

**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, February 18, 2025  
Florence Rideout Elementary School  
6:30 p.m.**

The videoconferencing link was published several places including on the meeting agenda. Online voice comment was not available, audio only going one-way. Online comments can be made through the chat feature.

Present: *Dennis Golding, John Zavgren, Michelle Alley, Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen (7:21pm online/7:40pm present), Diane Foss (6:38pm), and Jonathan Lavoie*

*Business Administrator Kristie LaPlante, Principals Tom Ronning and Principal Bridgette Fuller, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler*

**I. CALL TO ORDER**

Chairman Golding called the meeting to order at 6:31pm.

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was recited.

**III. ADJUSTMENTS TO THE AGENDA**

Mr. Pratt requested to add student recognition and to move the policy discussions in item VII to the March 4, 2025 meeting.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to accept the adjustments to the agenda. Voting: all aye, motion carried.*

**• STUDENT RECOGNITION**

Ms. Amber Brewster, Athletic Director provided a couple of winter sports updates. The girls' varsity basketball senior night was held last night, it was a great success and they recognized a student there. The rest of the winter sports are wrapping up besides varsity basketball. Girls swimming was offered this year, which was fantastic! They are hoping to grow that program through Milford a little more. They offered indoor track too. Tomorrow is the boy's senior night. She honored a student, Ben Jacob on the boys' varsity basketball team who hit 1000 points, a huge accomplishment. He is a great worker and role model on our team and to the rest of the kids. His father, Chris Jacob who is also present, is a WLC alumnus who also hit 1000 points. Congratulations were expressed and a round of applause was given. This may be the first father and son duo at WLC. Ben will be given a ball that will sit in the trophy case next to his fathers.

**IV. PUBLIC COMMENTS**

The public comment section of the agenda was read.

Mr. Adam Lavallee, Lyndeborough, voiced that he knows that some of the school board members are aware of this and others may not, but at our budget hearing that is coming up, there will be a motion made by a member of the public to cut the budget by nearly a half a million dollars. He hopes this school board is prepared to address that because going through the budget, he is not seeing anywhere where this school can still function well and lose a half a million dollars. He thinks what you are looking at is eliminating transportation for high school students, which is not legally required and full day kindergarten, which is not legally required and sports are not legally required. There is a notion that just closing LCS would save us this giant pile of money, but it would not because we would still have to rent offices and other spaces to put the SAU. We would still have to educate the students that are there. They would just be moving to this building. He thinks that it would be only those areas that he just mentioned where you could dig that kind of money out. We've already had to cut 2.5 teachers in order to get to below 4% where we are now. He hopes that the whole Board thinks about this and when this motion is made, they are prepared. He knows that on the Budget Committee they are also hoping to be able to address this in a way that people understand there just isn't a half a million dollars in overspend from what he can tell. We are spending 4% or 3.97% on insurance that's more expensive and costs that have been shifted down from the state because we choose small government, which good, bad or indifferent, that's how we choose to fund our schools in this state and now we have to live with those consequences. He doesn't think that subsidizing people's tax bills by sacrificing our children's education and school experience is an acceptable thing to do. Mr. Zavgren questioned, does this \$500,000 number come with any justification? Mr. Lavallee responded that he has heard it is simply to reduce tax burden, that's what he has heard. People cannot take the tax burden. The truth of it is cutting a half a million dollars you're still going to have high property taxes because you live in a state that has no sales tax, that has no income tax and he personally prefers it that way. Pay property taxes and get over it.

## **V. BOARD CORRESPONDENCE**

### **a. Reports**

#### **i. Business Administrator's Report**

Ms. LaPlante reported all the board members received a copy of the federal fiscal monitoring report from the DOE. Every year districts are rated as far as risk levels to figure out where you come in with an audit. Ours was the equivalent of a desktop audit; they look at select activities, look at all the documentation, and figure out if we are in compliance. The black and white of it is we aren't in compliance but the reality is we are. They gave us 4 findings, 1 was our time and effort documentation for our project; there are specific time sheets that are required for any type of payroll that is paid through grant funds. She will work with the curriculum coordinator to make sure that we are using the proper paperwork for that. Some of our Title 1 tutors submitted the proper paperwork but it didn't have the signature from their supervisor. We have to create and maintain procedures for inventory management and time and effort. We had an audit, she thinks, 4 years ago and these things did not come up. She believes this new finding statewide. The 3<sup>rd</sup> one has to do with contracts in excess of \$10,000 but less than \$250,000. We did issue an RFP to get these costs, the activities that they referenced all had RFP's or were tied to a student that was already in the existing establishment. She has sent all the information to the state. The 4<sup>th</sup> one was just making sure that we have the preference to buy US document services, supplies, materials, things like that. We have put that on our purchase orders. She has sent all the information back to them today and has copied board members. It is just general housekeeping things. She took her time to tie out the time and effort things, she wants to make sure we have the most updated documents and our procedure matches what other districts are doing so we are not reinventing the wheel. It will be completed by June 30 she believes. She doesn't want anyone to think we are significantly noncompliant or are at risk of losing any current or future funding. She spoke about the YTD report. The format of our YTD reporting takes our budget, minus what we have already spent, and then includes the encumbrances and gives us a number at the end where we think we might be at year-end. The last 3 years we have been short staffed and had a very healthy balance at this point in the year and at the end. This year for the 1<sup>st</sup> time in her tenure and in the Superintendents, we are fully staffed which means we don't have that reserve. If we were to spend absolutely everything, we would be overspending the budget by close to \$50,000. That is not going to happen. She includes things in the encumbrances such as the nurse at LCS, we do not have a nurse there but she still encumbered the wages because if we got someone tomorrow that is an obligation we have to pay. Our coaches is another example, we are not going to fully spend what we have left there and will still have at least \$10,000-\$12,000 left. In addition, some of our professional development costs, the LCS student coordinator position, things like this that she fully encumbers wages for and legally binding contracts or SPED services. She anticipates at the end of the year returning between \$75,000-\$100,000. The Board will be updated on that especially as we get closer to the end of the year and looking for any encumbrances we can free up. She wanted to explain that because it appears we are in the negative but in reality we won't be in the negative and that is why. A question was raised if it is common practice for her to give the worst-case scenario. Ms. LaPlante responded she gives the Board and community the most realistic scenario, which is sometimes the worst-case scenario. Because we have a couple of positions that we have not been able to maintain for the full school year we will have reserves there. She wanted to be transparent; it could be very lean and wanted to provide an update. Her biggest fear is that we have a SPED student move in and have to pay those costs for March through the year-end. She does not want to come to the Board saying we were already tight and now we're even tighter, she would rather provide an update now. Ms. Foss voiced that she appreciates Ms. LaPlante going over that and feels she does a great job keeping them informed of things and thinks it is a good idea to show the worst-case scenario and be sure to provide clarity that it looks like we will have \$75,000-\$100,000 in the end. Ms. LaPlante commented she knows it is not the surplus we have had in the last several years. She expressed if anyone has any questions she is happy to work with them and show them what we are paying for is attached to all of our students.

#### **ii. Director of Student Support Service's Report**

Mr. Pratt reported on a couple of questions asked during the budget preparation. The 1<sup>st</sup> was regarding SPED rates from the last 5-6 years. He provided a table in his report and the most interesting data point would be in the yearly percentage difference between our rate and that of the state rate. Every year we continue to narrow the gap between those. He spoke of a couple factors, including the identification rate is going up, it is a natural situation that has been happening since COVID and it is a natural progression with having a higher number of SPED students with a lower number of total students. He pointed out that the national SPED rate is still below both our rate, the state's rate, that is a phenomenon he has talked about before and many states have a very low SPED percentage. Some states are considered gatekeeper states where it is very, very hard to get eligibility for special education. New Hampshire is a little higher in the nation and no surprise that California is one of the highest. The second chart he provided is regarding transportation cost, which includes 20-21 to 2025-2026. There have been many discussions from the Board and Budget Committee about transport and it is a beast, we have been trying to reign in for years. It's one of the costs that as a SPED director is most problematic. Even when we come up with contracts, for example, we have a contract in district for SPED but we are limited to 18 students to a bus and if we go over that amount, it is another \$80,000 for another bus. We can't really increase the size of the buses based on the contract. One of the issues we are facing is we may be coming to an apex where the projected number of bus riders next year for our 2 buses is 36. Now it is February and these things change all the time. We are projecting a worst-case scenario for bus riding. Typically, over the summer, we will hear from parents saying the student that was in kindergarten riding the SPED bus, wants to try the big bus when they get to 1<sup>st</sup> grade. We have those conversations all the time but in terms of in district costs, even if we have a contract we often times have to add a monitor on the bus based on some issues happening on the bus. Those can be short and long-term. The 2<sup>nd</sup> piece, which is the real driver, is our out of district transportation. A good example is the bump we had last year from the budgeted cost of \$260,000 but actually cost \$337,000. We had a student move in that had an insane bus contract, they were paying way more than what they negotiated for which is why

