. We don't concern ourselves with it too much whether there is new language or whether crossed out or not, it doesn't matter. He is more concerned with High Mowing and needs to provide them with support as a portion we receive is given to them. We oversee the management of it. That is the tricky part for us. Private schools have a different perception of this. Their philosophy may be broader, and we have to pay attention to that to guide them. Ms. LaPlante added we were also audited recently, she gave examples. Page 5 and 6 we have a lot discussed in our policies and if we need to tweak those our state partners help us. We are very lucky we are on top of it. A question was raised how often we are audited. Ms. LaPlante responded it depends on the amount of grants, they have a ranking of high, medium and low. Superintendent added, we follow the rules and more than likely if audited again it will be clean. He confirms our grants are linked to High Mowing because there is a private institution in our district, it is the law. He gave examples of others. The only schools that don't receive a match would be a parochial school unless that has changed.

## **VI. YTD REPORTING**

Ms. LaPlante reported doing a deepest dive going through the encumbrances totaling about 1.9 million to figure out what is associated with employee wages that are obligated and discovered 4 major SPED line items that the encumbrances were showing double. For example, a contracted service para at FRES and LCS were showing twice. It is an issue with the software, nothing she can fix and the same with an ABA at the HS and an OOD tuition showing twice, same thing with SPED transport at the MS. Once she manually adjusted that we are in a much better position now. If everything goes right, we are looking at about \$95,000 left. That number might increase because of our heat claim at WLC, that money sort of gets adjusted off because we're not spending it from taxation. By June 10, at the next board meeting, she will have a final determination from the insurance company. She will be able to revise these numbers and factor in if we're going to use absolutely every substitute for the rest of the year etc., which we're not going to need all of that money likely. It factors in everyone taking all the field trips and adding extra money for athletics because they're over budget but trying to realistically look at what we're going to need. She is confident and thrilled with that discovery. We will continue to close out purchase orders and will continue to scrutinize all purchases. Regarding the van, we ran the numbers, and it would be a 4-5-year payoff and would be looking to buy another by then. She will not be at the June 24 meeting and will do a YTD Repot on June 10. By the time the van paid for itself we would

need another one. Ms. Anzalone noted she would like to see that information. Ms. LaPlante will have the details for June 10. Superintendent added we ran a very modest scenario and are just too close to the bottom line. He has never been in a district that has been in the red and there are some around us that this happening to and he doesn't want to be that district. There are also several in the state.

## **VII. POLICIES-1<sup>st</sup> READING**

### **a. GBCD-R-Background Investigation and Criminal History Records Check-Internal Controls**

Vice Chair Lavallee reviewed this is the 1<sup>st</sup> reading. It is required by law. The Superintendent has created a new internal procedural document in order to comply with the FBI and Department of Safety rights relative to the protection of criminal history records. The policy was largely based on the information in the FBI security policy. She asked for any questions or comments, none heard. This policy will come back for a 2<sup>nd</sup> reading.

### **b. IHBA-R-Programs for Pupils with Disability-Section 504-Notice of Parent and Student Rights**

Vice Chair Lavallee reviewed this is the 1<sup>st</sup> reading. This is another procedure and was created by the administration to meet the requirement that the district post a procedure for parental reference with a notice of rights relative to section 504. There were changes made to page 2 under dual eligibility. The last sentence was updated to "Student Support Services Department." At the Policy Committee we had a discussion regarding the need to include the contact information and did it on page 3. She asked for any questions or comments, none heard. This policy will return for a 2<sup>nd</sup> read.

### **c. ADB-Drug Free Workplace and Drug Free Schools**

Vice Chair Lavallee reviewed this is the 1<sup>st</sup> reading, it was updated in 2022. She reviewed the update was minor, most of it was formatting and we added the words "in writing" to comply with the requirements. She asked for any questions or comments, none heard. This policy will return for a 2<sup>nd</sup> read.

### **d. JRA-Student Records and Access (FERPA)**

Vice Chair Lavallee reviewed this is the 1<sup>st</sup> reading. It was last updated in 2015. This draft policy is the newest one created by NHSBA and has significant formatting changes in regard to the content. There were changes to the definition of a parent. We revised section 1, associated with school officials and we also included several modifications to reflect the state requirement that districts respond to parent requests for access to student records within 14 days. There were other content changes to better reflect the requirements of FERPA and all applicable regulations. We also added post HS plans to the list of items included as directory information. It was noted to remove the period in section E, after the word natural.

