Public Notice of Meeting WILTON-LYNDEBOROUGH COOPERATIVE PUBLIC HEARING & SCHOOL BOARD MEETING Tuesday, June 24, 2025 Wilton-Lyndeborough Cooperative M/H School

6:30 p.m.

Videoconferencing: <u>meet.google.com/jrx-rvbr-ria</u> Audio: <u>+1 262-448-6268</u> PIN: 154 070 593#

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

- I. CALL TO ORDER-Dennis Golding-Chair
- II. PLEDGE OF ALLEGIANCE

III. PUBLIC HEARING RSA--UNANTICIPATED REVENUE RSA 198:20-b

IV. ADJUSTMENTS TO THE AGENDA

V. **PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.

VI. BOARD CORRESPONDENCE

a. Reports

- i. Superintendent's Report
- ii. Director of Technology's Report/Data Governance Plan

VII. POLICIES

a. 1ST Reading

- i. JICD-Student Discipline and Due Process
- ii. ADC-Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds
- iii. BGAA-Policy Development, Adoption, and Review

b. Withdrawal

- i. GB-Board Policy Process
- ii. BGA-Policy Development System
- iii. BGB-Policy Adoption
- iv. BGC-Policy Review and Evaluation/Manual Accuracy Check
- v. BGE-Policy Dissemination

VIII. ACTION ITEMS

- a. Approve Minutes of Previous Meeting
- b. July/August Appointments

IX. RESIGNATIONS/APPOINTMENTS/LEAVES

- a. Resignation-Jeffrey Caisse-WLC MS Science Teacher
- b. Appointment-Joshua Reid-WLC Computer Science Teacher

X. PUBLIC COMMENTS

XI. SCHOOL BOARD MEMBER COMMENTS

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

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

XIII. ADJOURNMENT

INFORMATION: Next School Board Meeting-August 12, 6:30 PM at WLC MS/HS

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



Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

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

Peter Weaver Superintendent of Schools Ned Pratt Director of Student Support Services Kristie LaPlante Business Administrator

- DATE: June 24, 2025
- TO: School Board Members

FROM: Kristie LaPlante, Business Administrator

SUBJECT: RSA 198:20-b Hearing for Unanticipated Revenue

RSA 198-20:b provides that "...any school district at an annual meeting may adopt an article authorizing indefinitely, until specific recission of such authority, the school board to apply for, accept and expend, without further action by the school district, unanticipated money from a state, federal or other governmental unit or a private source which becomes available during the fiscal year." The RSA further states that "for unanticipated funds in the amount of \$20,000 or more, the school board shall hold a prior public hearing on the action to be taken."

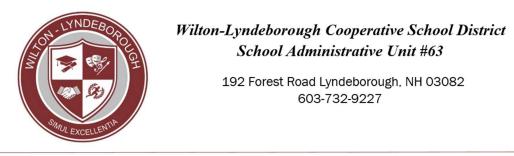
The School District adopted the provision of this law at the annual district meeting in 2015. While every attempt is made when developing budgets to estimate the amount of grants, private donations, anticipated revenue from local and federal sources, there are instances where additional revenues come in that weren't anticipated.

The Board held a preliminary Public Hearing on June 10, 2025, where they anticipated receipt of funds from the District's property insurance provider in excess of \$20,000 for a January 2025 insurance claim. The final reimbursement was not finalized on June 10th and the Public Hearing was continued to June 24, 2025.

On June 17, 2025, Primex, the District's property insurance provider, notified the School District that they will make payment in the amount of \$56,039.62 for the January 2025 Freeze claim at the Middle-High School.

The process for the June 24, 2025, Public Hearing is as follows:

- 1. Chairman open the Public Hearing, specifically stating "this is a continuation of the Public Hearing first held on June 10, 2025, and properly noticed to continue June 24, 2025".
- 2. Chairman provides an explanation of the purpose of the Hearing and reviews the breakdown of the funding source (\$56,309.62 to be received from Primex for an insurance claim).
- 3. Chairman accepts comments/questions/discussion from the School Board members.
- 4. Chairman accepts comments/questions/discussion from the public.
- 5. Chairman closes the Hearing, return to the regular School Board meeting.
- 6. Motion is made by a Board member to receive and expend the funds from Primex. Suggested motion language: "I move to accept \$56,039.62 in unanticipated revenues from Primex for payment of a January 2025 insurance claim".
- 7. Vote on the motion.



Nicholas Buroker Director of Technology

Kristie LaPlante Business Administrator

June 2025 SAU63 Technology Report





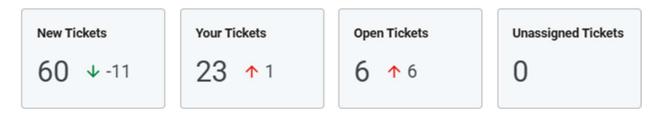
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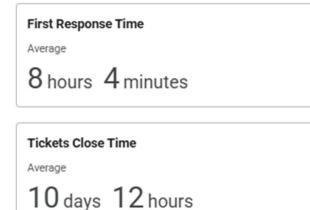
Peter Weaver

Superintendent of Schools

In the last 30 days, we had 60 new tickets created, a decrease of 11 from the previous 30 days. With summer having started many of the projects and issues on hold until the summer have started to be resolved, this has increased our average close time to above my goal of 7 days.

Figure 2 Monthly stats





Graduation Livestream

The recent graduation livestream was a success, drawing in an unexpectedly large virtual audience of family, friends, and community members who were unable to attend in person. The event broadcast wasn't as smooth as I would have liked; the audio in particular presents significant room for improvement. Encouraged by the positive response, school administration and I are now working on plans to expand its livestreaming efforts by broadcasting bi-weekly morning announcements.

Chromebook Returns

Chromebook returns was the smoothest in my time here. All credit for the seamless device return goes my technician at WLC for her foresight and initiative. As I am writing this we are sending out invoices for damage to our devices. As I mentioned in the fall, this year we are planning to issue devices previous to the first day of school, enabling our students and staff to hit the ground running on day one.

Departing employees

Overall it was a relatively somber and reflective end of year for my department. With our technician in FRES and our intern moving on, it invites me look back. We have come an incredible long way since I started here three years ago. I wish them both the best of luck in there pursuits, they will be missed. With that being said I am excited for this coming school year and the our direction.



Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

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

Peter Weaver Superintendent of Schools Nicholas Buroker Director of Technology Kristie LaPlante Business Administrator

Data Governance Plan

Introduction

The Wilton Lyndeborough Cooperative School District is committed to protecting the privacy of our students, parents/guardians, and employees by maintaining strong privacy and security protections. The protection of this information is our top priority.

This manual outlines how operational and instructional activity shall be carried out to ensure that the district's data is accurate, accessible, consistent, and secured. This manual establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it.

The Wilton Lyndeborough Cooperative School District's Data Governance Manual shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources.

The Wilton Lyndeborough Cooperative School District's Data Governance Manual includes information regarding the data team, data and information governance, applicable School Board policies and district procedures, as well as applicable appendices and referenced supplemental resources.

Data Team

The Wilton Lyndeborough Cooperative School District's Data team consists of the following positions: Superintendent, Director of Curriculum, and the Director of Information Technology. Members of the Data Team will act as data stewards for all data under their direction. The Director of Information Technology will act as the Information Security Officer (ISO), with assistance of the information technology department. The IT technician for Florence Rideout Elementary School is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is unavailable. All members of the district administrative team will serve in an advisory capacity as needed.

Purpose

The School Board recognizes the value and importance of a wide range of technologies for a well-rounded education, enhancing the educational opportunities and achievement of students. The Wilton Lyndeborough Cooperative School District provides its faculty, employees, and administrative employees access to technology devices, software systems, network, and internet services to support research and education. All components of technology must promote the educational objectives of Wilton Lyndeborough Cooperative School District and be used in ways that are legal, that are respectful of the rights of others, and protective of juveniles.

To that end, the district must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect this information.

It is the policy of the Wilton Lyndeborough Cooperative School District that data or information in all its forms, written, electronic, or printed is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All employees and authorized district contractors or agents using confidential information will strictly observe protections put into place by the district.

Scope

This data security manual's standards, processes, and procedures apply to all students and employees of the district, contractual third parties and agents of the district, and volunteers who have access to district data systems or data. This plan applies to all forms of Wilton Lyndeborough Cooperative School District data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy, data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat, and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, and mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- The terms data and information are used separately, together, and interchangeably throughout the plan, but the intent is the same.
- All involved systems and information are considered assets of the Wilton Lyndeborough Cooperative School District and shall be protected from misuse, unauthorized manipulation, and destruction.

Regulatory Compliance

The district will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems. The Wilton Lyndeborough Cooperative School District complies with the NH Minimum Standards for Privacy and Security of Student and Employee Data. The Wilton Lyndeborough Cooperative School District complies with all other applicable regulatory acts including but not limited to the following:

- <u>Children's Internet Protection Act</u> (CIPA)
- <u>Children's Online Privacy Protection Act</u> (COPPA)

- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- Individuals with Disabilities in Education Act (IDEA)
- New Hampshire State RSA Student and Teacher Information Protection and Privacy
 - NH RSA 189:65 Definitions
 - NH RSA 189:66 Data Inventory and Policies Publication
 - NH RSA 189:67 Limits on Disclosure of Information
 - NH 189:68 Student Privacy
 - NH RSA 189:68-a Student Online Personal Information
- New Hampshire Minimum Standards for Privacy and Security of Student
- New Hampshire State RSA Right to Privacy:
 - NH RSA 359-C:19 Notice of Security Breach Definitions
 - NH RSA 359-C:20 Notice of Security Breach Required
 - NH RSA 359-C:21 Notice of Security Breach Violation

Data User Compliance

The Data Governance Manual applies to all users of Wilton Lyndeborough Cooperative School District's information including: employees, students, volunteers, and authorized district contractors or agents. All users of data are to maintain compliance with School Board Policies and District administrative procedures, EHAB (Data Governance and Security), GBEF (School District Internet Access for Employee), JICL (School District Internet Access for Students) and all policies, procedures, and resources as outlined within this Data Governance Manual and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Unless permission has been granted by the ISO or designee, no employee, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied, or otherwise used in a manner that would compromise the security and confidentiality of the information.

Employees who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined in accordance with CBA or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all

other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term, or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions.

Any attempted violation of district policies, procedures, or other rules will result in the same consequences, regardless of the success of the attempt. Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of personally identifying information (PII) or confidential information.
- Sharing your user IDs or passwords with others.
- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or employee privacy by examining records or information for which there has been no request for review.
- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district technological systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools, or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.

Identifying Need & Assessing Systems for District Requirements

To accomplish the district's mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, employees, applicants for employment, and others. The district will collect, create, or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

District employees are encouraged to research and utilize online services or applications to engage students and further the district's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or employees, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge. Memorandums of Understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects, or uses personally identifiable information (PII), student records, or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment, including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements, including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - The district continues to own the data shared, and all data must be available to the district upon request.
 - The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising, or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - District data will be maintained in a secure manner by applying appropriate technical, physical, and administrative safeguards to protect the data.
 - The online or application service provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - All data will be treated in accordance to federal, state, and local regulations
 - The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent and/ or guardian permission is requested during the yearly registration process for district vetted and approved applications and tools.

A current list of all vetted and approved software systems, tools and applications is published <u>here</u>.

Review of Existing Systems

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be regularly reviewed to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for employees and students.

The district must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports annually. These audits should include:

- Review of provider's terms of service to ensure they meet the district's data security requirements.
- Verification that software imports are accurate and pulling correct information.
- Verification that, when applicable, the employees, students, and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for the intended purpose.

Storage and Management

Systems Security

The district will provide access to confidential information to appropriately trained district employees and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district (School Board Policy EHAB). Therefore, systems access will only be given on an as needed basis as determined by the data manager and ISO.

Data Management

The effective education of students and management of district personnel often require the district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected, maintained, used, and disseminated

under their supervision, as well as data they have been assigned to manage. Data managers will:

- Ensure that system account creation procedures and data access guidelines appropriately match employee's job functions with the data on instructional and operational systems;
- Review all employees with custom data access beyond their typical group's access;
- Review district processes to ensure that data will be tracked accurately;
- Review contracts with instructional and operational software providers to ensure that they are current and meet the district data security guidelines;
- Ensure that employees are trained in the district's proper procedure and practices in order to ensure accuracy and security of data;
- Assist the ISO in enforcing district policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (e.g., source document, electronic record, report) have the same classification regardless of format (see Appendix D: Data Classification Levels).