we were able to do that. We have had conversations that sometimes the cost for a bus can equal the cost of tuition and there are not a lot of bus companies lining up either. We had an inquiry last week that they were starting a new bus company. That is great but the out of district cost they said most likely would be \$400-\$500 a day. Even people coming in are taking advantage that there is just a shortage of buses. He has these conversations with Ms. LaPlante all the time. There has been some discussions about self-funding the buses but he leaves that for Board discussion at some point. He notes we are trying to make sure we do next years estimate to cover all the transportation costs the best we can. Eight to nine months ahead of time, it is always a brief snapshot of both of those pieces of data. That was the data that had been previously requested and hopes it makes sense. A question was raised that every year it looks like the cost is quite a bit more than budgeted, do we have a sense for this year where we will end up, will it be close to the \$267,000. Mr. Pratt responds He doesn't know, he has been speaking with Ms. LaPlante about it and we have had some bus movement but the number he is feeling good about is the budget for next year. He is hopeful it will be pretty close to what we had this year but does not have that figure. A question was raised if this is something we can present with the budget, as it is important for people to see. We don't have a choice we can't cut this. If we cut half a million dollars that transportation cost still is spent. It is important to show the people these are costs that we can't not pay. Mr. Pratt responded it is a great point, when it comes down to talk about the district presentation one of the items that he, the Superintendent, and Ms. LaPlante have been talking about is that specific piece. What kind of very succinct but meaningful data point can we use in a slide to show this is money we will spend; it's not as if we are not going to spend this. Ms. Anzalone commented that even tuition that we are paying, it is important that people are seeing why the budget so high, we have costs like this and just overall maybe proactively start out with there is not a lot of wiggle room in the budget. Mr. Pratt added, in terms of privacy we can put a range.

### **iii. Curriculum Coordinator's Report/Data Presentation**

Ms. Dignan presented data for the winter 2025 reviewing each slide (presentation is attached to these minutes). She reviewed our vision of a graduate, "The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen". This presentation includes iReady reading, math, the growth our students have made, and some bonus data. She will present how the students are progressing toward their annual growth goal and stretch goals. We have a cycle of continuous improvement, always looking at taking assessments, collecting data, analyzing and creating action plans and providing instruction. She reviewed when the assessments are taken and what the different colors mean on the graphs. The deep red indicates that students are 3 or more grade levels behind. Red indicates students are 2 or more grade levels behind. Yellow is 1 grade level behind. Green is on grade level and dark green or "stripy" green is the mid-grade level or above. At this point in the year, our goal is to be shrinking the yellow. We talked at the beginning of the year that having a large area of yellow is okay. We're trying to narrow the yellow and get more into the two greens. She spoke of iReady math first. She showed the 10<sup>th</sup> grade math, they have had a decrease of on or above grade level by 9%. The math and science team reviewed this data on the professional development day to see what they will do to impact this data during W.I.N. and class time. They have come up with a plan for this to get us more on track with it. We have 21% on grade level in math. The 9<sup>th</sup> grade shows an increase in on or above grade level in math. That means we have 44% of 9<sup>th</sup> graders on grade level. She had mentioned in prior presentations that grades K-8 have nationally normed and state normed data. They don't have that for the H/S because there are not enough students across the state and across the nation taking this assessment to norm that data. We can't compare how we're doing to other schools. The next slide shows that data in grades 6-8, our data in the 1<sup>st</sup> column, 2<sup>nd</sup> column is NH data and 3<sup>rd</sup> column is national data for each grade. Grade 6 in each set, we are either right around the state or nation or outperforming the state and nation. Eighth grade growth shows an increase in on or above grade level by 9%. Seventh grade increased on or above grade level by 17%. Sixth grade increased on or above by 15%. In M/S, grades 7, 8, 9, last year we had just hired the 2<sup>nd</sup> math teacher. The things we did since then have really impacted this. Grades 2-5, this graph shows we are scoring fairly consistently above the state and nation. Fifth grade, math shows a decrease of 2 below grade level by 10%, with 36% on or above grade level. Fourth grade shows an increase in on or above grade level by 21%. Third grade shows an increase in on or above grade level by 8%. Second grade math shows an increase in on or above grade level by 18%. Grades K-1 math shows we are on track or above the nation. The 1<sup>st</sup> grade has zero students in 2 grades below they are doing awesome. First grade from fall to now shows a 45% increase in on or above grade level, which means 54% of the students are on grade level and we got rid of the 2 or more grades below. Kindergarten shows an increase in on or above grade level by 53%, which means 65% are on or above grade level. That is the highest increase in the district K-10 math. A question was raised if there were any surprises and what is the driving factor or have they not pinned that down yet regarding the 10<sup>th</sup> grade decreased scores. Ms. Dignan responded they have not been able to pinpoint anything in particular. Principal Ronning voiced that it may be attributed to students not being interested in the test. They do try to put meaning into it for them but the 10<sup>th</sup> grade in his experience is always the toughest grade. They don't always take it seriously but start to in the 11<sup>th</sup> grade because of the SAT's and they are looking toward graduation. Ms. Dignan has seen this as well. She confirms that they changed the W.I.N. format in the MS and HS but more drastically in the MS and it was implemented last year. They do iReady things during that period but in the HS, unless they are at an 8<sup>th</sup> grade level they cannot access it but Ms. Erickson is providing SAT and PSAT prep. She confirms the assessments are not a requirement but when they started this they started with K-12 and the seniors were not taking it seriously and needed to figure out what skills they need and we use it inform our instruction. Mr. Zavgren gave some pointers on showing presentations. Ms. Dignan confirms that STAR 360 did not provide any HS data, the first time they had data was through iReady for the HS. There was a discussion regarding iReady assessments not showing the full picture and grades should be included for a fuller picture. Ms. Dignan reported they have had conversations about this and if it doesn't align with the grades, why, but they had not talked about sharing that out. It was noted people who complain about our schools would say this is terrible and we could have another piece of data to show the public. There was a brief discussion regarding this. It was noted it doesn't show a great outcome but what is their GPA, lets

average that out, do we see growth in the GPA; from the other graphs, we have seen a pretty good increase. It would be good data to share a more concrete story. Ms. Dignan reminded the group this is a snapshot of data. A question was raised if there is a jump in the curriculum in 10<sup>th</sup> grade; it seems there are jumps at other times such as 4<sup>th</sup> grade and maybe 7<sup>th</sup> too. Ms. Dignan responds that testing aligns with the state standards and that could be why. Freshman take Algebra 1, sophomores take Geometry, and they are very different content areas. That is what is being tested in math. Also, students in 8<sup>th</sup> grade took Algebra 1 and the freshman took Geometry. This is assessing students following a typical track and it could be that. It was also noted that there can be a lot going on in their development, sophomore time is tricky, you are getting your driver's license, first job, it's a big transition year and all of that plus knowing this test doesn't matter. You may not put your energy toward it when you need to put your energy into your driver's test and grades. Ms. Dignan moved on to iReady reading. Grade 10 shows an increase in on or above grade level by 12%. Grade 9 shows an increase in on or above grade level by 8%. The next graph is set up as the previous one, grades 6-8 reading, shows the percentage of our students is consistently higher than the state or nation and our 2 or more below is consistently below the state and nation. Grade 8 shows an increase in on or above grade level by 6%. Grade 7 shows an increase in on or above grade level by 29% and grade 6 shows 57% on or above grade level, this is the 2<sup>nd</sup> largest increase in reading. She confirms the yellow range is okay because we are not at the end of the year yet. The goal is to get the yellow to shrink. There is a ton of material the kids have not been taught yet because it is not in the curriculum yet. FRES, grades 2-5 are fairly consistently at or above the state and nation. Grade 5 has increased in on or above grade level by 4% and in the 4<sup>th</sup> grade; they increased in on or above grade level by 3% and have 54% on or above grade level. She wanted to share that the teachers wanted to be sure she mentions that they are piloting a new ELA program in grades 3-5 and the 4<sup>th</sup> grade teachers did not see the progress they typically would see at this point in the year. They usually start informational text earlier in the year than they did this year because of the pilot and they have started the informational text now. They think that was part of why they didn't have a drastic increase. They do have plans to do a sort of a mini-iReady with them. There's another component that we can assess kids with just to make sure that after they finish their informational text unit, that students have made progress toward those goals. The 2<sup>nd</sup> grade kept the same number of students as before on or above grade level but moved their on grade level to all above grade level now and they are shrinking that 2 or more grade levels below by 23%. Kindergarten and 1<sup>st</sup> grade has zero students in the 2 or more grade levels below and the state and nation both have students in those categories; we are outperforming the state and nation. First grade shows 48% are on or above grade level. The 1<sup>st</sup> grade increased on or above grade level by 36% and Kindergarten has increased on or above grade level by 44%. Principal Fuller spoke about what they have done at FRES and LCS. Grade level teams continue in conjunction with W.I.N. and create targeting intervention plans for students. Due to the snow days, LCS has not met yet and hope to meet this Thursday; their data is spectacular. There are monthly meetings to align math with specialist teams, arts, music and PE teachers are coming to those grade level meetings and looking at data and how they can support the instruction in their spaces. We're using an intentional focus on evidence-based practices in all of our classrooms and our observations are documenting all of those evidence-based practices that the teachers are leveraging in each of their lessons. As Ms. Dignan said we're piloting a knowledge building reading and writing program this year for grades 3-5 and a couple of our teachers put together a writing club for 4<sup>th</sup> and 5<sup>th</sup> grade students. She believes at least 20 students took advantage of that opportunity. Principal Ronning spoke that in addition to that information we continue to work at the MS/HS level. We started conversations about we are Wilton and are often compared to other schools like Hinsdale and Hillsborough but cannot be compared to Sunapee for example, higher scoring schools and we wonder what their work looks like. We had a meeting in the MS, he brought a 6<sup>th</sup> and 8<sup>th</sup> grade essay from other schools, and they talked about how it compared to other schools, it was not even close. It is important to compare data with other students in the same grade in other schools. He stays in contact with other teachers from other districts. He spoke of the essays being of high caliber, which inspired some good conversation. He spoke briefly about this. We are doing a good job, he is not saying we are not but there is always room to improve and how can we take that step. We continue to look and grow doing other things to make sure our teachers have things to look at and they grow as well and can translate that to the students. Mr. Zavgren provided some additional presentation tips. Ms. Dignan provided some highlights of bonus data. Grades K-8 how much progress are we making in math, she showed a graph that breaks it down. Our median students, if you lined up all of our students K-8 from highest amount of growth, the middle student, right in the middle is at 54% toward their typical growth goal. That is the goal that iReady set for them, saying this is something that somebody who scored like this in the fall should be able to attain with typical class instruction. Our middle student is 54% of the way through. They are just slightly above where they should be for this point of the year. Fourteen percent of our students are mid to above grade level from 4% at the beginning of the year and our on grade level is 23% from 14% at the start of the year. If you look at our two or more grade levels below our regular red there we had 14% in the fall and our "stripy" red that three or more grade levels below has had 13% and now has 8%. We are moving students in the right direction K-8 in math. The next slide shows grades 6-8 same graph. The first column is that middle student how much progress they have made so far toward their goal. The next column is the percentage of students that have met their goal so far this year. For example, 7<sup>th</sup> grade, 42% of their students have already met their annual growth goal. Then there is the stretch growth goal. If you are really ambitious, you are providing students with just beyond their content grade level instruction, you're giving them interventions or they are doing work outside of school, they're getting tutoring, or whatever it is, that annual stretch growth goal is a really ambitious goal that iReady sets based on the same information the score the student received in the fall. Sixth grade, the middle student is 30% of the way there. 2% have already met their stretch growth. The next column is the students with improved placements, meaning they have gone from one grade level below the yellow to the regular green on grade level. That's 37% of our 6<sup>th</sup> graders have moved placements. The last number is the total number of students assessed. We have the same information for reading. Our median student K-8 is 75% of the way toward their typical growth goal, that's quite a large amount who actually passed where they should be at this point in the year. At the beginning of the year, we had 17% of students mid or above