A question was raised who would be able to access student records. Vice Chair Lavallee responded the parent or guardian and from the schools perspective it is only personnel that require the information who allowed to access it and only if they need it. Superintendent gave an example such as right to know requests. We need to know what directory information is, what can be given out and what cannot. We have to pay attention to what can and cannot be disclosed. She asked for any questions or comments, none heard. The policy will be amended and back for a 2<sup>nd</sup> read.

## **VIII. ACTION ITEMS**

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

*A MOTION was made by Mr. White and SECONDED by Ms. Alley to approve the minutes of May 13, 2025, as written. Voting: six ayes, one abstention from Vice Chair Lavallee, motion carried.*

## **IX. COMMITTEE REPORTS**

### **i. Budget Liaison**

This item has been removed from the agenda.

## **X. RESIGNATIONS / APPOINTMENTS / LEAVES**

### **a. Resignation-Amanda Guay-LCS-Aide**

#### **• Resignation-Ben Wiley-MS Social Studies Teacher-WLC**

Superintendent reviewed the resignations and read Mr. Wiley's resignation letter which he feels speaks to us as a district and staff. Sometimes we part on difficult terms but mostly there is a reason. We are kind and compassionate and set expectations and work to improve staff. While we are sad to see Mr. Wiley leave, he thinks we can look back and say we really worked to help him become a pretty amazing social studies teacher and his reasons are family oriented and not because of something we are lacking or something we didn't do. We are pretty proud of that.

### **b. Appointment-Ben Hofstetter-District Facilities Manager**

Superintendent reviewed the nomination for Facilities Manager with a salary of \$65,000. We are excited to have a quasi-administrator on our leadership team.

*A MOTION was made by Mr. White and SECONDED by Ms. Collins to appoint Mr. Ben Hofstetter as the Facilities Manager for the district with a salary of \$65,000.*

*Voting: all aye, motion carried.*

## **XI. PUBLIC COMMENTS**

The public comment section of the agenda was read. Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. Online participants can comment via chat as audio does not allow for their comments to be audible.

## **XII. SCHOOL BOARD MEMBER COMMENTS**

Ms. Collins thanked Mr. Pratt for coming and presenting on SPED. She has personal experience with IEP's and would be happy to answer any questions on a more personal level. SPED does a great job and can't say enough. She congratulated Mr. Hofstetter!

Ms. Foss congratulated Mr. Hofstetter, she is so glad we have a facilities manager. She is happy that if there were any errors found in the budget they were found to be in our favor, it is a huge relief. Good job Ms. LaPlante!

Ms. Anzalone congratulated Mr. Hofstetter. She is "bummed" to hear of Mr. Wiley's departure, he is a good teacher, and she wishes him luck. She informed the group there is a Strategic Planning Committee meeting on June 2 at 6:15PM.

Mr. White congratulated Mr. Hofstetter. He acknowledged that it is good news regarding the budget.

Ms. Alley congratulated all the seniors who are graduating. Graduation is Friday, it is an amazing time for them, and she is super excited for them. They are graduating from a great school!

Superintendent commented that it would be great to see as many of the board members as can make it at graduation. All the work you do is right there on stage and it is great to see them. It is this Friday, May 30 at 7pm. The whole town turns out. It is at WLC in the gym.

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

### **i. Review the Nonpublic Minutes**

### **ii. Negotiations**

*A MOTION was made by Mr. Paul and SECONDED by Ms. Anzalone to enter Non-Public Session to review the non-public minutes and discuss negotiations RSA 91-A: 3 II (A) (C) at 7:22pm.*

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

## **RETURN TO PUBLIC SESSION**

The Board entered public session at 8:13pm.

*A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (A) (C) by Ms. Foss and SECONDED by Mr. White. Voting: all aye, motion carried.*

## **XIV. ADJOURNMENT**

*A MOTION was made by Mr. White and SECONDED by Ms. Foss to adjourn the Board meeting at 8:13pm.*

*Voting: all aye, motion carried.*

*Respectfully submitted,  
Kristina Fowler*



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

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

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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: Josh Morrow  
FROM: Peter Weaver  
DATE: June 2, 2025  
RE: Resignation

In accordance with Policy GCQC:

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

I am in receipt of your letter dated May 30, 2025, that you intend to resign your position as custodian at WLC effective June 30, 2025.