The ISO or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those systems and identify confidential and critical information the district possesses or collects.

The district will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Employee or Employee categories that have access to the data

Security/Protection

Risk Management

A thorough risk analysis of all Wilton Lyndeborough Cooperative School District's data networks, systems, policies, and procedures shall be conducted as requested by the Superintendent, ISO, or designee. An internal audit of district network security will be conducted annually by District Technology employees. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risks to an acceptable level by reducing the extent of vulnerabilities.

Physical Security Controls

Most technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Information Technology and/or the Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix F: Physical Security Controls). No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix G: Asset Management).

Inventory Management

The district shall maintain a process for inventory control in accordance with federal and state requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix G: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

The district uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filters. Users shall not turn off or disable district protection systems or install other systems (see Appendix H: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

District employees will only access personally identifiable and/or confidential information if necessary to perform their duties. The district will only disclose this information to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law.

Mechanisms to control access to PII, confidential information, internal information, and computing resources include, but are not limited to, the following methods:

- Identification/Authentication: Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization**: Access controls are maintained through a partnership between the technology department, human resources (HR), and data managers

Additionally, only employees of the district Technology Department or authorized contractors will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Employee Users

All new employee accounts are authorized through an HR hiring process (see Appendix I: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix J: Data Access Roles and Permissions). If an employee requires additional access, a request must be made directly to the ISO with a clear justification for access.

Contractors/Vendors

Access by contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by the ISO. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

Password Security

The District will enforce secure passwords for all systems within their control (see Appendix K: Password Security). When possible, the district will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls.

Securing Data at Rest and Transit

District data security applies to all forms of data, including data stored on devices, data in transit, and data stored on additional resources. All district external hard drives will be maintained in inventory and verified through the regular inventory verification process. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices (see Appendix E: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. All district employees, volunteers, contractors, and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store, or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with School Board policies, specifically Employee and Student Technology Usage (GBEF, JICL, JICJ), Data Governance and Security (EHAB), and Student Records (JRA, JRA-R).

District employees, contractors, and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All employees and students who log into a district-owned PC computer will be provided with several options for data storage and transmission. Employees and students will need to ensure that they are securely storing their data. Employees with windows machines will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Employees and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store data within their Google GSuite for Education Drive account.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the Internet. All employees and students are provided with a Google GSuite for Education. Users are responsible for all digital content on their district-provided Google GSuite for Education Drive (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Employees are responsible for securing sensitive data for transmission through email or other channels. Employees shall not transmit files to third party file transfer services without district approval. When possible, employees should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign-on provider is managed by the technology department using a secure data transfer protocol (see Appendix E: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading, or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent, ISO or designee.

Printing

When possible, employees should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately, or left unattended and open to compromise.

Oral Communications

Employees shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Employees shall not discuss PII or confidential information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

The district shall create and maintain an annual data security training plan. This plan will consist of the following:

- Training for all employees on technology policies and procedures, including confidentiality and data privacy and cybersecurity.
- Training for all new employees on technology policies and procedures, including confidentiality and data privacy and cybersecurity (training must be completed within 21 days of account creation).

Archival and Destruction

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable.

District Data Destruction Processes

The district will regularly review all existing data stored on district-provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. District data managers will regularly review systems and data to ensure that data that is no longer needed is destroyed. The district will follow any and all record retention requirements under law. The following exceptions will be made:

• Data in an active litigation hold will be maintained until the conclusion of the hold.

• Student Google GSuite for Education accounts will be maintained for one school year after the student's final date of attendance, or until the 1st of July after graduation

whichever comes first. Students only have access to download their data, and must contact ISO or designee for additional access.

• Employee Google GSuite for Education accounts will be suspended after the final work day, unless the ISO approves to maintain access.

Asset Disposal

The district will maintain a process for physical asset disposal in accordance with School Board policy (DN). The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix G: Asset Management).

Critical Incident Response

Controls shall ensure that the district can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach, and natural disaster) that damages/breaches data or systems.

Business Continuity

The district's administrative procedure EHB-R delineates the timeline for data retention for all district data. The district will maintain systems that provide off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test off-site backups of critical systems semi-annually.

Disaster Recovery

The district's Technology Disaster Recovery Plan outlines critical employee responsibilities and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the district to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural disaster, or critical system failure (see Appendix L: Disaster Recovery Plan).

Data Breach Response

New Hampshire's Data Breach Law (RSA 359-c:19, 20, 21) is triggered when a school district computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The

Data Breach Response Plan enables the district to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (ie-FERPA), district identifiable information, and other significant cybersecurity incidents. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix M: Data Breach Response Plan). Critical Incident Response Controls shall ensure that the district can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach, and natural disaster) that damages/breaches data or systems.

Category: Required

Related Policies: JI, JIC, JICI & JICK See also Appendix JICD-R

A. Policy Statement.

This Wilton-Lyndeborough Cooperative School District policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion.

Pursuant to Board policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Student Code of Conduct.

B. Standards and Procedures Relative to Disciplinary Consequences.

1. "**Removal from the classroom**" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to follow the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Student Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Removals under this policy are not appealable.

2. "**Restriction from school activities**" means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provision must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. "**Detention**" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, and may occur on one or more Saturdays.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by classroom, school or District rules, or the Student Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the

detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour, and Saturday detentions shall not exceed three hours. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing of the detention, is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. "**Temporary Reassignment**" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/Guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Student Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. **"Probation"** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.

6. "**Out-of-school suspension**" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

a. <u>Short-term suspension</u> A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, credible threats of violence, destruction or violence, as defined in RSA 193-D:1); or

ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Student Code of Conduct.

Pursuant to RSA 193:13, XI (b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Student Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04(e)(f)(1).

b. <u>Long-term suspension</u> A "long-term suspension" is the extension or continuation of a short-term suspension for a period **not to exceed an additional 10 days** beyond the duration of the short-term suspension.

The <u>Superintendent</u> is authorized to issue a long-term suspension of a pupil for a period in excess of ten (10) school days. Provided that if the Superintendent issued the original short-term suspension, then the School Board must either appoint another person to continue the short-term suspension and issue the long-term suspension (in accordance with the procedures set forth in Ed 317.04 (f) and 317.04 (j), or do so itself.

A long-term suspension may only be imposed for:

i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;

ii. bullying pursuant to Board policy JICK when the pupil has not responded to targeted interventions **and** poses an ongoing threat to the safety or welfare of another student; or

iii. possession of a firearm, BB gun, or paintball gun while on school property.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), and 317.04 (j) including, without limitation, the requirements for advance notice and a written decision.

c. <u>Appeal of long-term suspension</u> Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's (or other person designated under B.6.b, above) hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(3)(2)e, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal, but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

d. <u>Educational Assignments</u> As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long term suspensions.

e. <u>Alternative Educational Services</u> The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in **excess of 20 cumulative days** within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.

f. <u>Re-entry Meetings and Intervention Plans</u> Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended **more than 10 school days in any school year**, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, reteaching expectations, and identifying any necessary supports.

g. <u>Attendance Safe Harbor</u> A student may not be penalized academically solely by virtue of missing class due to a suspension.

7. "Expulsion" means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.

a. <u>Grounds for Expulsion</u> An expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

i. A repetition of an act that warranted long-term suspension under section B.6.b, above;

ii. Any act of physical or sexual assault that would be a felony if committed by an adult;

iii. Any act of violence pursuant to RSA 651:5, XIII;

iv. Criminal threatening pursuant to RSA 631:4, II (a); OR

v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

(1) The pupil's age.

(2) The pupil's disciplinary history.

(3) Whether the pupil is a student with a disability.

(4) The seriousness of the violation or behavior committed by the pupil.

(5) Whether the school district or chartered public school has implemented positive behavioral interventions under paragraph V.

(6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

b. <u>Due Process to Be Afforded Prior to Expulsion</u> Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04 (f)(3) through 317.04 (j)(m) are followed.

c. <u>Duration of Expulsion</u> An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B. 7.a.v, shall be for a period of not less than 12 months.

d. <u>Educational Services</u> The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

<u>C. Modification or Reinstatement After Suspension or Expulsion</u> Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request, and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. Modification by Superintendent Subject to all other applicable laws, regulations and Board policies, and paragraph C.3, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.

2. Review and Reinstatement by Board A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

3. Modification of Expulsion for Firearms A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

D. Appeals to the State Board of Education Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

<u>E. Sub-committee of Board</u> For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

<u>F. Superintendent and Principal Designees</u> Except where otherwise stated in this policy, the Superintendent may delegate any authority she/he has under this policy, and a principal may delegate any authority she/he has under this policy, to other appropriate personnel.

G. Disciplinary Removal of Students with Disabilities If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

H. Notice and Dissemination This policy shall be made available to families, students and staff as provided in Board Policy JIC.

I. Conflict in Law or State Regulation If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

District Policy History:

First Reading: June 2, 2010, January 4, 2022 Second Reading: July 13, 2010, January 18, 2022 Final Adoption/Revision: August 10, 2010, January 18, 2022

Legal References:

 NH Case Law

 162 N.H. 38, 27 A.3d 689 (2011)
 In re Keelin B.

Description

NH Statutes	Description
RSA 159:26	Firearms, Ammunition, and Knives; Authority of the State
RSA 186-C	Special Education
RSA 189:15	Regulations
RSA 193-D	Safe School Zones

RSA 193:13

RSA 631:4	Criminal Threatening
RSA 651:5, XIII	"Act of Violence"
NH Dept of Ed Regulation	Description
N.H. Code Admin. Rules Ed 1100 (Chapter)	<u>Chapter Ed 1100 Standards for the Education of Children with</u> <u>Disabilities</u>
N.H. Code Admin. Rules Ed 1102.01(t)	<u>N.H. Dept. of Ed. Admin. Rule – Ed. 1102.01(t)</u>
N.H. Code Admin. Rules Ed 1124.01	<u>N.H. Dept. of Ed. Admin. Rule – Ed. 1124.01</u>
N.H. Code Admin. Rules Ed 306.04(a)(3)	Student Discipline
N.H. Code Admin. Rules Ed 306.04(f)	Student Discipline
N.H. Code Admin. Rules Ed 306.04(g)	Suspension & Expulsion
N.H. Code Admin. Rules Ed 317.04	Suspension and Expulsion of Pupils Assuring Due Process Disciplinary Procedures
Federal Statutes	Description
18 U.S.C. 921 et seq.	Firearms
20 U.S.C. § 1400-1417	Individuals with Disabilities Education Act (IDEA)

Suspension and Expulsion of Pupils

18 U.S.C. 921 et seq.Firearms20 U.S.C. § 1400-1417Individuals with Disabilities Education Act (IDEA)20 U.S.C. § 7151Gun-Free Schools Act29 U.S.C. 794Rehabilitation Act of 1973 (Section 504)42 U.S.C. 12101, et seq.Title II of The Americans with Disabilities Act of 1990

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.

Category: Required

Related Policies:

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

In accordance with State law, no person shall use any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the Wilton-Lyndeborough Cooperative School District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. <u>Definitions</u>. *These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.*

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that *may or may not contain* nicotine or *e-liquid*. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-*b*.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"Employee" shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any applicant/person seeking to serve in any of those positions.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within

facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

It is the responsibility of the building principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Students are also subject to the provisions of D.2, below.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

The principal will develop regulations, which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.

C. Employees

No employee shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine, in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

Employees are also subject to the provisions of D.2, below.

D. All other persons

1. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

- 2. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
- 3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, e-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

Note: ADC replaced policies GBED, JICG District revision history:

First reading: May 11, 2010, August 23, 2022 Second Reading: June 2, 2010, September 20, 2022 Final Adoption: June 13, 2010 Revised: October 11, 2022

Legal References:

NH Statutes	Description
RSA 126-K:2	Definitions
RSA 126-K:7	Use of Tobacco Products on Public Educational Grounds Prohibited
RSA 126-K:8	Youth Access to and Use of Tobacco Products, Special Provisions

RSA 126-K:6

Possession and Use of Tobacco Products by Minors

RSA 155:64 - 77

Indoor Smoking Act (Act starts at section 155:64)

Federal Statutes

Description

20 U.S.C. 7973

Nonsmoking Policy for Children's Services

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.