grade level and now, we have 25%. We had early on grade level at 20% and now we have 24%. We had 38% one grade level below and now have 33%. At the beginning of the year, we had 13% two or more grade levels below and now have 8%. In addition, 12% at the beginning of the year for 3 or more grade levels below and now have 9%. Again we are moving our students in the right direction overall K-8. The stretch annual growth goal chart is set up the exact same way. She reviewed the data plus grades 1-5. Ms. Cloutier-Cabral expressed she thinks the bonus data is really good and would like to see the stretch growth data in the presentation and Mr. Pratt's data also. It really goes to show why we shouldn't cut the budget because we have made these investments, they are really paying off, and all these reports show that. Our students are thriving no matter what people say on Facebook or try to shake their fist about it. They come to these meetings and they pay attention to what's going on and read the minutes, they are going to see that there is progress and not just little progress. These little steps have become huge milestones. She congratulated everyone.

## **VI. YTD REPORTING**

Ms. LaPlante had reviewed this during her administrator's report. Chairman Golding asked if anyone had any questions, none heard.

## **VII. PREPARE FOR DISTRICT MEETING PRESENTATION**

Chairman Golding voiced that the Superintendent is working on the SRO presentation, which Ms. Anzalone and Ms. Cloutier-Cabral will speak to at district meeting. He asked if Ms. Cloutier-Cabral and Mr. Allen would be speaking to the facilities article. Ms. Cloutier-Cabral thinks that would be appropriate, we will talk about what has been done and what needs to be done and answer any questions. Chairman Golding is sure that the Superintendent will have the slides completed before the next meeting and it will be on the agenda. He asked if there were any questions or anyone feels we should present or touch upon for the budget. Ms. Alley spoke that what Mr. Lavallee talked about we should probably speak to. Chairman Golding responded it will come up and once we have a better feel of where we sit with the presentations and most of us can speak to those questions, as far as what we are doing with our money, why we shouldn't cut it etc. Mr. Zavgren voiced that there is this boogeyman used frequently in these meetings like inflation. Inflation is a statistic that is measured from data. It has geographic significance and time significance and could also be broken down by economic sector, could be the transportation sector or energy sector etc. It is a very complicated topic. When someone comes to a meeting like this and says they are really disappointed that your budget was higher than the rate of inflation, he thinks we need to be ready to address that.

Mr. Lavoie spoke if you look at our four years budget and we see it's pretty flat the last let's say 3 or 4 years, we haven't really grown much. Ms. LaPlante added anything we've grown we cut to get a cost to pass. Mr. Lavoie voiced what we have this year is a drastic increase mainly due to the voting that we did last year which included the CBA support. We did what the people said and what we are seeing is an increase due to that. If you take inflation and you factor that in from the past 3-4 years, where we didn't grow with the rate of inflation and all of a sudden, we might be a little over. Ms. LaPlante confirms last year we were at 2.35% and then the warrant for the teachers and the year before that was transportation related. There was discussion regarding the rate of inflation and if there is a way to project what next years inflation rate would be. Ms. LaPlante responded that would be tricky, we have the support staff CBA and transportation contract. Discussion was had regarding it being important to show things like SPED cost that you have to pay regardless, showing some of those larger costs, and explaining where it is coming from and remind them they voted to pay the teachers more and we want to have good teachers. Ms. Anzalone noted they are talking about it in Merrimack too; we are not the only district that is going through this. It is not like sending our kids to another district our cost will drop. Mr. Zavgren voiced that he was at the public hearing and had a hard time seeing it. The sound should be spot on as well. You only have 1 chance to do this and it has to be effortless, no AV friction. Chairman Golding voiced that the Budget Committee will answer most of the budget questions, any outliers where our costs come in we will answer those, and Ms. LaPlante and the Superintendent can answer too. Ms. LaPlante adds they have already started talking about if funds are cut what the impact is going to be. We have done such heavy lifting over the last several years really segregating out what our expenses are and really understanding where we have any push to reduce these that at this point we have reduced everything we can since FY 23 and the only place to go right now is staffing. She says that and wants to be open and honest because she has seen what other district are doing. Jaffrey-Rindge for example has a three million dollar cut. We have no other places to cut and as Mr. Lavallee said at this point, it is getting pretty significant of where we even go to save that money. Obviously, whatever the voters choose to do is their prerogative and we'll implement whatever budget they give us but unfortunately, at this point it's really looking at staffing if it goes that deep. Ms. Cloutier-Cabral spoke that there have been some years and one in particular that was chaos, we hear grumblings but these are our neighbors and they care about their community. When we talk to them and tell them what is going on almost always they vote for the district and she has confidence in them again and we will tell them what has been done and talk to them honestly. Mr. Allen voiced that he is always uncomfortable with these types of discussions because it always seems we are trying to find a way to sell something and he doesn't think we should sell anything, the growth in our school speaks for itself. The budget as well, they put thought and work into it. The community has been screaming to do a deep dive into our schools and see what our facilities need to look like and the things that we originally organized as a coop. We discussed that briefly when talked about the Strategic Planning Committee last week and we owe it to the people to do that. He voiced the staff, teachers put their faith in us, and he doesn't accept the fact that we have to do staff cuts we can be creative. Legally we are required to supply busing only in grades 1-8. Ms. LaPlante confirms this. Mr. Allen thinks there are other areas we may be able to find savings. Chairman Golding expressed that if it came to that we would probably do what we did before and set up a separate meeting. Mr. Zavgren spoke that we need a simple, positive presentation so when people come in they say

this is great and we understand the relationships between taxes etc., simple positive messages all over. Chairman Golding agrees it should look that way. Mr. Lavoie noted he was reading some notes in Milford about their bussing situation and they received reimbursements. He asked Ms. LaPlante if we received any reimbursement. Ms. LaPlante confirms we received \$11,000 in credits.