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



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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: June 10, 2025  
RE: Nomination for Technology Teacher at WLC

Please accept this as the nomination of Dustin Scott as a Technology Teacher at WLC. Mr. Scott has sixteen years of teaching experience at Walpole Public Schools in Massachusetts, including 5 years as Department Head. Mr. Scott has a Bachelor of Science in Technology Education from Fitchburg State University. He has been the President of the Hollis-Brookline Robotics Boosters since 2004. All his references said we would be fortunate to have him at our school; he has excellent problem-solving and decision-making skills and excellent communication skills. A Technology/Engineering teacher said, "he led our department by example and has a depth of knowledge in all things technology and engineering related".

There were seven applicants for this position. I recommend a motion to appoint Dustin Scott as a Technology Teacher at WLC at a salary of \$70,600, Bachelors<sup>+</sup>30, Step 18.

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# DUSTIN J SCOTT

Hollis, NH | (978) 618-9598 | [dustin.scott.nh@gmail.com](mailto:dustin.scott.nh@gmail.com)

## Experienced Technology Educator with a Specialty in Engineering Design and Robotics

Passionate about developing skill, interest, and confidence in high school students to pursue careers and higher education in robotics, engineering, technology, and science. Sixteen years in High School classroom instruction and five years as a Department Chairperson. Returning to education following a career break for family care.

### Key contributions

- Founder, FIRST Robotics Team 1153, Walpole, MA. Organized and provided oversight on all operations of the organization. Recruited students and experienced community mentors to provide students with tools and experience for future career success. Generated corporate partnerships with major engineering organizations, secured annual grants exceeding \$50,000 and connected students with sponsors offering summer internships.
- Wrote, developed, and implemented technology and engineering curriculum in alignment with MA State frameworks. Redesigned coursework in Computer Aided Drafting & Design, Robotics, and Manufacturing Technology. Designed new additions to the Program of Studies, including Architectural Design, Introduction to Electricity, and Honors Engineering Design.
- Founder, Co-Chair of STEM Academy pathway for students in college/career trajectory. Advisor for approximately 25 STEM students, annually.
- Co-Chair of Walpole High School Advisory program and teacher resources for student well-being.

## SKILLS

|                   |  |
|-------------------|--|
| <b>Education</b>  | Curriculum Development, Classroom Management, Student Engagement, Lesson Planning, Research for Better Teaching Practices                        |
| <b>Leadership</b> | Management and Coaching, Effective Hiring, Staff Development and Succession Planning, Professional Learning Community Implementation and Rollout |

## PROFESSIONAL EXPERIENCE

### Walpole Public Schools, Walpole, MA

2002–2018

#### Unified Arts Department Chairperson

Walpole High School – Walpole, MA. 2010 - 2016

- Chaired the Unified Arts Department, consisting of Business, Engineering & Technology, Fitness & Health, Championed integration of engineering at the High School and Middle School, influencing personnel decisions, curriculum development and vertical alignment, 5-12.
- Supervised and managed a staff of 12 educators across 3 sites, conducting monthly department meetings, implementing school and district-wide initiatives.
- Provided feedback to all teachers through formal, informal, and walkthrough classroom observations. Assisted first-year, new and veteran teachers in advancing their teaching practices through partnered coaching and written formal evaluations.

## Technology Educator

Walpole High School – Walpole, MA. 2002 - 2018

- Developed curriculum and taught classes across Robotics, CAD, Engineering, Media Applications, and Manufacturing Technology.
- Leveraged FIRST Robotics principles to develop many courses teaching skills necessary for success in engineering and robotics careers.

Robotics: Experience with Lego, VEX, Tetrix, IFI, FRC, and National Instruments robotics equipment.

Programming languages include Logo, NQC, RoboLab, C++, LabView Pro, Java. Curriculum emphasis on simple machines, universal programming fundamentals, and sensors and systems integration.