Category: Recommended

Related Policies: BAAA, BDE, BDF, BEDH, & BGE

The development and adoption of policies that govern the Wilton Lyndeborough Cooperative School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

- A. <u>Policy Committee Responsibilities and Meetings</u>. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.
- B. <u>Policy Committee Meetings and Agendas.</u> The Superintendent or his/her designee, in consultation with the Policy Committee Chair shall prepare all agendas for the meetings of the Policy Committee.
- C. <u>Review of Existing Manual</u>. The Policy Committee shall establish a schedule for reviewing existing Board policies, and forming recommendations regarding the same for the Board.
- D. Procedures for Policy Development and Review.
 - 1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.
 - 2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.
 - 3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.

- 4. The Superintendent should seek counsel of the School Board's attorney or the New Hampshire School Boards Association when there may be a question of legality or proper legal procedure in the substance of any proposed or current board policy.
- 5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
- 6. The Policy Committee will provide reports to the full board following a committee meeting, not to exceed once a month. The reports will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. Policy Committee reports should also include any information requested by the full board, and any other information deemed appropriate by the Policy Committee.
- E. <u>Board Actions Required to Approve, Revise or Repeal Policies</u>. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.
 - 1. Policy Committee reports shall be placed on the agenda of a regular Board meeting and will be made part of the agenda package for that meeting.
 - 2. All new policies, and/or revisions to existing board policies are subject to a "first reading" by the full board to occur at a regular board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).
 - 3. The Board will allow opportunity for public comment on policy proposals per Board policy BEDH.
 - 4. Any changes agreed upon or requested by the Board during the first reading shall be made by the *Superintendent OR Policy Committee OR designee* prior to the second reading.
 - 5. At the next Board meeting (or a later meeting if so agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
 - 6. Prior to final approval by the Board, each policy will be titled, dated, and *coded consistent with the classification system used by the New Hampshire School Boards Association*.
 - 7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.

8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee.

The Board authorizes the Policy Committee to make non-substantive corrections and minor changes to existing policies provided that the Policy Committee shall document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, "non-substantive changes" shall include: grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting mis-identified or modified job titles (e.g., "school counselor" in place of "guidance counselor"). Upon review of such report from the Policy Committee, the Board may take such action as the Board deems appropriate, including accepting the report without objection or other formal action.

G. Suspension or Waiver of Policy Process.

- 1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least 10 days and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.
- 2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records and Manual Updates.

- 1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
- 2. Notice of new, revised and deleted policies should be provided to affected groups (i.e., school staff, students, parents) and posted on the district website and by other such appropriate means determined by the Superintendent.
- 3. The Superintendent shall retain as government records copies of all policies deleted from the Board policy manual.
- 4. An up-to-date policy manual shall be maintained on the District's website with a hard copy, in the Superintendent's Office. The Superintendent shall also assure that any hard copies of the District's policy manual are recalled annually and updated as appropriate.

<u>District Policy History:</u> First reading: Second reading/adopted: District revision history:

Legal References:

NH Statutes

Description

RSA 189:74

RSA 91-A:2

School Board Public Comment Period Meetings Open to Public

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.

BG - BOARD POLICY PROCESS

The Wilton-Lyndeborough Cooperative School Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.

The Board considers policy development its chief function, along with providing the resources such as personnel, buildings, materials, and equipment for the successful interpretation and evaluation of its policies.

Policies are principles adopted by the Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to School District personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the public schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. The Board will welcome suggestions for ongoing policy development from citizens, students, and staff in the District.

Action on such proposals, whatever their source, is taken finally by the Board after receiving the recommendation of the Superintendent. The Superintendent bases his/her recommendations upon the outcomes of study and upon the judgment of the professional staff and appropriate study committees. The Superintendent shall seek counsel of the School Attorney when there may be a question of legality or proper legal procedure in the development of a proposed School Board policy.

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

BGA - POLICY DEVELOPMENT SYSTEM

The Wilton-Lyndeborough Cooperative School Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association.

This system, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

Policy Adoption, Dissemination and Review

A. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that notice of the proposed action was given at a previous Board meeting and that each Board member was notified of the proposed action. for purposes of notification, the meeting agenda delivered to each Board member is deemed sufficient.

B. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy or revise an existing policy.

C. The Board will allow an opportunity for public comments on policy proposals.

D. All policies will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.

E. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.

F. Policies and amendments will be effective immediately upon adoption, unless a specific effective date is provided in the adopted final policy.

G. All written policies and administrative rules and regulations will be open for and available

for public inspection, upon request.

H. Manuals will be provided to each Board member and at least one master copy will be kept in each school district and one master copy in the SAU central office.

I. All Board policies will be reviewed and evaluated by the school board on a regular and continuing basis. The Board's policy manual will be updated due to actions taken as a result of this review and evaluation.

J. The Superintendent or designee is responsible for notifying the Board of all policy updates and revisions provided by the New Hampshire School Boards Association. The Board will then schedule time for review of such updates and will taken action accordingly regarding the adoption, revision or repeal of such policies.

A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the Board's policy reference files, to draft policy proposals as

For Withdrawal

instructed by the Board and/or Superintendent, to maintain the Board policy manual, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.

BGB - POLICY ADOPTION

Except for policy actions to be taken on emergency measures, the adoption of Wilton-Lyndeborough Cooperative School Board policies should follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Announcement and publication of proposed new or revised policies as an item of information.

2. Opportunity offered to concerned groups or individuals to react to policy proposals.

3. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.

2. Insofar as possible, each policy statement shall be limited to one subject.

3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the District marked with the date of adoption and/or amendment.

4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

Emergency Procedure

On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the Superintendent shall inform concerned groups or individuals about the reasons for this necessity.

BGC - POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a continuing basis.

The Wilton-Lyndeborough Cooperative School Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

The Superintendent is given the continuing responsibility of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.

The Board directs the Superintendent to recall all policy and regulations manuals annually for purposes of administrative updating and Board review.

For Withdrawal

BGE - POLICY DISSEMINATION

The policy manual is a public document. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and to persons in the community insofar as conveniently possible. Manuals will be available for inspection at the Superintendent's office, and each Principal's office.

All policy manuals shall remain the property of the School Board and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the administrative head of the School District.

The Superintendent is responsible for ensuring an annual update of all manuals.

Legal References:

RSA 91-A:4, Minutes and Records Available for Public Inspection

1 2	WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL BOARD MEETING
3 4 5	Tuesday, June 10, 2025 Wilton-Lyndeborough Cooperative M/H School 6:30 p.m.
6 7	The videoconferencing link was published several places including on the meeting agenda.
8 9 10	Present: Dennis Golding, Brianne Lavallee, John Zavgren, Michelle Alley, Erin Collins, Diane Foss, Jonathan Lavoie, and Darlene Anzalone (online)
11 12 13 14 15	Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Bridgette Fuller, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, Facilities Manager Ben Hofstetter, Food Service Director Megan Nantel, and Clerk Kristina Fowler
16 17 18	I. CALL TO ORDER Chairman Golding called the meeting to order at 6:32pm.
19 20 21	II. PLEDGE OF ALLEGIANCE The Pledge of Allegiance was recited.
22 23 24 25 26 27 28 29 30 31 32 33 34	III. PUBLIC HEARING-RSA UNANTICIPATED REVENUE RSA 198:20-b Ms. LaPlante reported that the State of NH requires that revenues in excess of \$20,000 that were not budgeted a public hearing needs to be held to accept those funds. The only revenue in excess of \$20,000 that we are anticipating is reimbursement for the freeze claim that we had back in January. She has been working with the insurance adjuster for the last several weeks and was hoping to have this number finalized tonight but it was not finalized it. We can't hold the full public hearing, but we can open the hearing, hear any comments and the school board can continue the hearing at the next meeting at a time and date certain which would be June 24 at 6:30pm. We should have those figures from the insurance company by then. She clarified the claim was from back in January when one of our unit ventilators froze open. That claim is estimated at about \$57,000 right now. We are just negotiating what we're getting back. She confirms it is a blanket law across the State of NH for public entities and for us to hold the hearing, it is really a formality that we have to hold this.
35 36 37 38 39 40 41 42	Chairman Golding opened the hearing at 6:34pm and reviewed the purpose of this hearing (public hearing- unanticipated revenue RSA 198:20-b) is that we are anticipating having more than \$20,000 for the insurance claim from back in January (unit ventilator froze open). Ms. LaPlante is working with the insurance adjuster to finalize the amount which we would need to accept because it is unanticipated revenue. Ms. LaPlante confirms she will have the final number for the June 24 board meeting. Chairman Golding suggests we continue the public hearing at the next duly noticed board meeting on June 24, 2025, at 6:30pm. He asked for any comments or questions from the school board, none heard. He closed the hearing at 6:35pm to continue at that next board meeting.
43 44 45 46 47	IV. STUDENT/STAFF ACKNOWLEDGEMENT Ms. Fuller honored several students as Self-Control Ambassadors. She reviewed the many reasons these students were recognized by their teachers. The students included Paige Beam, Molly Morrow, Jayde Jones, Vera Hill, Oscar Collins, Aubrey Coleman, Bryn Karkheck, Mei Marrier, Grace Corron, Lilly Morrow, Jaxton Riel, and Colton Sargent. All the students were congratulated.
48 49 50 51 52	V. ADJUSTMENTS TO THE AGENDA Superintendent requested to add to Principal Ronning's report the approval of 4 foreign exchange students to the district next year.

- A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to accept the adjustments to the agenda. Voting: all aye, motion carried.

VI. PUBLIC COMMENTS

57 The public comment section of the agenda was read. Superintendent called out all the phone numbers and names58 joined in the meeting asking if they wanted to comment. There was no public comment.

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VII. BOARD CORRESPONDENCE

a. Reports

i. Business Administrator's Report

63 Ms. LaPlante requested help from the School Board to sign manifests in a timely manner. There was discussion related to this including in the past it has been assigned to specific members, or a signup sheet was provided. Ms. 64 LaPlante reports that sometimes they go 6 weeks without getting signatures. She is hoping the Board will develop a 65 66 method to make it happen. Ms. Foss commented that she has asked several times for someone to text her with some notice, but no one ever does. She knows how important it is but doesn't know why she isn't called. Mr. Lavoie 67 offered to be the person for Lyndeborough and there was no objection to this. He asked if there is anything restricting 68 us from eliminating the requirement of signatures, is it a lawful requirement. Ms. LaPlante responded it would be a 69 policy question for Ms. Lavallee to figure out the legalities of it. There was a brief discussion regarding the need to 70 look at history as to why we do this and be sure it was not something the voters specifically requested. Ms. Lavallee 71 will look into this. It was suggested when the email comes out that the manifests are ready to be signed, if you are 72 going to do it, reply to all so everyone knows it is taken care of. Ms. Lavallee noted this has been an ongoing issue 73 and the only time it wasn't was during COVID. It was discussed that there was a spreadsheet at one time for 74 members to sign up, so everyone knew whose week it was. It was noted in the past we did have members sign up but 75 didn't always follow through. It was noted from a management perspective that it is hard to have the business office 76 77 responsible for overseeing that the Board is doing their job, they are not the supervisors, and it puts them in an 78 uncomfortable position. The Board really needs to hold themselves accountable to each other. It was suggested if it does not happen on a regular basis that the Chair and Vice should be notified, and they can address it from a board 79 perspective. No objection was heard. Ms. Collins volunteered. It was noted there needs to be someone from 80 Lyndeborough and someone from Wilton to sign manifests. Ms. Lavallee reported that when she first went to do this, 81 she had Mr. LoVerme show her what was needed and that is helpful for the members who have not done it before. 82 83 You are not just signing off; you are looking to see that the department head signed off and the numbers are matching the number on the receipts and that it says OK to pay. 84

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86 Ms. LaPlante has outlined some of the upcoming projects for facilities in her report. A question was raised whether the carpet in the computer room is going to be taken care of as it is not on the list. It may just need cleaning; it was 87 from the water issue over the winter. Ms. LaPlante will need to investigate this as she was not aware. Ms. LaPlante 88 spoke of athletic transportation which has been discussed at prior board meetings and what we would save if we were 89 90 to take that over. She looked at the cost of Butler Bus Services for next year and the 3 seasons of sports we have, are the teams both boys and girls and what the average trip costs and compared that to what it cost if we had another 14 91 passenger van and a driver paving \$20-\$25 per hour. She determined it would not save significantly, about \$6,400 a 92 93 year for a rough estimate and that does not include the purchase price of the van or maintenance. This does not mean 94 that the use of an additional vehicle couldn't be beneficial elsewhere in the district. She spoke of spending a lot on out of district transportation and wanted to "plant that seed" for the Board to consider and possibly having Mr. Pratt 95 come back with information. Currently she thinks we have about \$347,000 in the budget next year for SPED 96 transportation alone and that covers our standard regular home to school students as well as some of their specialized 97 transport. Could there be savings on some of our transport where we could use a van primarily for SPED during the 98 99 school day, could it have a dual purpose of doing some of these transports in the evening for some of our sporting events. She has not analyzed that yet and Mr. Pratt is not prepared to talk about that, but these are the kinds of things 100 101 we are discussing.

ii. Principal's Report

Principal Fuller thanked the Board for their support throughout her principalship. It was expressed she will be missed. Ms. Lavallee thanked her for all her hard work and appreciates that she is staying. A question was raised regarding the major discipline log entries if any of these instances involve taking all the other kids out of the classroom and leaving the student who is having the issue in the room. Principal Fuller confirms there are instances when students have reached a point of escalation that the classroom teacher has either decided for the student's dignity or for the safety of the student or other staff members or students that we do evacuate the classroom.