## **VIII. POLICIES**

### **a. 2<sup>nd</sup> Reading**

#### **i. DAF-Administration of Federal Grant Funds**

### **b. Withdrawals**

#### **i. JLCG-Exclusion of Students From School for Illness**

#### **ii. JLCG-R-Exclusion of Students From School for Illness**

#### **iii. DAF-1-Allowabilty**

#### **iv. DAF-2-Cash Management and Fund Control**

#### **v. DAF-3-Procurement**

#### **vi. DAF-4-Procurement-Additional Provisions Pertinent to Food Service Program**

#### **vii. DAF-6-Inventory Management-Equipment and Supplies Purchased with Federal Funds**

#### **viii. DAF-7-Travel Reimbursement-Federal Funds**

#### **ix. DAF-8-Accountability and Certifications**

#### **x. DAF-9-Time-Effort Reporting/Oversight**

#### **xi. DAF-10-Grant Budget Reconciliation**

#### **xii. DAF-11-Sub-Recipient Monitoring and Management**

Policies have been moved to the March 4, 2025 meeting.

## **IX. SCHOOL BOARD FEEDBACK DRAFT 25-26 DISTRICT CALENDAR**

Mr. Pratt reported there has been one proposed change to move the professional development early release day on May 15 to September 19 so that we can do some front loading of (PD) time with staff. We already have a full professional development day in May. Our intention is to bring the calendar back on March 4 with any adjustments. Chairman Golding asked if we have a graduation date. Principal Ronning responded, he has spoken with the Superintendent and we have not set the graduation date because we were waiting on the number of snow days because technically the seniors should only have 5 days less than the rest of the school. With the number of snow days that we have had and want to hold off until possibly the first meeting in March. Potentially the dates are the Friday before Memorial Day or the following Friday. Chairman Golding noted parents have concerns about getting things squared away with out of state relatives etc. It was noted some districts don't set the date until April 1. Last year it was not set until late.

## **X. ACTION ITEMS**

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

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to approve the minutes of February 4, 2025 as written.*

*Voting: all aye, motion carried.*

## **XI. COMMITTEE REPORTS**

### **i. Budget Liaison**

Ms. Alley reviewed there were a lot of technology issues and it was frustrating to those especially online. It was worked out, it got going and were able to present. She recommends not having the slide show crooked for district meeting. It didn't seem to be organized. Chairman Jones gave the presentation and took questions there was some public comment.

### **ii. Policy Committee**

Chairman Golding reviewed that Ms. Lavallee did submit her report from the committee in the Board packet while she is not here we can look at it and decide if it is the official report for the committee.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to accept the Policy Committee report as written.*

*Voting: all aye, motion carried.*

## **XII. RESIGNATIONS / APPOINTMENTS / LEAVES**

### **a. FYI-New Hire-Trinity Walker-FRES-ABA Therapist**

### **b. Resignation-Ashley Todesco-FRES-ABA Therapist**

Mr. Pratt reviewed the resignation and new hire.

## **XIII. PUBLIC COMMENTS**

The public comment section of the agenda was read. There was no public present but a written comment online.

Chairman Golding read the comment from Mr. Bill Crouse. "I wanted to request that the snow be removed from covering the granite WLC sign at the entrance to the high school and not be pushed there again in the future. To me it sends the wrong

message to the students and the community about the pride that we all have in our school system. Especially when we have visitors for sporting events, district meeting, and all the other events that happen at WLC. Thank you.”

#### **XIV. SCHOOL BOARD MEMBER COMMENTS**

Ms. Alley commented on what Mr. Lavallee had said regarding a \$500,000 budget cut. She has lived in 6 different states and 2 countries since having children and moving to Wilton. It was a dream of ours to come to NH, we have been really impressed with Wilton, and this was wonderful to see our boys at Wilton and become really good students. They didn’t like school and she really appreciates all the teachers and the work they put into helping them. She does believe the school is part of the fabric of the town and she understands we want to lower our taxes and not raise them too much but as a School Board member and being on the Budget Committee as well, we have gone through this and there isn’t any extras. It is very well done and well presented. She would hate to see anything cut from it.

Mr. Allen commented that he is amazed, from the staff to the students and community members. He is really proud of our small little community. Even coming in now there are parents downstairs helping with extracurricular stuff. There are teachers that stay late to help with things. His boys love all their teachers for the most part. They enjoy going to school here and he thinks they are doing well. He is impressed anytime he gets an email or call from a teacher that says, guess what your kid did today. It’s a good thing not just a bad thing. They are in tune and you don’t get that in most districts. He does think we can look at ways to do better, we should not ever think that we couldn’t do better both scholastically and financially. He doesn’t think we do that at the cost of the students ultimately. He thinks the staff here is a big part of that. He doesn’t see how we can get the success of our students without having the staff buy in and the staff putting in the hours and the extra stuff that they do day in and day out. It would be a travesty if that message wasn’t told and you can’t make people come and you can’t make people listen. He appreciates all of you and the community we live in.

Mr. Zavgren commented that the school is doing well. The teacher’s salary increases that happened are necessary and to use a farming metaphor, those seeds are producing, it was a good move. Personally, he finds it very strange that somebody would come to a meeting and just arbitrarily say lets take \$500,000 out of the budget. He thinks it’s weird and wonders why somebody doesn’t come to the meeting and say I propose an increase of a million dollars. Those kinds of statements in a public meeting seem to him arbitrary. He thinks if we go the meeting in good faith and people are receptive to the positive message we’ll do just fine.

Ms. Foss spoke that she sort of feels like the district has prepared itself as well as it can and our Budget Committee has prepared itself as well as it can. If people in the town don’t feel like they understand why the budget is as it is, that would suggest to her that maybe they haven’t come in and listed to board meetings. The communication has been very transparent. She is proud of that and we just have to keep doing the job we are doing and be grateful for the staff that we have.

Ms. Cloutier-Cabral commented that it was really cool to see Ben and Mr. Jacob come in tonight here tonight and talk about Ben’s 1000 points with his dad. That’s something that’s really special and unique about our community that we have that legacy here. His sister was also a great athlete and she is really proud of him and all the students. She always loves the curriculum coordinators report. It’s a report and a reflection on all of you and it gets better and better every time. She remembers the first one that was given and Ms. Dignan used the same quote about taking each little step. She thinks about that all the time. She knows when she opens the report she will see progress and we always do. Keep doing what you are doing. She thinks we should show it at district meeting because it tells a good story of what’s going on here.

Ms. Anzalone spoke that she is concerned about what Mr. Lavallee brought up. That is why she says the more information we can share with people about what the schools are doing the better. The more you could share what are costs are. She was speaking with Mr. Ronning and personally, she feels like the last 2 years have been a complete 180 and the way she looks at the school now is different. Two years ago, she was trying to get her kids out of here and is much happier now. She spoke of being proud of the work done on the teachers’ contract and we needed to do that. We have a lot of really good teachers here that deserved that and we want to keep them here. She has heard great things about FRES although she is not there as much as she has kids at WLC and she has seen the changes and her kids are happier here and doing well in school. It is important to point out and be prepared if someone stands up and says we have to cut this, okay but here is where it is going to come from because we are so lean, there is not a lot of fluff in the budget. Explain these are the things that will have to go and she doesn’t want sports to go but schools are to educate our kids and she is a parent of a soccer player. She doesn’t want to see the soccer team go but doesn’t think we should cut academic stuff at all. That is a big concern of hers going into the meeting and hopes people show up and hopes people are supportive. She doesn’t know what to expect from the meeting but the more information you share, the better.

Mr. Lavoie spoke that there is a school district not too far away from us almost in shambles. The towns that go to them are trying to leave because of their tax situation, which is much worse than ours is. We want to stay looking as attractive as possible because some of those towns border us. Getting that out to people who might want to attend the meeting is important. He does agree with Ms. Cloutier-Cabral, he thinks we will see a lot more support than we always expect. We remember when we did the teacher’s contract, we were all shaking in our boots about this failing and he thinks it passed by 95%. He also wanted to play a

434 bit of a pessimist for a minute. Speaking almost directly to Principal Ronning, the tennis thing seems to be garnering a lot of  
435 interest and a lot of excitement and the pessimist in him realizes that we're having one of the worst winters we've had in 5 to 10  
436 years. The base of the problem of that tennis court was it was never really solved. We put a Band-Aid over it. Talking with  
437 Buddy in a prior meeting, there is a lot of clay under that court and if the freeze goes down and creates those issues to rise and  
438 fall again, which creates the cracks in the court, we could be looking at a bad situation with the tennis courts. Let's take that  
439 tennis energy and that excitement and not let it go to waste and maybe start thinking of a backup plan in case that tennis court is  
440 not useable this year. He doesn't know what that would include but there are other courts around here. Maybe the tennis team  
441 can start to grow. We have excitement; let's not let it go to waste.

442  
443 Chairman Golding echoes the thoughts here tonight. What he has seen over the last 2 years this district has been nothing but a  
444 phenomenal turnaround. We say the words celebrate and growth more than we ever have the years before. It was always about  
445 the failures of the district and now it's about how far we've risen above that. We just need to keep that momentum going forward,  
446 keep requiring more from ourselves and keep doing better for all our students in this district.