Drafting: Skilled in AutoCAD, Architectural Desktop, and Autodesk Revit in the classroom. Coursework teaches traditional (board) drafting techniques applied to the computer including geometric constructions, multi-view projections, three-dimensional views, and architecture.

Engineering Design: Expert use of SolidWorks, Autodesk Inventor, and OnShape design softwares.

Curriculum focused on the engineering design process, design-and-build project based learning and three-dimensional solid modeling techniques. Emphasis on manufacturing, assemblies, mechanical analysis, drawings and annotations.

Manufacturing Technology: Proficient and safe use of all shop equipment. Curriculum emphasis on measurement, joinery, finishing, scale production and design aesthetics.

Other Competencies: Electronics, Adobe Creative Suite, Web Design, Keyboarding, Google Suite

## CAD/Field Technician

Legacy Engineering, LLC (Formerly Merrikin Engineering) – Millis, MA. Spring 2018 - Fall 2019

## EDUCATION

**Master of Education (M.Ed.)**, Boston University, Boston, MA (20 credits)

**Bachelor of Science, (B.S.)**, Technology Education, Fitchburg State University, Fitchberg, MA, 2002

## CERTIFICATION / LICENSE

MA Teaching License; Technology/Engineering (5-12). Issued 2006, License #406196

## COMMUNITY LEADERSHIP

**Hollis-Brookline Robotics Boosters** - President, Board of Directors, 2024-present

**Scout Pack 12** - Den Leader, 2024-present

**FIRST Robotics** - Co-Head Mentor, Hollis-Brookline High School, 2021- 2024

**Walpole Public Schools Strategic Planning Committee**; Teacher/Administrator Rep, 2009 & 2014



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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: June 10, 2025  
RE: Nomination for 5<sup>th</sup> Grade Teacher at FRES

Please accept this as the nomination of Melanie Zablotny as a 5<sup>th</sup> Grade Teacher for FRES. Ms. Zablotny has been serving as a Kindergarten Teacher in the ConVal School District for the last 3 years and prior to that she served as a paraprofessional. Ms. Zablotny has a Bachelor of Science in Elementary Education. Her references say she encourages children with warmth and enthusiasm, creating a supportive classroom environment and is a teacher who takes initiative and is committed to continuous improvement. Her dedication extends beyond her classroom organizing whole-school events, after-school clubs and coaching the local baseball team.

There were seventeen applicants for this position. I recommend a motion to appoint Melanie Zablotny as a 5<sup>th</sup> Grade Teacher at FRES at a salary of \$52,000, Bachelors, Step 5.

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

# Melanie N Zablotny

98 Powers St , Apt 227 Milford, New Hampshire 03055  
2073203493 [zablotnymelanie@gmail.com](mailto:zablotnymelanie@gmail.com)

## Education

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### University of Maine

Orono, Maine

Bachelor of Education

**Major:** Elementary Education, **Minor:** Psychology

**GPA:** 3.240

**Credit Hours:** 154

Attended September 2015 to December 2019

Degree conferred December 2019

## Experience

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### SAU #1 ConVal School District

Aug 2020 -

Paraprofessional

Jun 2022

106 Hancock Rd

Conducted small group interventions for ELA and Math to support struggling students.

Provided instructional support in math.

Supported classroom teacher in all subject areas for a combined 1st and 2nd grade classroom.

Collaborated with classroom teachers to design and run differentiated novel studies and intervention groups.

**Reason for leaving:** Obtain a position as a classroom teacher.

**Supervisor:** Fabiola Woods (6039243828)

**Experience Type:** Professional/Work, Full-time

It is **OK** to contact this employer

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### Mascenic School District

Jan 2020 -

Paraprofessional

Jun 2020

16 Adams St

Provided support to fifth grade students with academic and behavioral needs.

**Reason for leaving:** New opportunities for growth.

**Supervisor:** Elizabeth Pogozelski ()

**Experience Type:** Professional/Work, Full-time

It is **OK** to contact this employer

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### Ellsworth Elementary Middle School

Jan 2025 - Present

**Experience Type:** Student Teaching,  
It is **OK** to contact this employer

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**SAU #1 ConVal School District**

Aug 2022 - Present

Kindergarten Teacher

106 Hancock Rd

Developed visual aids for morning and dismissal routines, enhancing independence of kindergarten students.