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Principal Ronning recognized Laura Bujak who has retired and has been an asset to the district and staff for years and a leader since he has been here. She will be missed. Assistant Principal Gosselin spoke of Nancy Rykken, a long-

time paraprofessional in the district who passed away recently. She spoke of her character and being an unsung hero 112 who worked with any student. She loved our kids and loved our town. She often said she would retire but continue to 113 114 work and was a desired paraprofessional in teacher's classrooms. She gave examples of her work ethic and 115 commitment and kindness. The district has been lucky to have had her here for so many years. Principal Ronning added, as you can see, we are family and family will be missed. He spoke of athletics with 4 of our 6 teams making 116 playoffs. He voiced appreciation for the coaches and athletes for all they have done this spring and notes that our 117 118 athletic program is really coming to light. He spoke of sending out 829 Warrior Winner Cards this year which is 201 more than last year. We had a 100% graduation rate. He spoke of the new teachers hopefully coming next year, 119 120 Kinley Sullivan, MS math who is a May graduate of Keene State College and was a substitute here for 3 weeks. She had great recommendations and has already started building relationships with parents and students. For a technology 121 position we have Dustin Scott who worked in Walpole, MA before becoming a stay-at-home father to care for his 122 123 children. He ran both MS and HS robotics teams and brought them to the national competitions. He is fluent with 124 computers, wood, and metal. We recently interviewed a computer science teacher and hopefully will be pursuing this young man and are still in need of PE teacher, a 6th grade English/Social Studies teacher and a few paraeducators. He 125 spoke of the "best version of self" and "academic best" which has been WLC's theme for 2 years. They spoke to the 126 students in the cafeteria last week telling them you never know who is looking, you never know who is watching and 127 128 we had the pleasure of giving away a couple of dollars. Ms. Dignan and Ms. Gosselin were reviewing iReady scores 129 and we had a few students who pretty much put their heart and soul into MyPath and worked really hard. In addition, 130 they also achieved the best scores. He spoke of knowing someone who wanted to give away some money and at lunch 2 sixth graders each got a \$50 bill, 2 eighth graders each got a \$50 bill and a 7th grader who was the best in 131 math and reading got a \$100 bill. As we said to the students you need to know doing your best and the best version 132 of self is doing it at all times even when you think no one was looking. It was quite a surprise for the students. He 133 134 spoke about 4 foreign exchange students who would like to attend here. Sixteen-year-old Matilda Legonberg from Germany, sixteen-year-old Bella Weinburg from Brazil, eighteen-year-old Tamasso Alborghetti from Italy, and 135 Endocein Ameal fifteen vears old. 136

137 He spoke of school culture and climate with many students consistently striving to be the academic best and most are 138 embracing the best version of self, and the bad behaviors have decreased. Assistant Principal Gosselin spoke of discipline numbers for May being a little deceiving because overall there are 4 instances involving quite a few 139 students in MS. Three incidents were physical altercations with a shove or push but the 4th included 7 people and that 140 141 was a large inappropriate disruptive learning where it was being recorded. The impact was greater when you added the cell phone component. The HS is consistent with 1 less than last year. Ms. Alley spoke of concern with group 142 instances and if they feel there is a rise in this and what is being done to deter these group things. Assistant Principal 143 Gosselin noticed it this year and it is happening after lunch. The unified arts are happening in the afternoon, and they 144 145 are finding from 1pm-2:45pm is when these instances are happening. They are changing the schedule next year with the hope that more structured time in the afternoon will balance that out. A guestion was raised whether they find 146 there is any difference with the cell phones since they sent an email home. Principal Ronning confirms it has 147 148 decreased. In MS, it is where it is happening, and the rule is phones are off and in your bag. We should not see their 149 phone and continue to educate them and all support from parents is appreciated. After that email was sent, we saw very few cell phones. It is also about educating them that it is OK to put it down and away and not always have it. 150 Assistant Principal Gosselin reviewed that most of the instances (log entries) happen after lunch and the unified arts 151 152 are not as structured and with that comes a lot of freedom and maybe more than they are used to and our hope is 153 spreading out the unified arts classes it may help with that. A question was raised whether there is some fatigue 154 going on. Assistant Principal Gosselin responds that it is possible, and our class periods are longer this year on block days, and the MS students won't have blocks next year. She believes it likely plays a role. Ms. Lavallee spoke about 155 156 making sure we are adhering to the foreign exchange student policy and making sure the Visa is a J1, and they are going through an organization and not privately sponsored. If they are privately sponsored, we have to charge them 157 158 tuition and if group sponsored the Board can waive that. Principal Ronning confirms they all have a J1 Visa and are 159 all group sponsored. He confirms we can meet the needs without having to adjust anything financially.

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A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept the foreign exchange students
 presented and waive tuition as it will not increase the financial burden on taxpayers in any way.

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

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Assistant Principal Gosselin reported June was only 6 days of school and we had zero log entries for HS that required administration intervention which was honestly great because the end of year can be challenging. Our MS numbers are the same at 3, the same as last year but this time it was restorative practice, they were minimal and didn't lead to any suspension or detention whereas last year it did. We are excited to end on such a positive note. 169

iii. Curriculum Coordinator's Report & Data Presentation

170 Ms. Dignan provided a presentation on data; a copy can be found with these minutes. She reviewed the slides with what the graph colors mean, the cycle for continuous improvement, vision of a graduate and testing windows. She 171 172 spoke of key takeaways when they looked at the data, including the different metrics for the HS showed different results which we thought was pretty interesting, the MS continues to grow and move from above grade level and our 173 elementary schools are continuing to outperform the state and nation consistently in both reading and math. She 174 175 reviewed iReady math with the caveat that all SAT data she pulled directly from the College Board website and sometimes when it goes to the NH state website it changes a little bit because the non-participation students get 176 177 weighed against us on that website but not the College Board website. That is for anything that is directly from the College Board website for PSAT and SAT. She reviewed grades 9 and 10 and the notes the results went down which 178 were concerning, and she dug into some specific students who went from well above grade level to 1st grade. Our 179 PSAT data increased. Teachers came to her saying that parents had told the students that iReady was not important 180 and teachers were disappointed that their scores went down so much. It was a conversation with several teachers as 181 182 several teachers came to her with this information. Superintendent noted there are other data points we use and sometimes don't mention like teacher observations about student achievement. Ms. Lavallee confirms she too has 183 184 heard this from parents and is trying to educate the community about it. She understands this as a parent but when we 185 have the district meeting, we have to demonstrate to taxpayers they are learning. It is also used online to represent our town, and it directly affects the cost of real estate reports. She understands what they need is not necessarily to 186 187 take the test but the resources they need are paid for by taxpayers and we need to get parents to understand it is all related and if everyone does their part we can have reliable data. If the data is reliable, we can say if we need more 188 resources but if it is not reliable, we can't say that. A discussion was had regarding what could motivate a parent to 189 190 tell their child it is not important, including, it takes too long, what are they gaining etc. Ms. Dignan informed the group they have also been having discussions about not using it in 9th and 10th grade and only using the PSAT data 191 192 and our bench marker. Superintendent added that Ms. Dignan has stressed this before that the PSAT and SAT is a 193 point in time and what kids know at that moment and iReady is a diagnostic tool we take 3 times a year. It identifies 194 gaps of skills and teachers use the data to structure the lesson and provide the support. If a student is testing off the 195 chart on something there is no need to spend time on it. Sometimes it gets confusing for kids, they think it is like an SAT, but it is not, it is a tool for teachers to structure the lessons. We may need to reconsider using it for 9th and 10th 196 197 grade. It was suggested to have a brief presentation on curriculum night to communicate it to parents. If they can see 198 what the Superintendent said it may help steer us to where the weaknesses are and they may see the validity of the 199 tests. It was suggested to provide an incentive for students to make it cool again. The top ones will bring the whole score up. Ms. Anzalone spoke about how it relates to her kids and is concerned that when iReady work is used during 200 201 W.I.N. block that it is taking away time from what W.I.N. is used for and wants to be sure kids can work with 202 teachers to get the help they need, and it is not being taken away from them. Ms. Dignan expressed that W.I.N. is multifaceted, there are times when they get to work on things and skills they have a deficit in. If they don't have 203 204 those foundational skills to do the other things they can't do those and iReady defines what that is. If a student takes 205 the test and are on grade level there is nothing left for them to do, they are not getting any iReady assignments. Ms. 206 Collins noted she uses it to know where her kids need extra help, and she understands how helpful it is for teachers. She likes the idea of having something at curriculum night for parents or a pamphlet. It was also suggested to explain 207 208 the worksheet that is sent home and who to contact. A question was raised how far in advance is the test schedule set. 209 Ms. Dignan responded there are 9 of us and we set the windows over the summer and there were a significant number of events this year and scheduling was a hurdle. She reviewed the slides for grades 6-8 in math. In 6th grade 210 we are close to outperforming the state and nation. We are at 42% on grade level in math. In 8th grade we decreased 211 by 2 or more grade levels below by 8%. Grades 2-5 in spring, the 2nd grade is close to the nation or outperforming the 212 state or nation and students falling below is significantly less than the state or nation. In 4th and 5th, we increased 213 from fall to spring on or above by 36% and decreased below grade level by 16%. In the 2nd and 3rd, fall to spring, we 214 215 increased on or above grade level by 36% and decreased the percentage of students in the below grade level. In Kindergarten, from fall to spring, we increased by 79% and our 1st grade increased by 72% from fall to spring. In 216 reading grades 9 and 10 the iReady data is inconsistent with a decrease on or above grade level. The PSAT and SAT 217 218 increased their average score by 14. Grades 6-8, the percentage of our students falling in the 2 or 3 grade level bands is consistently lower than both the state and nation. Grades 2-5, we consistently have a smaller percentage of students 219 220 scoring 2 or 3 more grade levels than both the state and nation. We are close to the state and nation with on or above 221 the state and nation if not higher. Grades 4 and 5 continue to increase in the on or above grade levels and decrease 2 222 and 3 grades below by 20%. Grades 2 and 3 continue to increase the percentage of students in the on or above grade 223 levels while decreasing the percentage of students falling in the 2 or 3 grade levels below. Kindergarten and 1st grade 224 are 94% on or above grade level. They had 58% increase of on or above. Principal Fuller spoke about what they have 225 been at FRES and LCS which included using data-driven instruction and have an enrichment program. We started