447  
448 **XV. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)**

449 *A MOTION was made by Mr. Allen and SECONDED by Mr. Lavoie to enter Non-Public Session to review the non-public*  
450 *minutes and discuss personnel matters RSA 91-A: 3 II (C) at 8:09pm.*

451 *Voting: via roll call vote, all aye, motion carried.*  
452

453 **RETURN TO PUBLIC SESSION**

454 The Board entered public session at 8:29pm.  
455

456 *A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (C) by Mr. Allen and SECONDED by Ms. Foss.*

457 *Voting: all aye, motion carried.*  
458

459 **XVI. ADJOURNMENT**

460 *A MOTION was made by Mr. Allen and SECONDED by Ms. Foss to adjourn the Board meeting at 8:29pm.*

461 *Voting: all aye, motion carried.*  
462

463 *Respectfully submitted,*

464 *Kristina Fowler*  
465



# SAU 63 Winter 2025 Data

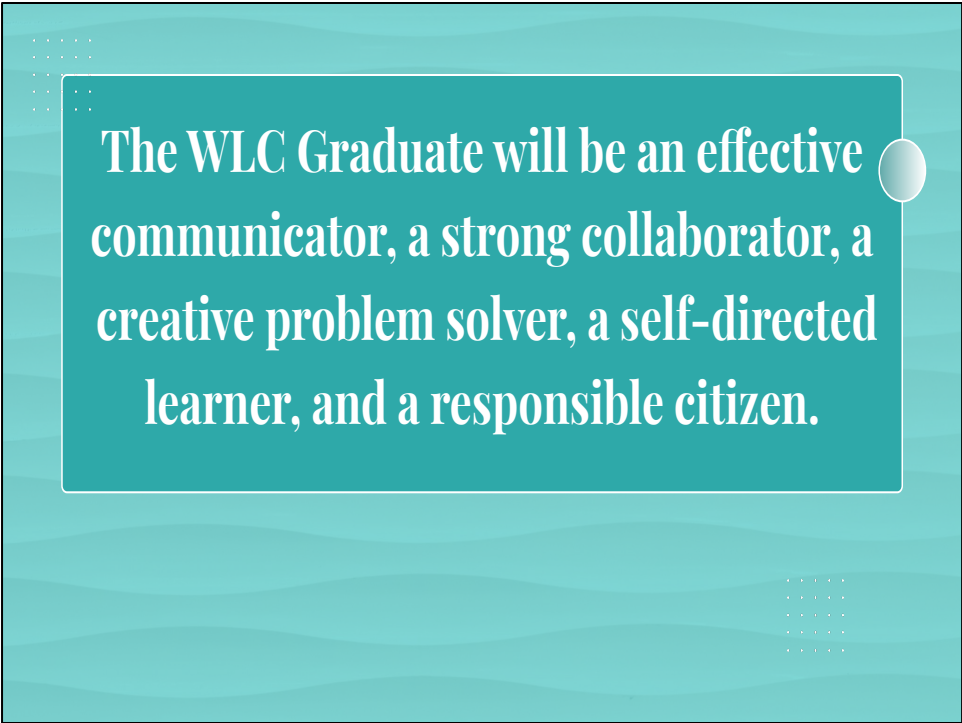
Presentation



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

~Jill M. Siler

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



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

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

# Agenda

1

## iReady Math

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

2

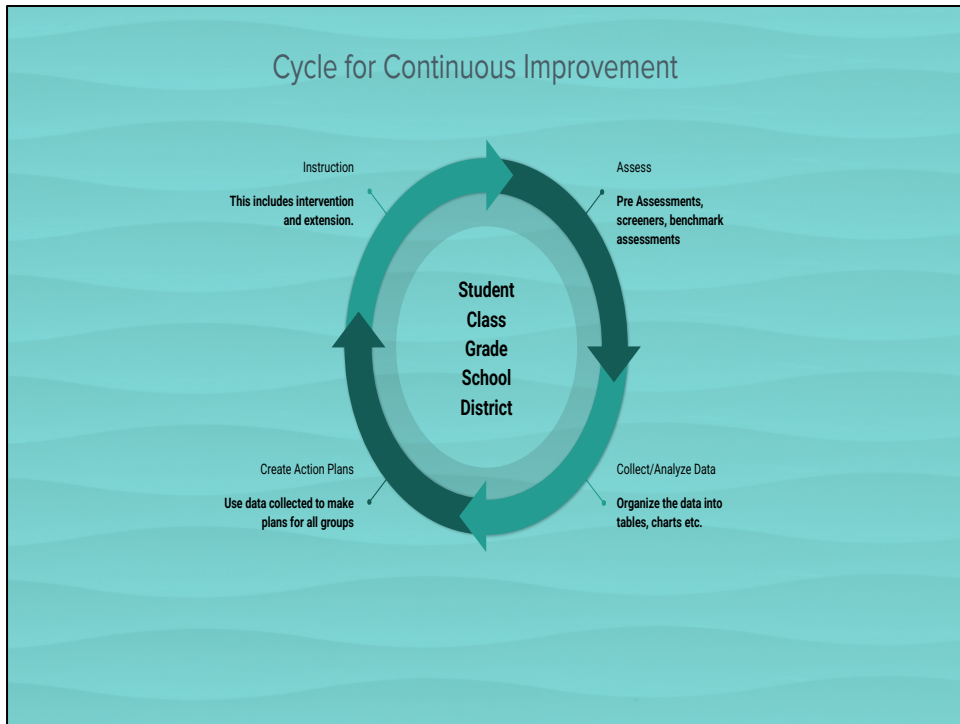
## iReady Reading

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

3

## iReady Growth

How have students  
grown so far this year?

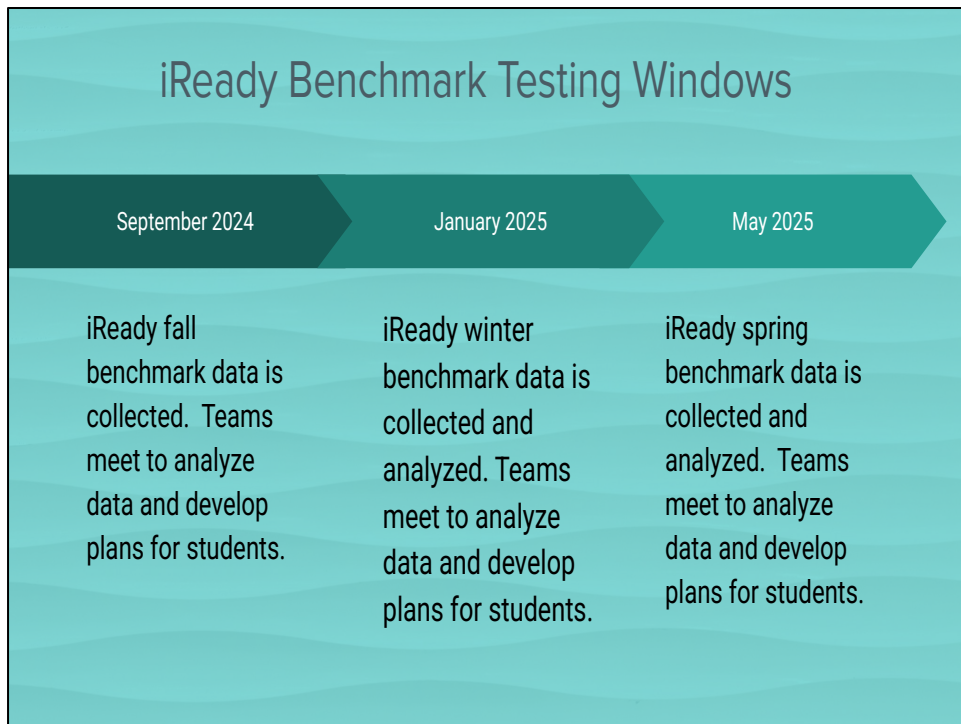


As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.