Reinforced positive behavior through frequent modeling and practicing.

Planned and coordinated with staff for various academic and non-academic celebrations including Messy Day, Reindeer Games, Art day, Dot Day and 100 Day Celebration.

Designed and executed lesson plans for math, ELA, science, social studies, and social emotional learning. Differentiating for students who needed additional support.

**Reason for leaving:** Position is being cut.

**Supervisor:** Timothy Iwanowicz (6032912017)

**Experience Type:** Professional/Work, Full-time

It is **OK** to contact this employer



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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: June 10, 2025  
RE: Nomination for School Counselor-FRES/LCS


Please accept this as the nomination of Patricia Donaldson as the School Counselor for FRES/LCS. Ms. Donaldson has been serving as the School Counselor at Parker-Varney Elementary School since August 2024 and prior to that was at Wear Middle School. Ms. Donaldson has a Master of Education in Trauma and Resilience and a Graduate Certificate in Restorative Justice in Education both from Eastern Mennonite University, and a Bachelor of Arts in Child and Adolescent Psychology from Southern New Hampshire University. She also served as an EBD Counselor, SEL Interventionist, and Special Education Behavior Paraeducator at one time.


There were twelve applicants for this position. I recommend a motion to appoint Patricia Donaldson as the School Counselor at FRES/LCS at a salary of \$57,600, Masters +20, Step 5.

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

# PATRICIA DONALDSON

 donaldsonpatti@yahoo.com

 603-203-3737

 Nashua, NH 03063

## PROFESSIONAL SUMMARY

Dynamic and compassionate professional adept in counseling, restorative justice, and social-emotional learning. Skilled in crisis intervention and fostering resilience, with expertise in trauma-informed care and mediation. Committed to enhancing student support systems and holistic development through strong organizational and management abilities.

## EXPERIENCE

### Parker-Varney Elementary School - School Counselor

Manchester, New Hampshire • 08/2024 - Present

- Provided crisis intervention, offering immediate support to students in emergencies.
- Collaborated with staff and parents to develop, monitor, and implement 504 plans.
- Delivered individual and group counseling, supporting personal and social development.
- Partnered with teachers to address academic and behavioral concerns, improving classroom outcomes.
- Developed and led lessons on problem-solving, conflict resolution, respect, responsibility, friendship, and emotional awareness.
- Monitored attendance, identifying at-risk students and creating strategies to improve engagement.

### Weare Middle School - School Counselor

Weare, NH • 08/2023 - 06/2024

- Provided individual and group counseling to address specific student needs
- Supervised and implemented the counseling curriculum
- Supported students' 504 plans by developing, monitoring, and managing their learning and personal/career goals
- Provided crisis intervention services to support students in times of need
- Collaborated with administrators and families to prioritize student success in and out of classroom.

### Hills Garrison Elementary School - EBD Counselor

Hudson, NH • 01/2023 - 06/2023

- Partnered with staff to develop and implement programs for emotional/behavioral, SEL, and executive skill development

## EDUCATION

### Walden University

01/25-Present

**Master of Science in Clinical Mental Health Counseling & School Counseling**

### Eastern Mennonite University

05/2024

**Master of Education in Trauma and Resilience**

### Eastern Mennonite University

08/2023

**Graduate Certificate in Restorative Justice in Education**

### Southern New Hampshire University

07/2021

**Bachelor of Arts in Child and Adolescent Psychology**

## SKILLS

- Counseling & Restorative Justice
- Education & Social-Emotional Learning
- Trauma-informed care & Resilience
- Mediation and crisis intervention
- Leadership & Management
- Teamwork and Collaboration

- Responded to crisis situations to deescalate and resolve crises
- Empowered students to identify and develop healthy coping mechanisms to manage stress, anxiety, and emotional distress
- Developed and implemented individualized counseling plans to meet the needs of students in the program.

#### **Nottingham West Elementary School - SEL Interventionist**

*Hudson, NH • 09/2021 - 01/2022*

- Supported the implementation of Multi-Tiered Systems of Support for Behavior (MTSS-B) and SEL practices
- Served as a pivotal member of Tier 1 and Tier 2/3 MTSS-B school teams
- Engaged students through activities designed to increase motivation levels while promoting positive self-esteem
- Facilitated group counseling sessions for students with social, emotional and behavioral needs.