226 the curriculum team meetings, used evidence-based practices in all classrooms, piloted a knowledge-building reading 227 and writing program, we have a writing club and collaborate professional development at the end of the year where 228 teachers spend time on their scope and sequence alignment with the receiving teachers. Principal Ronning spoke in 229 addition to what is listed on the slide, they are consistent with having conversations with students about being the best version of self and having conversations with staff. There are students in certain classes or W.I.N. periods who 230 are not doing as well as others and we have conversations with staff to say what is going on, we need to be providing 231 232 the best environment for the students to do their best. In a leadership meeting last week one of the conversations brought up was if a student is proficient in the beginning of the year why take it in the winter and spring, you already 233 proved you are proficient. Maybe you don't take the math if you are proficient in just one. Maybe they will take it 234 more seriously if they know if they do well, they won't have to take it next time. There was discussion regarding the 235 236 scores for 9th and 10th grade reading and math being low and if there has been investigation into how many students are on IEPs. Principal Ronning responded yes, and you can be flagged if you take it too quickly. We have had 237 238 conversations with SPED looking at data in regard to growth and some students are improving and some are not 239 moving and if you are not moving why? One board member noted that her children are doing well in class but are 240 failing the tests continually. It seems math is such a struggle, and they can't be the only ones looking at these scores. Principal Ronning spoke about this and has recently gone back to the classroom as he is a math teacher. He spoke of 241 242 the number of students who say math is taboo and they can't do it. When you break it down and make them 243 understand math is really a language and he "goes slow to go fast" with them. A question was raised whether there is 244 a way to find out what the issue is and what you are doing to pinpoint each of those students and are you able to 245 work with them and are you going to the teachers and what are the milestones? Principal Ronning explained it is part of W.I.N., they are working with insufficiency and skill. It is an area people have difficulty with and when you look 246 at the student in class and ask what they need help with, and a good reason is they don't have the basic foundations. 247 248 Some people disagree with that and think you just help them with that class but if you never help with the basic 249 foundation they will never catch up. As they get stronger with that foundation that helps them move forward and yes, 250 we are doing that. A discussion was had regarding how many children are participating in tutoring and that this year 251 there is no grant funding as in past years. Ms. Dignan confirms she is working with the DOE for a grant for 252 competency recovery. It was noted it is difficult to have kids come in the summer but adding the layer of having to 253 pay for it makes it more difficult and may not get the number of students who need it. Assistant Principal Gosselin confirms 8 students were invited and 5 have confirmed attendance. Tutoring was grant funded and 17 kids took 254 255 advantage of that, which was the highest number we had. The after-school homework club only had 9 kids. A 256 suggestion was made to look at before school to get more participation as opposed to after school. Ms. Anzalone 257 spoke of needing W.I.N. time for teacher help as even if there is tutoring, they can't always attend. Assistant Principal Gosselin explained what Principal Ronning is saving is that some students are missing the foundational 258 259 skills and that W.I.N. block is being used for primarily help from teachers but also helping with those things like the basic rules of algebra to help you in all your classes. The goals for W.I.N. is to help with both. She confirms that the 260 tutoring is student driven. They let the teacher know they are coming and bring their current work they are struggling 261 262 with. Some of the higher achievers come too and get help with the SAT. It is individualized instruction and student 263 driven. Mr. Zavgren spoke about math being memorization and having to get involved with the process; he referred to it as muscle memory. There was a brief discussion. Assistant Principal Gosselin confirmed we do have student 264 tutors as well during the W.I.N block. Discussion continued including student driven tutoring may not be the best 265 266 way sometimes, one board member has not seen as much success with tutoring this year and maybe the teachers need 267 a different kind of training. Superintendent spoke that they are analyzing what kind of professional development is 268 needed or is there a teacher who has SPED training, is there a percentage of kids we are doing everything for and are still not successful. We are getting the kids success for the year of instruction but the kids who are 2 years behind we 269 270 have to double up instruction with. The good news is the principal is a math teacher, and the Assistant Principal is a long time SPED educator. We are looking at everything and the points made tonight are right on. Ms. Dignan added 271 272 that they did recently meet with SPED to discuss these things. Going back to the presentation Ms. Dignan reviewed the PSAT and SAT timeline. The class of 2026, PSAT, has increased their average score by 94 points which is a 273 274 large jump over the course of a year. Class of 2027, PSAT, has increased their average score by 21 points. Grades 9-275 12 GPA, the largest number of students have a 3.0 but this is not the final as the information had to be pulled before grades closed. There was an increase in the number of AP exams taken. Dual enrollment (was called running start) 276 277 allows students to gain college credit and last year we ran 4 courses and this year we ran 11. It was confirmed if we don't run the course here teachers work with students on their own if they are interested. Ms. Lavallee read in the 278 279 legislative update about trying to limit the number of credits students can get paid for by us. Ms. Dignan had not 280 heard this. She reviewed the after-graduation plans comparing last year to this year. Two-year college increased by 5, 4-year college decreased by 33, vocational school increased by 21, workforce increased by 3 and military increased 281 282 by 4. There was a brief discussion about what Ms. Lavallee spoke of regarding limiting the credits paid for by us and

Ms. Dignan will talk to the guidance department. Assistant Principal Gosselin added that every year we have families 283 that can't afford it, and we work to waive some of those fees and have not had a situation where a student wanted to 284

285 do it, and we couldn't pay for it. 286

YTD REPORT VIII.

287 Ms. LaPlante reported digging in deep into all our encumbrances, which was much easier now that we've paid our 288 289 employees who had the last payroll, and it released a lot of the encumbrances. She discovered the full extent of the software confusion she mentioned at the last meeting where it showed that funds are encumbered therefore, they are 290 291 going to be spent but it is not considering any adjustments on the purchase orders. She is projecting a return or unspent funds of about \$130,000. We froze the budget back in December because we had some exorbitant SPED 292 costs that Mr. Pratt did a great job of pulling in some grant funds for. It will require some explanation in future 293 294 budget years on why we may not have spent the full amount on all of these lines. A lot of them are impacted across 295 the budget. She is pleased with the wages and benefits side we are looking at about \$173,00 left which is about 296 1.65%. You can't get much closer percentagewise to budgeting your people and doing it responsibility. At one point we were estimating a potential shortfall of \$93,000 and are very pleased about where the budget is right now. This is 297 the lowest return that we're going to be sending back to the communities. We are looking at about \$35,000 surplus 298 on our revenues as well. As we close more encumbrances and close out the year, she does anticipate this amount to 299 increase some but not much. She will have that report to the Board in August. She sent this out late today because it 300 301 is very complex.

302

CALL FOR RESOLUTIONS IX.

303 304 Superintendent reviewed each year NHSBA holds a Delegate Assembly and last year the Board voted to take no action on any resolutions. This is his 5th year and the only resolution since he has been here submitted was the one 305 addressing lobbying which he read. The district has a work around to this and it is no longer an issue for us. The 306 delegation has not supported the resolution. He asked if there is a resolution to submit, if we do the deadline is 307 August 1. We can work on it individually and take a vote at the next meeting if there is one. If we don't, we can 308 309 decide in the fall who to send as the delegate and they can vote on the other district's resolutions. Chairman Golding noted that he thinks the work around closed that resolution. Superintendent reviewed some other resolutions 310 submitted by other districts last year. It is the NHSBA taking position on these topics, it does not mean they are 311 influencing the legislature to make these decisions but it's sort of a position they want to take as they represent all of 312 use. A question was raised what the work around is. Ms. LaPlante confirms last year we opened a separate bank 313 account. We deposited funds that we know are local legit funds, so to speak so there can be no indication that they're 314 co-mingled with any other funds received from grants and things like that. No request for resolution heard. Chairman 315 Golding asked if anyone had anything and if not, we are all set. None heard. 316 317

517	
318	X. POLICIES
319	a. 2 nd Reading
320	i. GBCD-R Background Investigation and Criminal History Records Check-Internal
321	Controls
322	ii. IHBA-R-Programs for Pupils with Disability-Section 504-Notice of Parent and Student
323	Rights
324	iii. ADB-Drug Free Workplace and Drug Free Schools
325	iv. JRA-Student Records and Access (FERPA)
326	Ms. Lavallee reviewed this is the 2 nd reading, there have been no changes since the 1 st reading. No questions or
327	comments heard.
328	
329	A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to approve policy GBCD-R-Background
330	Investigation and Criminal History Records Check-Internal Controls, policy IHBA-R-Programs for Pupils with
331	Disability-Section 504-Notice of Parent and Student Rights, ADB-Drug Free Workplace and Drug Free Schools, and
332	policy JRA-Student Records and Access (FERPA).
333	Voting: via roll call vote, all aye, motion carried.
334	
335	XI. ACTION ITEMS
336	a. Approve Minutes of Previous Meeting

Line 15, change Chairman Golding to Vice Chair Lavallee. 337

- 338
- 339 A MOTION was made by Ms. Foss and SECONDED by Ms. Collins to approve the minutes of May 27, 2025.

340

341 MOTION was AMENDED to include "as amended."

342 *Voting: via roll call vote, six ayes, two abstentions from Chairman Golding and Mr. Lavoie, motion carried.*

343 344

b. Donation-Food Service

Ms. Nantel informed members that a local group approached her to provide an anonymous donation to pay the food service debt for the graduating class in the amount of \$3,320.40 which was the amount at the time they approached her. Since, the current balance of debt for the Seniors is \$2,545.15 and the donation is over that which they wanted to go into another donation fund for any other student who needs it. Appreciation was expressed for this very generous donation.

A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to accept the donation in the amount of \$3,320,40.

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

Appreciation was voiced for the generous donation. Ms. Nantel said it was their goal to see all the seniors walk and they did.

357 358 359

354

XII. COMMITTEE REPORTS

i. Strategic Planning Committee

Superintendent reported Ms. Anzalone is Chair and Ms. Alley is Vice Chair of the committee. The committee talked 360 about 2 tracks, 1 is more comprehensive, it is to do research as an administrative team for the potential of closing 361 LCS and the cost benefits of that and to address the question of tuitioning the HS kids out of district as that has been 362 lingering in the community for years. We will do the research and present it to the committee and rework it so we 363 can provide it to the School Board. We will put together a strategic plan for 3-5 years out. Tomorrow administration 364 365 will meet to determine parts we can work on and hopefully share with the Board in August a focus on fiscal 366 responsibility, academic achievement, development of leadership, professional development internally and how to promote staff and revisit the technology plan every year and make any adjustments and there are a couple other 367 areas. We will also look at other models. Superintendent added a lot of these questions came from the community. A 368 369 question was raised how many community members we had. Ms. Alley confirms 2. Ms. Anzalone confirms both from Lyndeborough. Chairman Golding commented that as part of what we are looking into is looking at growth and 370 not just shutting everything down. Superintendent added one side is what are the costs and benefits to tuitioning kids 371 out and the other is the ability to control our curriculum locally as we could lose that. We would look at all those 372 373 variables and would look at what opportunities to look at to bring kids into district. He expressed being really proud of our district, we have something to offer other districts. He thinks we could make a strong argument that their kids 374 would be successful in our school. He knows other districts are looking at what their options are. We want to be 375 376 ethical and smart about it. He thinks there are families that are looking at other schools for their kids. He would put our school up against any other. Concern was raised about how the data would be collected as that data is harder to 377 get. On the surface it sounds great but how would we collect data? There are a lot of things we gain from having our 378 379 small school and how can we get a clear picture of what it looks like sending their kids out. Superintendent 380 responded he thinks that is why we have to do it as a team. Principal Ronning has relationships with other Principals 381 in the region. One of the strong things we have is our student/teacher ratios and how do you measure that loss. Here it is easy for parents to reach out to the teachers, you know them, and they have maybe 60 kids but in a larger district 382 they may have 100 kids and that is another 40-60 families and essays to grade etc. That is what Principal Ronning 383 and Assistant Principal Gosselin would look at. He has lots of concerns about local control and he believes we would 384 385 lose that when we tuition kids out and it is something we want to understand. What kind of ratio do you have as a 386 school board. If we are 7% of the district how many seats do you think we would have, zero. It's more than the cost per pupil; there are more things that are just important than cost. Mr. Lavoie said that most people think there will be 387 cost savings but there are zero cost savings and usually it costs more and the only thing you gain is more miles on 388 your car getting your child to and from school. The biggest thing we gain from this conversation is fear, make sure 389 everyone knows that it is just a study because we were told to do it. At the end of the day, we have a really good 390 situation here and would like to keep it that way. There is interest rumbling in other towns they are seeing the 391 improvements we are making. We have an old stereotype to overcome. When you look at the home scores, we are 392 393 not a D anymore, he thinks we are a B. Superintendent offered to take the show on the road for other communities if they are interested. He is reluctant to reach out directly, however. By doing this work and presenting it we can dig 394 into the strengths of our district as well. It is about looking at what we do well and what we would lose if we moved 395 396 down the road.