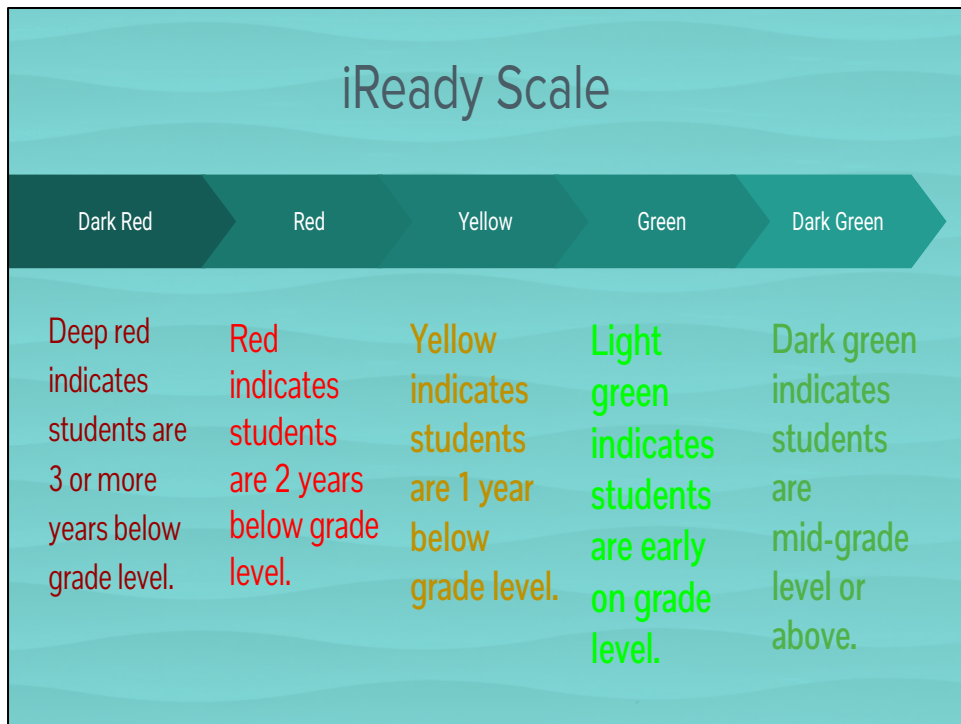
# iReady Information

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





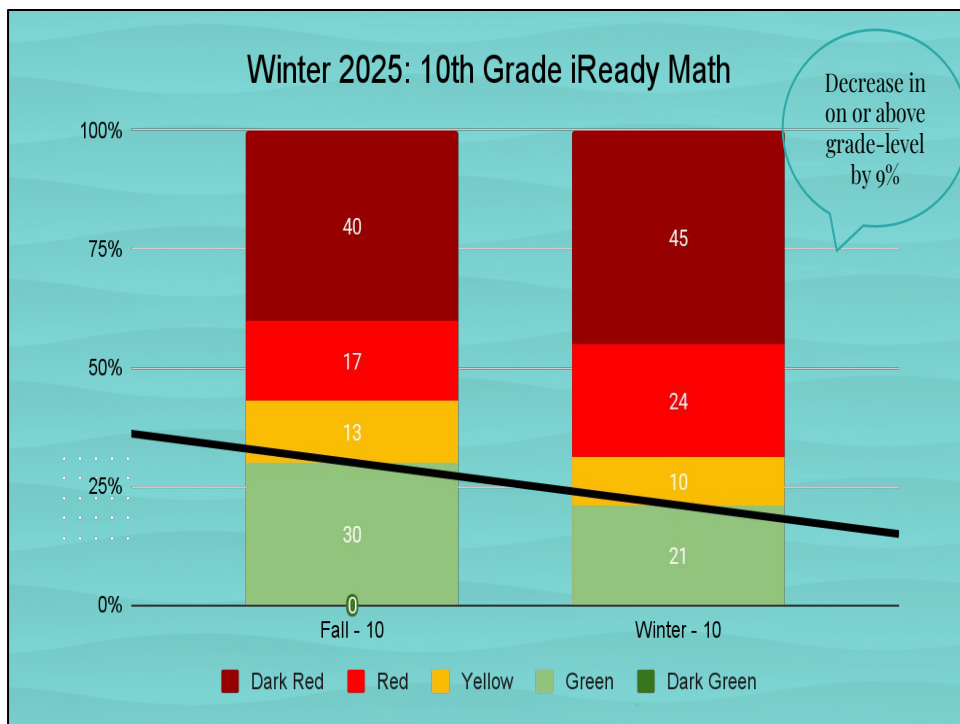
We take our iReady benchmark assessment three times a year.



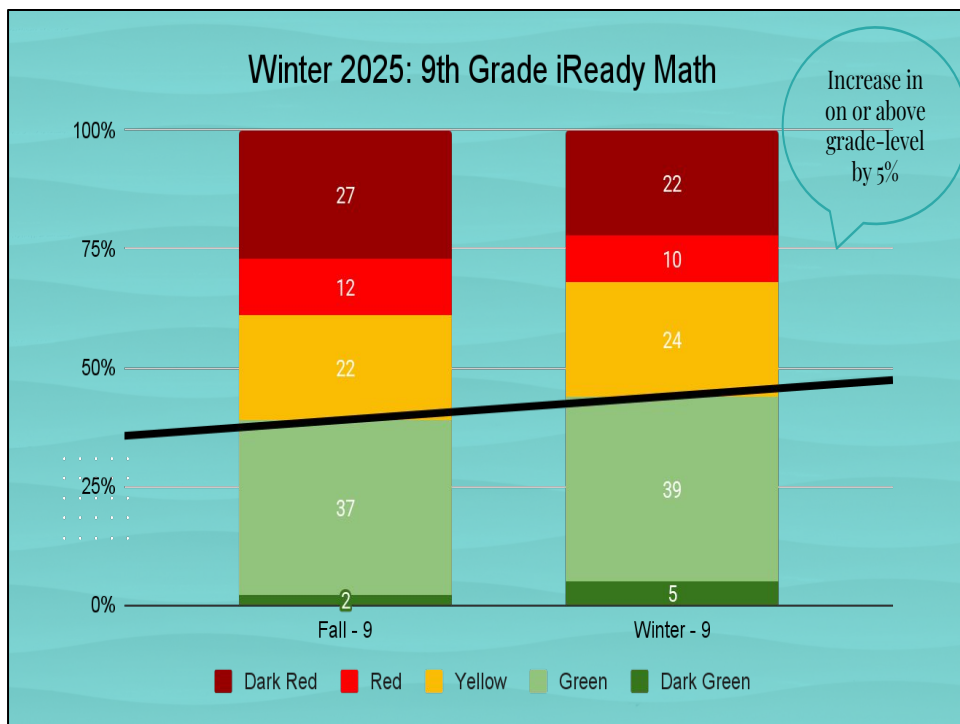
Just to review what each of our colors means.



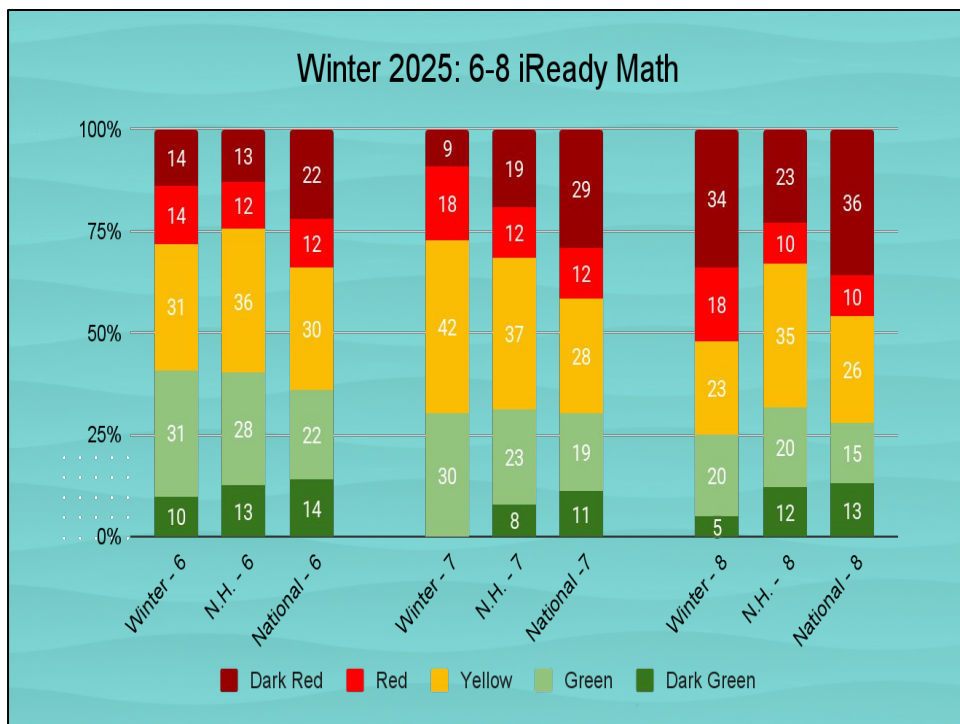




As you can see in math, our 10th grade students went down in math. This data was something that we were not expecting to see. At our most recent professional development ½ day, we took time to review all of the data at the high school level (iReady, SAT, NH SAS etc.) to develop action plans for each student in each content area. We hope that with these plans in place, it will change the trajectory of this date.