#### **Mount Pleasant Elementary School - Special Education Behavior Paraeducator**

*Nashua, NH • 08/2018 - 06/2021*

- Provided essential support to teachers in managing disruptive behaviors within the classroom setting
- Guided students to designated zones for calming interventions and conducted assessments for classroom readiness
- Implemented behavior management systems designed to reduce problem behaviors while increasing appropriate ones
- Collaborated with teachers to support students' academic and social and emotional growth
- Tutored and assisted children individually and in small groups to reinforce learning concepts and promote academic progress.

## **REFERENCES**

References available upon request



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Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

TO: The WLC School Board  
FROM: Peter Weaver  
DATE: June 10, 2025  
RE: Nomination for MS Math Teacher

Please accept this as the nomination of Kinley Sullivan as a Math Teacher for WLC 7<sup>th</sup> Grade Middle School. Ms. Sullivan has been working in the District since May 19, 2025, as a substitute in 7<sup>th</sup> grade math, filling an unexpected vacancy. Ms. Sullivan recently received a Bachelor of Mathematics from Keene State College. A reference describes her as passionate, full of energy and having a very good work ethic. Principal Ronning said that she has a broad knowledge base and is familiar with many aspects used at WLC. He added that she held students accountable for their actions when needed even changing the seating arrangement and issuing detentions.

There were five applicants for this position. I recommend a motion to appoint Kinley Sullivan as a 7<sup>th</sup> Grade Math Teacher at WLC at a salary of \$48,000, Bachelors, Step 1.

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## **EDUCATION**

### **Bachelor of Arts in Mathematics, Secondary Teaching Option, May 2025**

Keene State College, Keene, NH

Dean's List 2021- Spring 2025

## **TEACHING EXPERIENCE**

### **Student Teaching** (*Walpole Elementary School, Walpole, NH*)

*Jan 2025 - May 2025*

### **Methods II** (*Conant Middle/High School, Jaffery, NH*)

*Sept 2024 - Dec 2024*

- Observed teacher and students in a variety of high school classes
- Created and taught three full lessons

### **Peer Course Assistant** (*Keene State College, Keene, NH: Math for Pre K-6 Educators*)

*Jan 2024 - May 2024*

- Attend each class and assist professor and students as needed
- Hold one study sessions a week for one-on-one or group tutoring outside of class
- Taught three lessons to build upon topics that were relevant to class information on graphing, pi, and probability

### **Methods I** (*Walpole Elementary School, Walpole, NH*)

*Sept 2023 - Dec 2023*

- Observed teacher and students in a variety of 6th, 7th, and 8th grade classes
- Drafted and taught an algebraic word problem activity lesson plan for 7th grade students

### **Assistant Pre-K Teacher** (*Primrose School of Chelmsford, Chelmsford, MA*)

*May 2022 - Aug 2022*

- Served as a co-teacher preparing students to transition to kindergarten
- Followed existing curriculum that included letters, STEM, and hands-on activities

### **Long-Term Substitute Teacher** (*Tyngsboro Middle School, Tyngsboro, MA*)

*April 2022 - June 2022*

- Created and taught daily lesson plans on software skills such as coding, programming, and graphics
- Managed five separate Computer Science classes of 15 students independently
- Graded and assessed student's work and entered grades into PowerSchool

### **Substitute Teacher** (*Tyngsboro Middle School, Tyngsboro, MA*)

*May 2021 - Jan 2022*

- Provided a safe and positive environment to monitor 6th, 7th, and 8th grade students' behavior
- Followed set lesson plans left by teachers in 6th, 7th, and 8th grade computer science classes

## **SKILLS**

**CPR/ First Aid Certified,**

## **CONFERENCES**

### **Attendee, Inspiring Conversations in Education Conference** (*Keene State College, Keene, NH*)

*Mar 2024*

### **Attendee, Association of Teachers of Mathematics in New England (ATMNE)** (*Nashua, NH*)

*Oct 2024*

## **ADDITIONAL EXPERIENCE**

### **Cashier/Front End Associate** (*Hannaford, Keene, NH*)

*June 2023- Present*