ii. Facilities Committee

397 Ms. Alley was elected as Chair and Ms. Collins is the Vice Chair. Ms. LaPlante introduced Mr. Hofstetter, the new 398 399 Facilities Manager. Chairman Golding would like to reinstitute a short report each month from the Facilities 400 Manager which will be on the agenda. Ms. LaPlante reviewed the committee met and discussed the status of current projects which are outlined in her written report. The goal will be for Mr. Hofstetter to acclimate to the buildings and 401 start with WLC. He will give a tour, and we can start following goals with the buildings budget, 1, 3, and 5 long-term 402 403 plans. Mr. Hofstetter had prepared a report which he read out loud. He spoke of arriving at one of the busiest times of year and his goal is to move things from good to great. He spoke of some projects he is working on, at FRES some 404 405 lights are flickering and has an electrician coming in, at WLC on June 24 an electrician is coming to work on the curtain and get power to that and in full operation and look at the fans and outlets that are not working. Plumbing is 406 coming on June 19 to install the art room sinks and add new traps and drains. The cafeteria floor, which is from an 407 408 insurance claim was sent out to bid, he met with 2 vendors. He wants to do that before school starts. He had them take measurements for the library and front office but not sure if that will get done over the summer. We are getting 409 410 ready for summer push and recleaning and organizing. He is shifting staff around to see if we can get more done. Ms. LaPlante confirms funding is all either in the CIP or budget and is factored into the number she gave earlier tonight. 411 She confirms Mr. Hofstetter has the CIP and has discussed it. Superintendent added we have a really good facilities 412 413 team; they are rock stars. Mr. Hofstetter noted he has never come into a more welcoming environment. Congratulations were voiced for Mr. Hofstetter, and he was welcomed. 414 415 **RESIGNATIONS / APPOINTMENTS / LEAVES** 416 XIII. 417 **Resignation-Josh Morrow-Custodian-WLC** a. 418 Superintendent reviewed the resignation of Mr. Morrow who has been a long-time custodian for over 10 years, and 419 he will be missed. 420 b. Transfers 421 i. Bridgette Fuller-W.I.N. Coordinator ii. Amber Brewster-MS English-WLC 422 423 Superintendent reviewed the 2 transfers within the district. We are fortunate to have Ms. Fuller stay in the district, 424 and it is important with the transition of a new Principal. She has a critical role in that. Ms. Brewster has some difficult shoes to fill, taking over for Ms. Bujak who has volunteered to help with the transition. We will support Ms. 425 Brewster to obtain her certification; she has a degree in English. She will continue as the Athletic Director. 426 427 428 c. Appointments i. Dustin Scott-WLC-Technology Teacher 429 430 Superintendent reviewed the nomination for technology teacher. 431 A MOTION was made by Mr. Lavoie and SECONDED by Ms. Lavallee to appoint Dustin Scott as a WLC 432 433 Technology Teacher, Bachelors +30, Step 18 at salary \$70,600. 434 *Voting: via roll call vote, all ave, motion carried.* 435 ii. Melanie Zablotny-FRES 5th Grade Teacher 436 437 Superintendent reviewed the nomination for a 5th grade teacher. 438 A MOTION was made by Mr. Lavoie and SECONDED by Ms. Lavallee to appoint Melanie Zablotnv as a 5th grade 439 440 teacher at FRES, Bachelors, Step 5 at a salary of \$52,000. Voting: via roll call vote, all aye, motion carried. 441 442 443 iii. Patricia Donaldson-FRES/LCS School Counselor Superintendent reviewed the nomination for the school counselor. 444 445 446 A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to appoint Patricia Donaldson as the FRES/LCS School Counselor, Masters +20, Step 5 at a salary of \$57,600. 447 448 Voting: via roll call vote, all aye, motion carried. 449 450 iv. Kinley Sullivan-WLC-MS Math Teacher

- 451 Superintendent reviewed the nomination for a MS math teacher.
- 452

453 A MOTION was made by Mr. Lavoie and SECONDED by Ms. Collins to appoint Kinley Sullivan as the MS Math

454 *Teacher at WLC, Bachelors, Step 1 at a salary of \$48,000.*

455 *Voting: via roll call vote, all aye, motion carried.* 456

XIV. PUBLIC COMMENTS

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

460 461

457

XV. SCHOOL BOARD MEMBER COMMENTS

462 Ms. Anzalone wished Ms. Bujak luck, she will be missed and hopes she comes back to the school to visit.

463 464 Ms. Alley congratulated all the Self-Control Ambassadors, that's amazing. She thanked Ms. Bujak and for her service here and Ms. Fuller, thank you so much as well and glad she is staying. Thank you for sharing about Nancy 465 Rykken, she didn't know her, but it certainly sounds like she made a difference. Shout-out to Principal Ronning and 466 Assistant Principal Gosselin and the staff for sending all those Warrior Cards. She knows it is always fun to have 467 your child receive them. Also, for the list you made about WLC. She thinks it should be published. It was pretty 468 amazing, all the scholarships and everything. Certainly, people need to know the hard work you have been putting in. 469 She really appreciates the consistent direction of growth that our district is doing. She really appreciates that. You 470 don't necessarily rest in a certain area. You're always working, looking at issues, solving problems and that is going 471 472 to make and has made a wonderful school district. Thank you.

473

474 Mr. Lavoie commented that it has been a good year, he missed a couple of meetings, but it was a good school year, 475 he is happy with it and the kids did well. There is a lot of enthusiasm when you go to sporting events. There are more 476 people showing up. The teams are doing good. Principal Ronning is doing a great job and hopes he will stick around 477 for a while longer. Assistant Principal Gosselin is doing a great job. Thank you. He gave Ms. Fuller one last chance 478 to stay another year as Principal, which she passed up. He thanked everyone.

479

Ms. Foss commented regarding parents who are telling their kids the assessment is not worth it. The instructors have
a sincere drive to make it better and what a great job our faculty does to make the testing better. She is impressed
with the SAT scores, and it takes a lot of diligence to make the testing better.

Ms. Collins thanked Ms. Fuller for her work as Principal and welcomed her at the same time as the W.I.N.
Coordinator. She thanked Ms. Dignan and all the administrators. Seeing where we compare ourselves to others is
helpful and seeing it climb is even better.

Chairman Golding commented it has been a great year. We just keep moving forward. He welcomed all the new
employees, Dustin, Melanie, Patricia, and Kinley. He hopes you do great things here!

490 491

496

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

492 *A MOTION was made by Ms. Foss and SECONDED by Ms. Collins to enter Non-Public Session to review the non-*493 *public minutes, discuss personnel matters RSA 91-A: 3 II (A) (C) at 9:12pm.*

494 *Voting: via roll call vote, all aye, motion carried.* 495

RETURN TO PUBLIC SESSION

- 497 The Board entered public session at 9:51pm.
- 498
 499 A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (A) (C) by Mr. Lavoie and SECONDED
 500 by Ms. Foss.
- 501 *Voting: all aye, motion carried.*
 - XVII. ADJOURNMENT

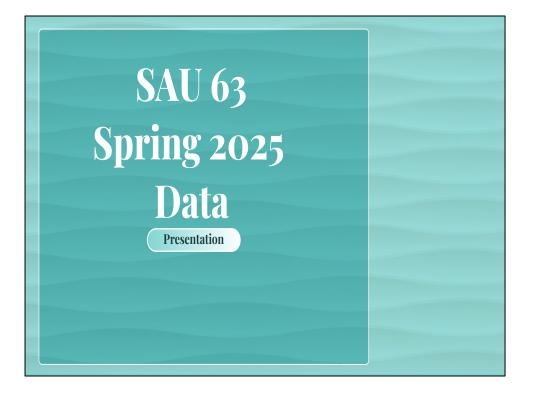
A MOTION was made by Ms. Foss and SECONDED by Ms. Collins to adjourn the Board meeting at 9:51pm.
Voting: all aye, motion carried.

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502 503

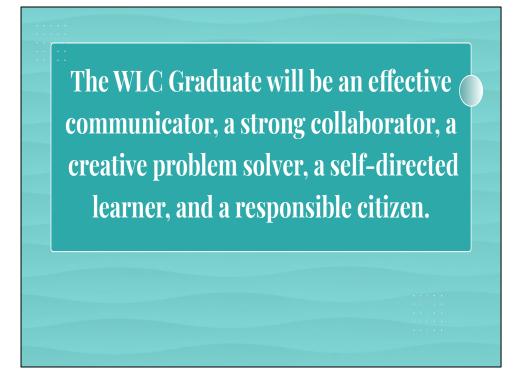
507 *Respectfully submitted,*

508 Kristina Fowler



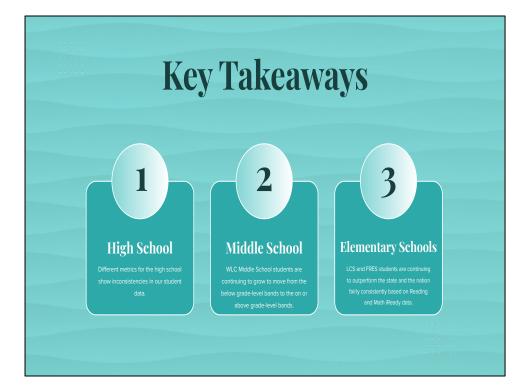


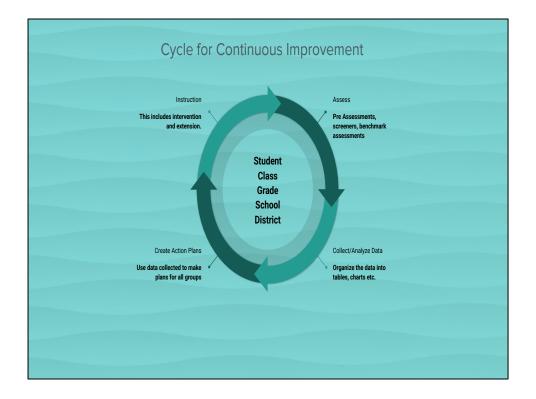
This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.



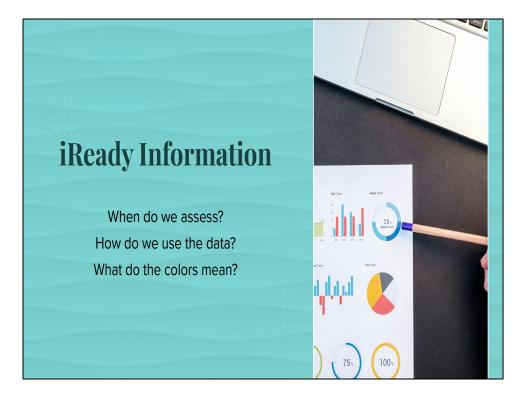
This is our Vision of a Graduate. It's important to keep this in mind as we review data.







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.

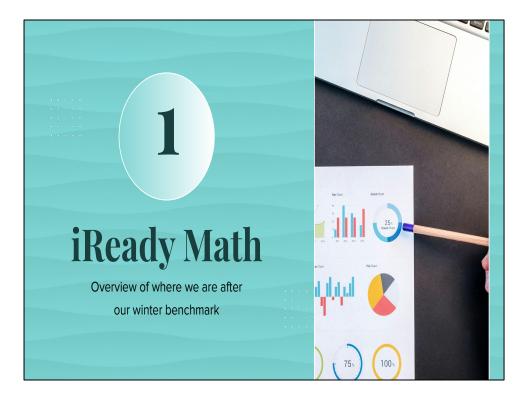


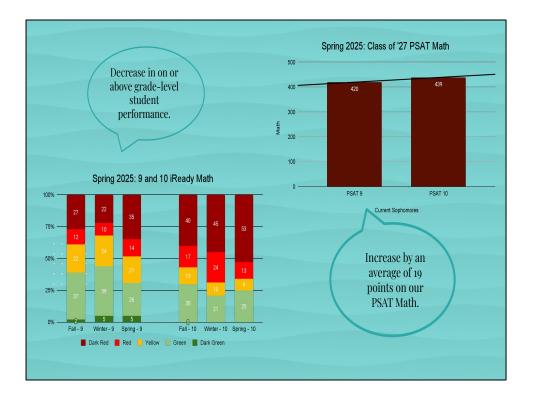
iReady Benchmark Testing Windows						
September 2024	January 2025	May 2025				
iReady fall	iReady winter	iReady spring				
benchmark data is	benchmark data is	benchmark data is				
collected. Teams	collected and	collected and				
meet to analyze	analyzed. Teams	analyzed. Teams				
data and develop	meet to analyze	meet to analyze				
plans for students.	data and develop	data and develop				
	plans for students.	plans for students.				