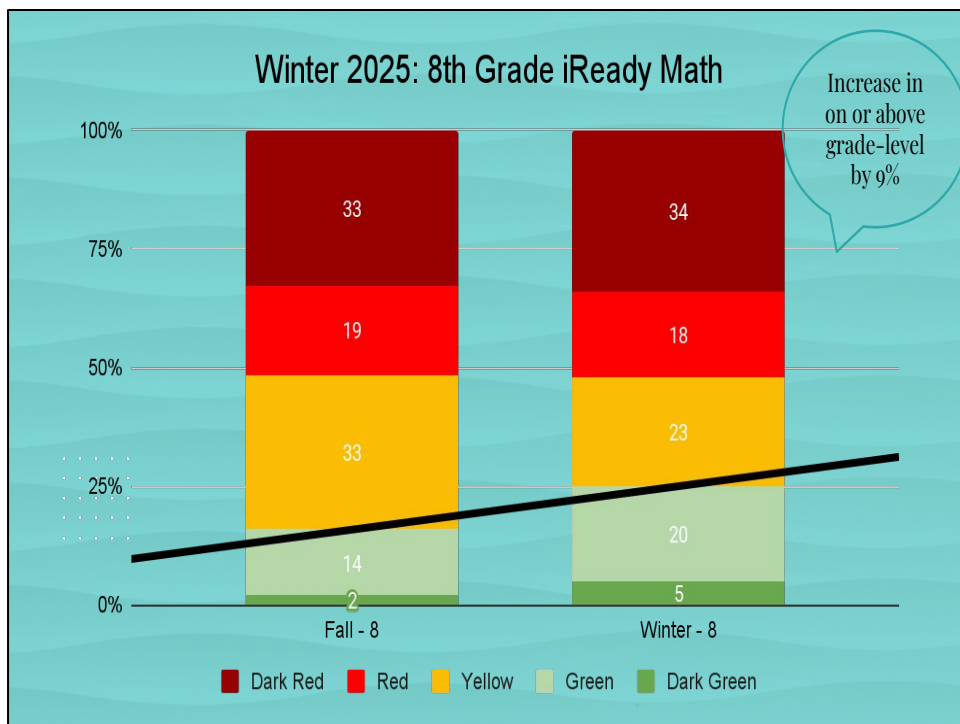


The freshman have not only increased the percentage of students falling in the on or above grade level, but the below grade-level is decreasing. They had a decrease of students in the below grade level categories by 7%. This group is moving in the right direction.

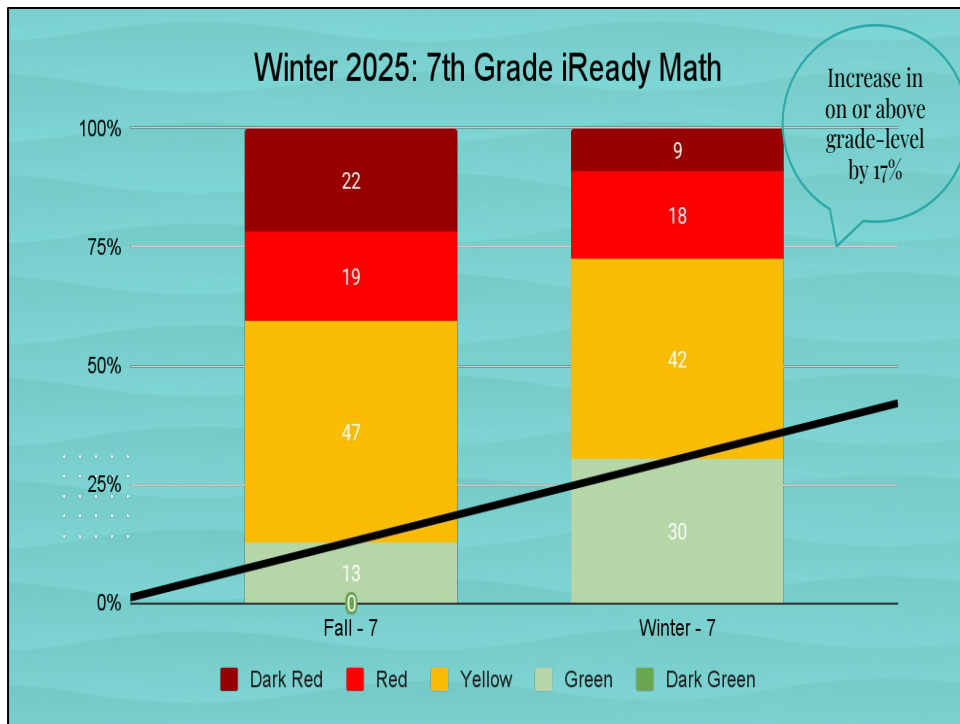


This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. The scores for our students are the first bar for each grade. The second graph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

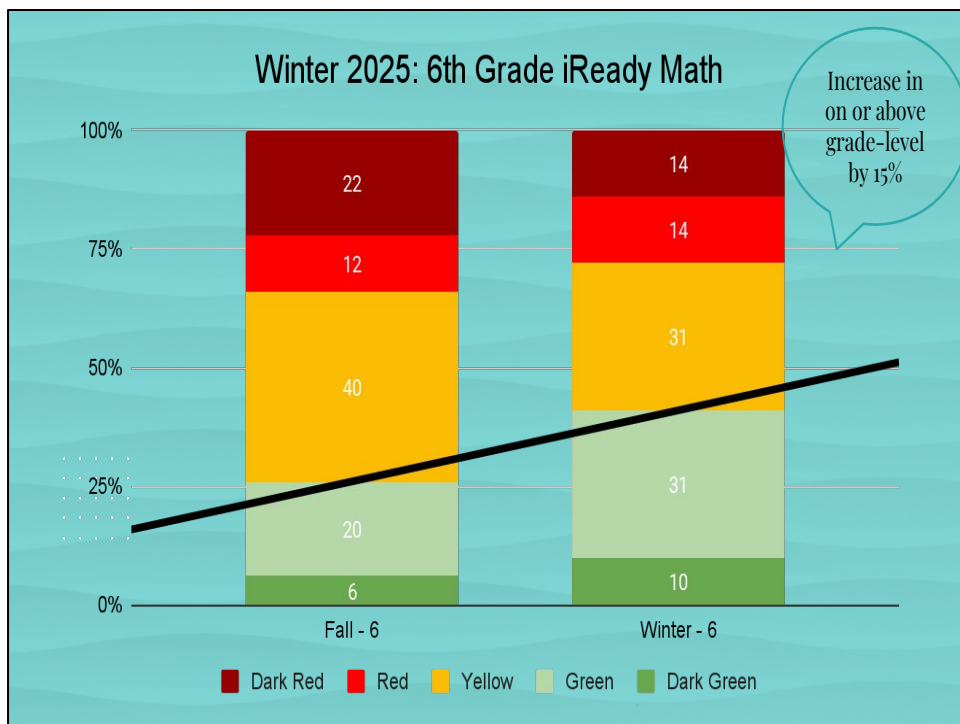
In the middle school we are scoring fairly consistently with the state and the nation, if not slightly better at this point in the year, specifically the percentage of students in the on or above grade level.



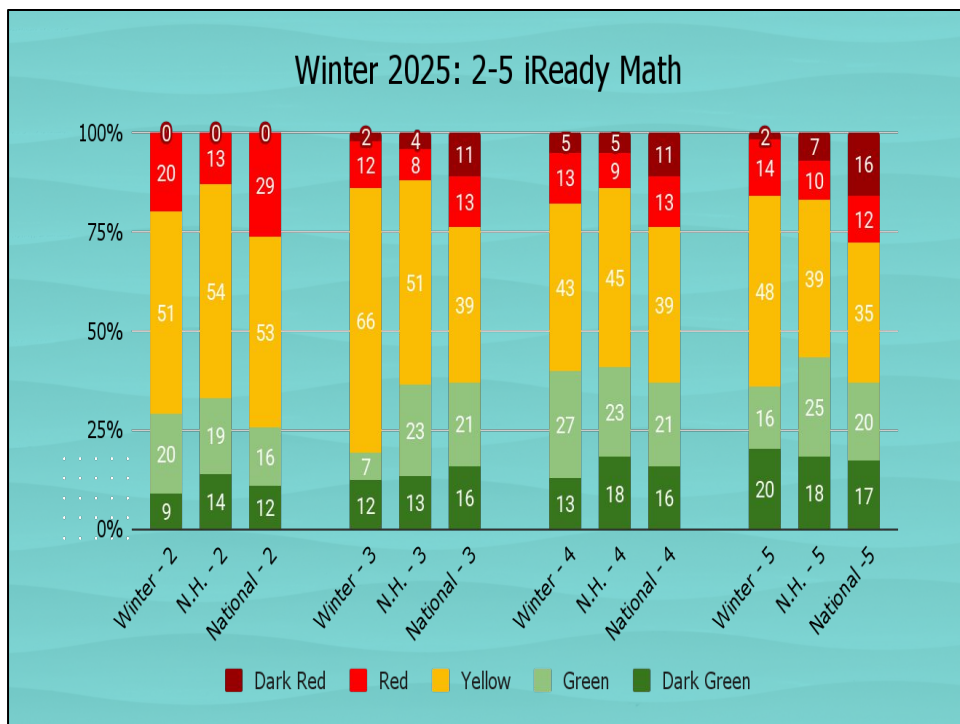
This year we have changed the way we implement our WIN period in the middle school. Students are grouped according to skills they need to continue to develop. Students are working in these skills 4 days a week, this could be a factor in the increase in the percentage of students on or above grade level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



This shows the progress the seventh grade students have made so far this year. As you can see, these students are simultaneously increasing the percentage of students in on or above grade level range and decreasing the percentage of students in the below grade level range.