We take our iReady benchmark assessment three times a year.

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

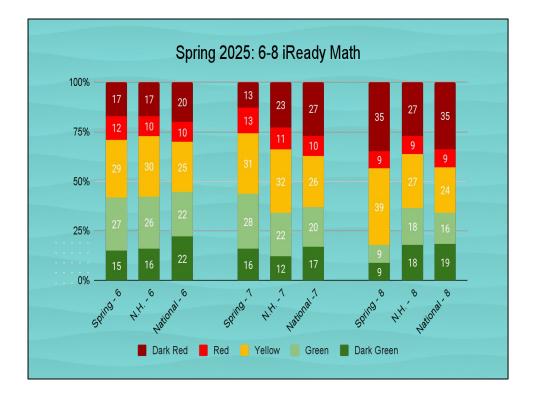
Just to review what each of our colors means.





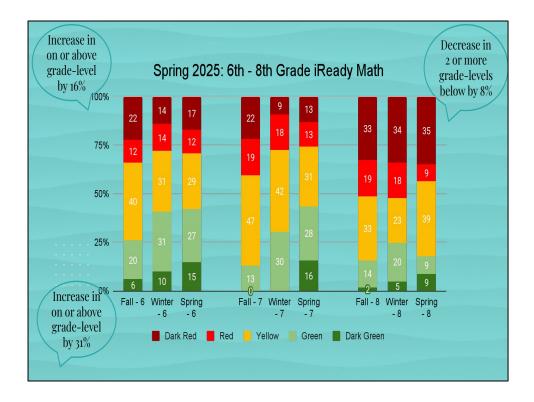
There are two graphs on here. One is the iReady Math, the other is the PSAT math. The multi-color graph is the fall to spring progression of the freshman and sophomore classes. Upon first glance of this data it was quite alarming. This caused me to dig a little deeper into the data to review individual 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.

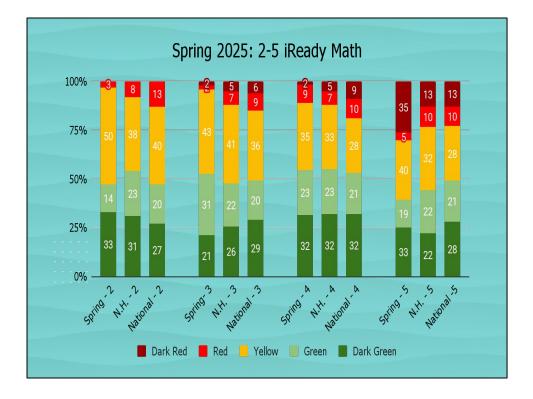


This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. The scores for our students are the first bar for each grade. The second graph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

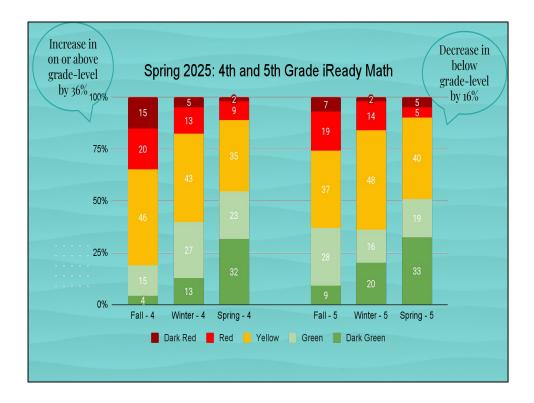


This year we have changed the way we implement our WIN period in the middle school. Students are grouped according to skills they need to continue to develop. Students are working in these skills 4 days a week, this could a factor in the increase in the percentage of students on or above grade level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

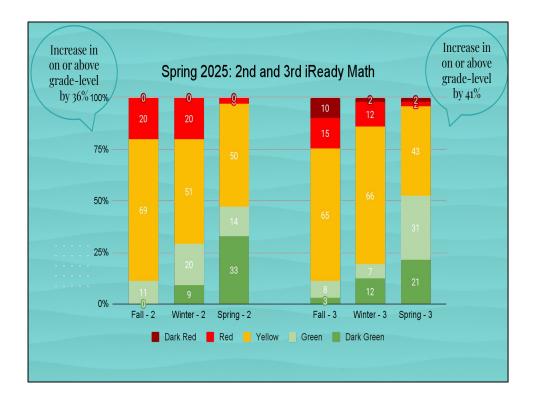


This graph is the same as the previous one for grades 2-5.

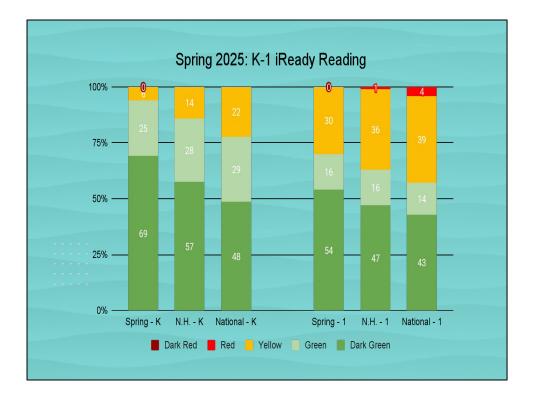
In grades 2-5, we are scoring fairly consistently above the state and the nation. You'll notice that consistently we have less students below grade level in grades 2-5.



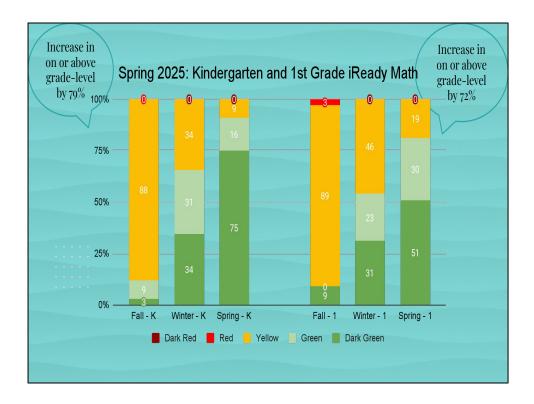
This shows the progress the fourth and fifth grade students have made so far this year. Across both grade-levels we are increasing the percentage of students falling within the on grade-level band, and decreasing the percentage of students falling within the below grade-level bands.



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.

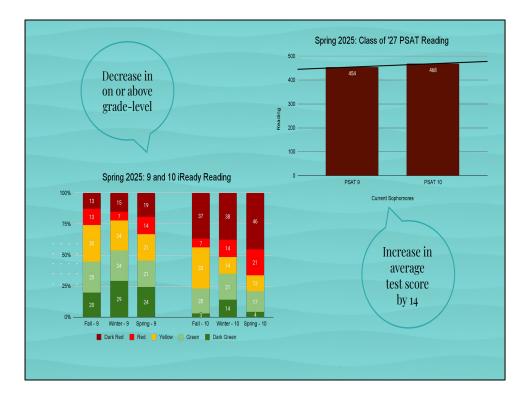


This graph is our Kindergarten and grade 1 students. You can see we still have more students on, above, or ready to receive grade-level instruction than both the state and the nation.

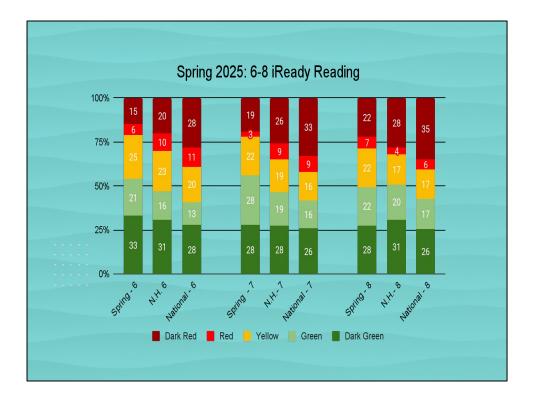


This shows the progress the kindergarten and first grade students have made so far this year. 91% of our kindergarten students are on or above grade level at this point in the year. Our first grade is not far behind them with 81% of the students being on or above grade level in math.

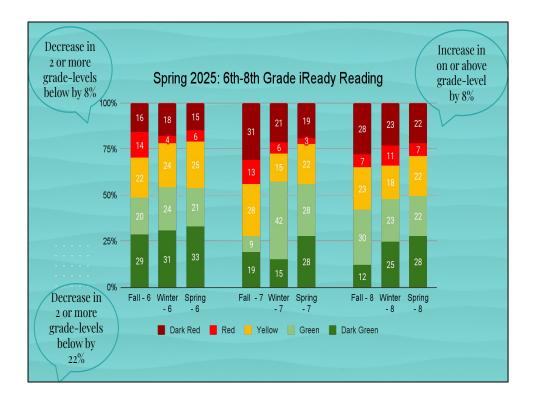




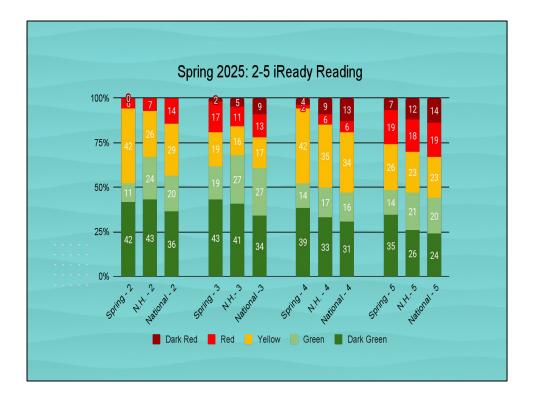
This is how the freshman and sophomore students did on their iReady testing for reading. Again, this was alarming data, which made me continue to dig into our other data. As you can see our students are increasing in their PSAT scores from last spring to this spring.



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.

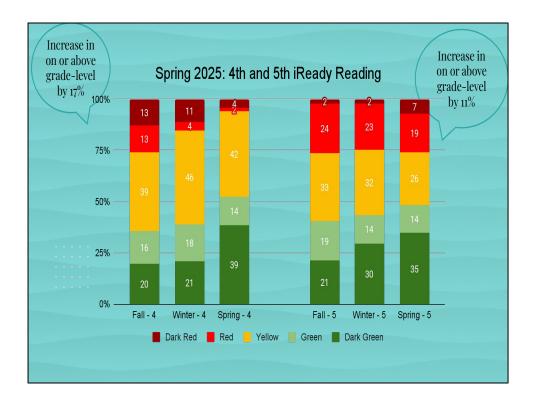


You can see our middle school students continue to make progress. As we discussed before, the WIN period in the middle school has changed this year. Which could a factor in the increase in the percentage of students on or above grade level and a decrease in the percentage of students below grade level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

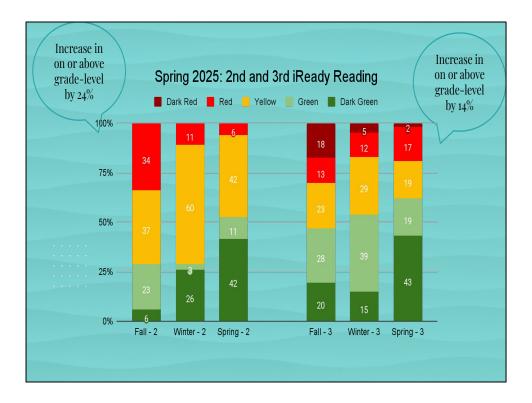


This graph is the same as the previous graph for grades 2-5.

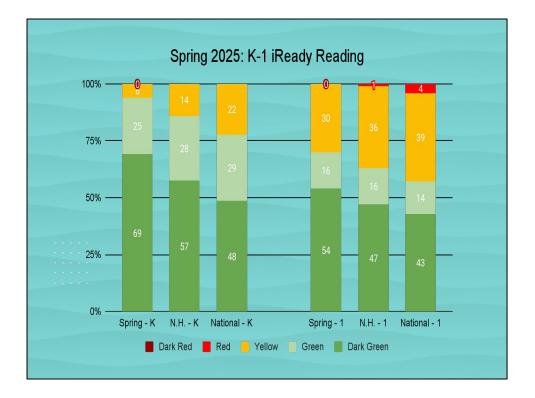
In grades 2-5, we consistently have a smaller percentage of students scoring 2 or 3 or more grade levels than both the state and the nation. As far as on or above grade-level students, we are close to the state and nation if not higher than the state and nation.



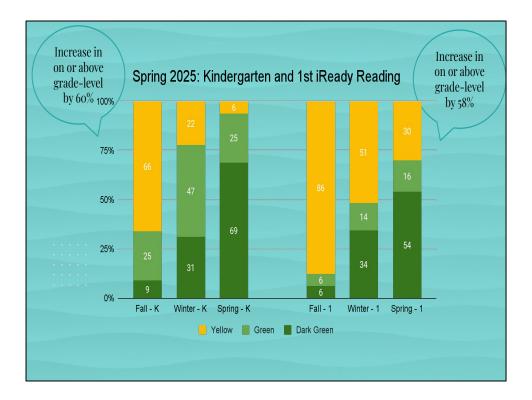
This shows the progress the fourth and fifth grade students have made so far this year. The percentage of students in both fourth and fifth grades in the on or above grade-level continues to increase. The percentage of students in the 2 and 3 or more grade levels below has decreased by 20%.



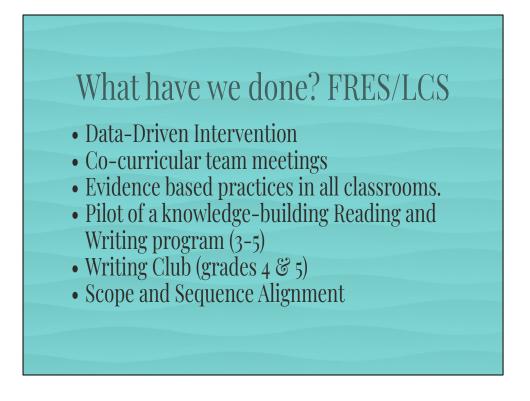
This shows the progress the second and third grade students have made so far this year. Both second and third grade have continued to increase the percentage of students in the on or above grade level bands while simultaneously decreasing the percentage of students falling in the 2 or 3 grade levels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

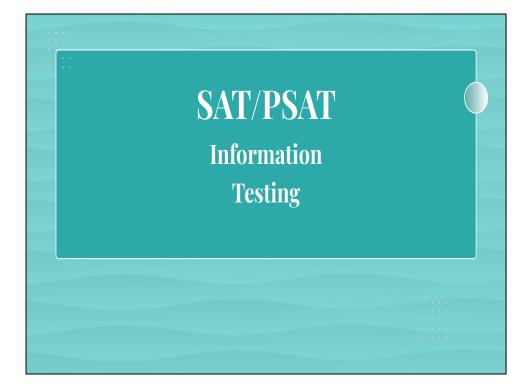


- Grade-level teams, in conjunction with our WIN team, continue to analyze data and create targeted intervention plans for students including enrichment and reteaching opportunities.
- Co-curricular team meetings to align and enhance math, ELA, and Science/Social Studies
 instruction
 - Specialists are 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

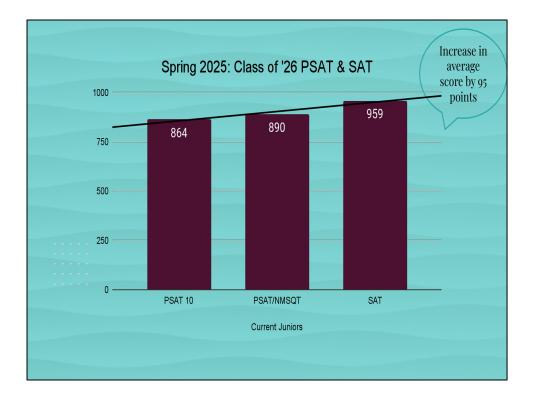
- Students were placed in specific WIN groups to receive specific math and ELA interventions and it is a work in progress
- Students worked on iReady lessons/modules and worked to further incentivize positive growth and effort
- Teachers reviewed and updated classroom assessments to "mirror" iReady, 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 $\mathcal C$ HS
- Ongoing data reviews & data chat meetings with all departments, including special education



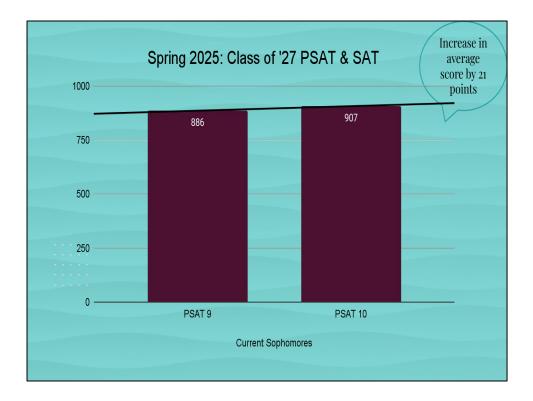


PSAT & SAT Timeline			
PSAT 9	PSAT 10	PSAT/NMSQT	SAT
Taken annually in March by students in 9th grade.	Taken annually in March by students in 10th grade.	Taken annually in October by students in 11th grade.	Taken annually in March by students in 11th grade.

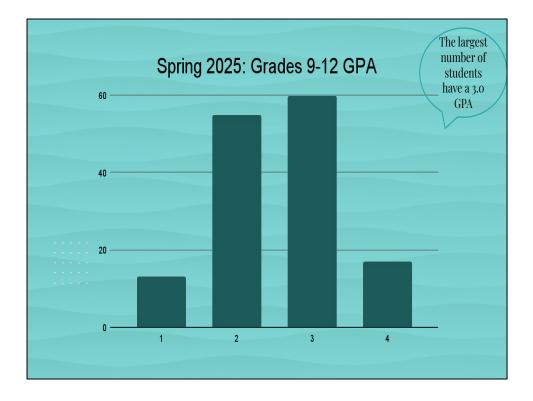
This shows the progress the third grade students have made so far this year. The percentage of students in the on or above grade level has increased by 6% and decreased the percentage of students in the below grade level by 14%.



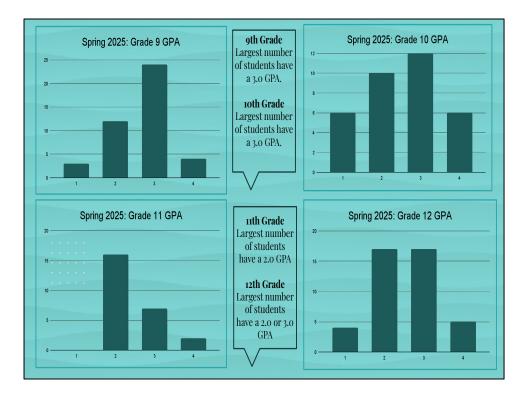
This graph shows the current juniors SAT scores from their PSAT 10 they took last March through the SAT they took this March. This data shows that these students are have shown growth over the course of the last school year.



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:

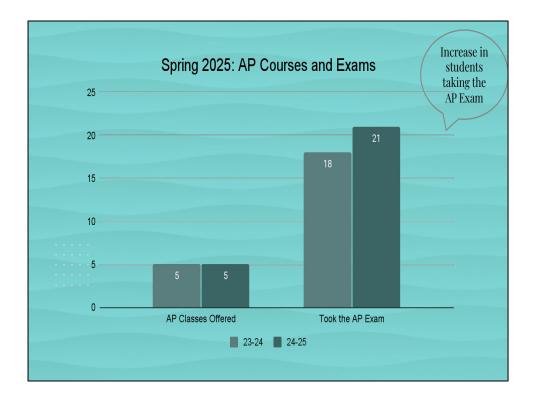
There are 34 students in grades 10 right now. The highest number of students have a 3.0 GPA.

11th Grade:

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

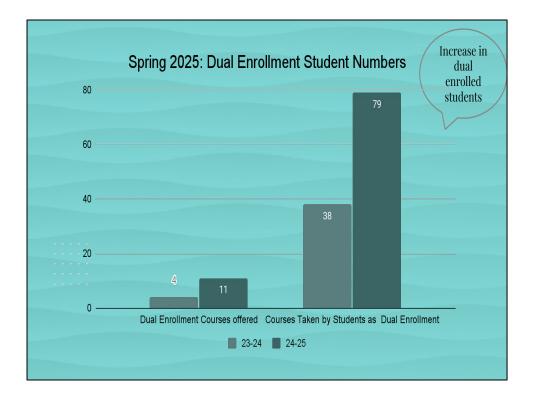
12th Grade:

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



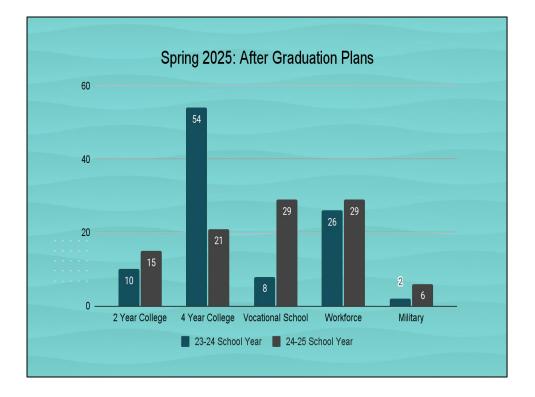
This graph is broken into two sets of graphs. The first set is a comparison of how many Advanced Placement Courses we ran last year and this year.

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.





Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

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

Peter Weaver Superintendent of Schools Ned Pratt Director of Student Support Services Kristie LaPlante Business Administrator

TO: Jeff Caisse FROM: Peter Weaver DATE: June 17, 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 that you intend to resign your position as MS Science Teacher effective June 10, 2025.

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



Wilton-Lyndeborough Cooperative School District School Administrative Unit #63

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

Peter Weaver Superintendent of Schools Ned Pratt Director of Student Support Services Kristie LaPlante Business Administrator

TO: The WLC School Board FROM: Peter Weaver DATE: June 24, 2025 RE: Nomination for Technology/Computer Science Teacher

Please accept this as the nomination of Joshua Reid as the Technology/Computer Science Teacher for WLC. Mr. Reid has served as Adjunct Professor at Southern NH University since August 2022 and has experience as a 3D Creature Artist, 3D Generalist and 3D Character Artist. Mr. Reid has a Bachelor of Arts in Game Art and Development.

There were six applicants for this position. The budgeted salary for this position is \$49,000. I recommend a motion to appoint Joshua Reid as a Technology/Computer Science Teacher at WLC at a salary of \$50,000, Bachelors, Step 3.

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

Joshua Reid

Raymond, NH | reid.joshuad@gmail.com | (603)-706-2644 **3D Artist and Educator**

University professor taking lessons learned from four years of working in the game industry into the classroom. With three years of classroom experience teaching beginner and advanced courses in game development.

CORE COMPETENCIES

Autodesk Maya | ZBrush | Adobe Illustrator | Adobe Photoshop | Adobe Premiere | Substance Painter | Substance Designer | Unreal Engine | Unity | Visual Studio | Brightspace

EXPERIENCE

Southern NH University, Hooksett, NH - Adjunct Professor August 2022 – April 2025

- Taught sixteen semester-long courses with an average of fifteen students per class.
- Successfully managed students through multi-week and semester-long projects.
- Developed new assignments based on existing curriculum in order to better fulfill course competency requirements.
- Collaborated with the nationwide Learning Fellows program for two semesters.
- Created supplemental content for student learning, including five detailed tutorial documents and over thirty instructional videos.

Resolute Games, Trumbull, CT (Remote) - 3D Creature Artist August 2024 – October 2024

• Assisted in establishing project art direction by creating early organic assets.

Skymap Games, Manchester, NH (Remote) - 3D Character Artist February 2023 – May 2024

- Established the 3D character art pipeline for a client project.
- Worked with a small team to create various character outfits each retrofitted to six different character body types.
- Produced a series of modular prefabs in Unreal Engine.
- Developed stylized 3D characters optimized to meet Meta Quest requirements.
- Operated under NDA.

Kaon Interactive, Maynard, MA (Remote) - *3D Generalist* November 2021 – January 2022

- Produced nine hard surface models based on real-world objects while adhering to strict client-designated polycount and texture limitations.
- Utilized internal company software successfully.
- 100% success rate for delivering projects prior to deadline.

EDUCATION

Southern New Hampshire University

Bachelor of Arts - Game Art and Development