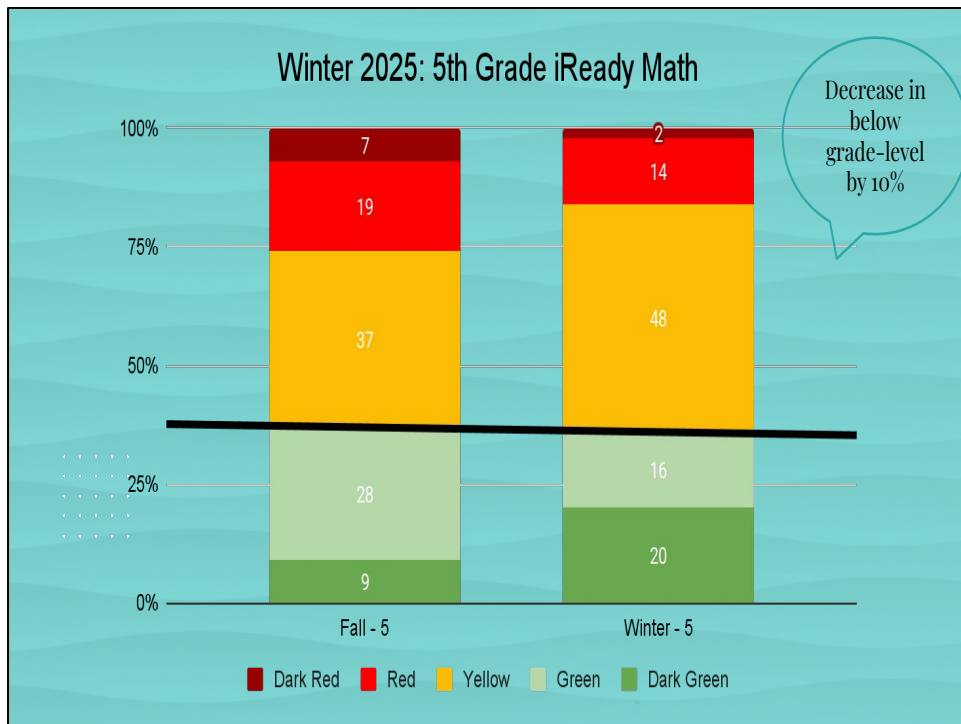
This shows the progress the sixth grade students have made so far this year. As you can see, the percentage of students in the three or more grade levels has decreased by 8%.



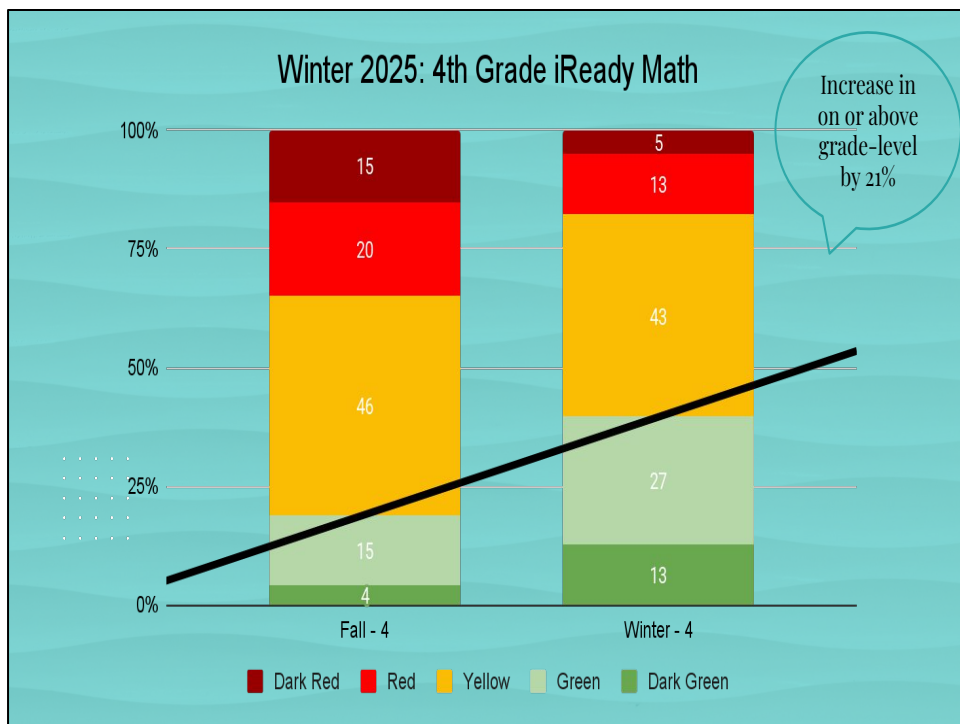
This graph is the same as the previous one for grades 2-5.

In grades 2-5, we are scoring fairly consistently above the state and the nation.

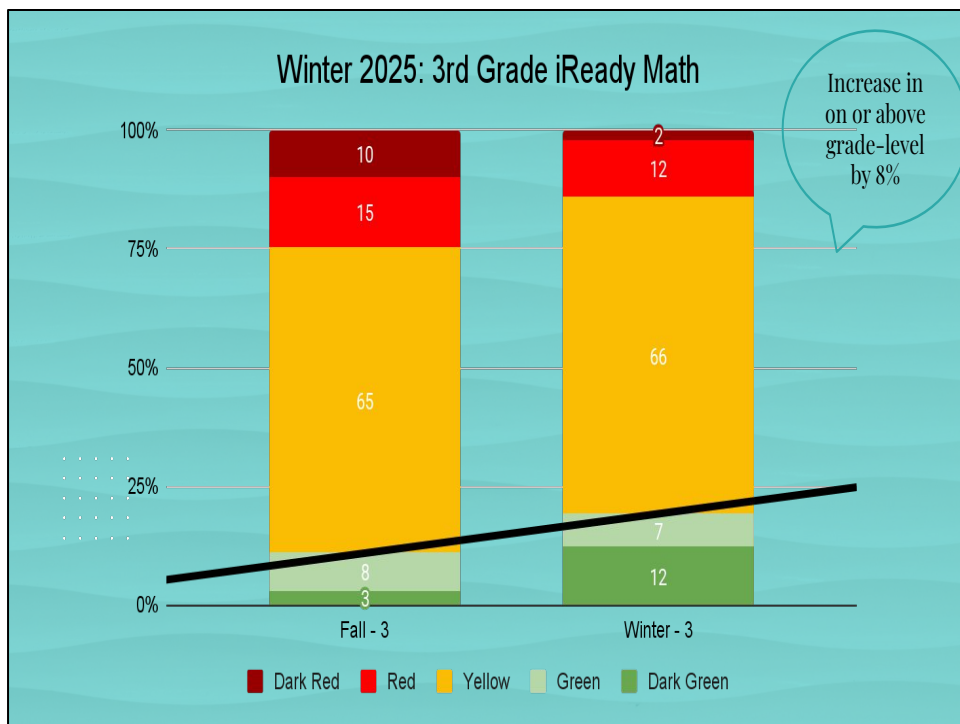




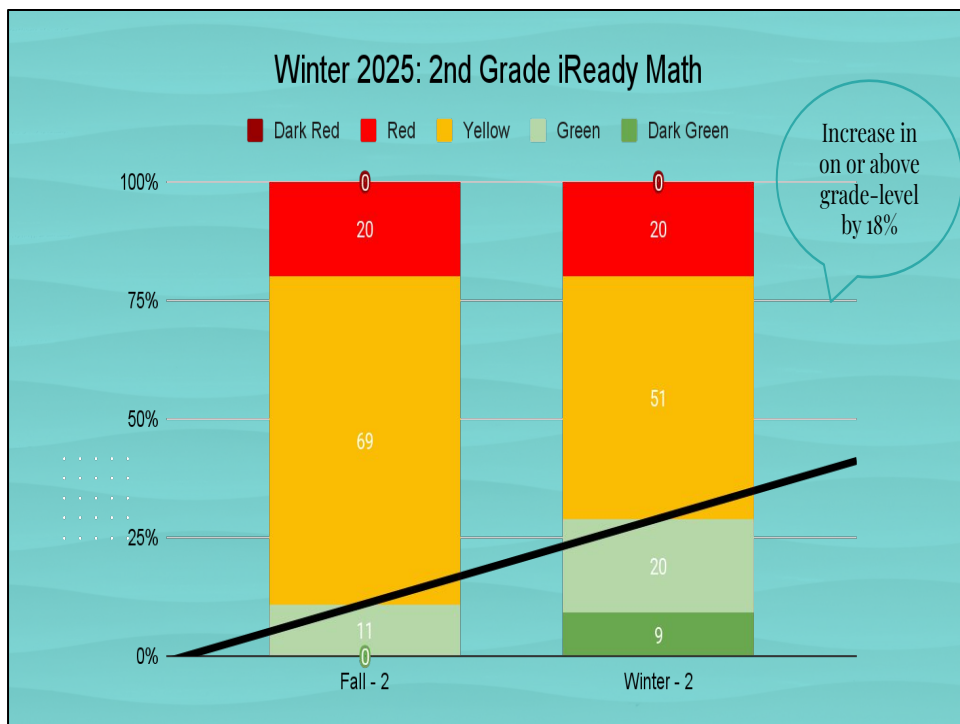
This shows the progress the fifth grade students have made so far this year. As you can see, the percentage of students in the below grade level range has decreased by 10%.



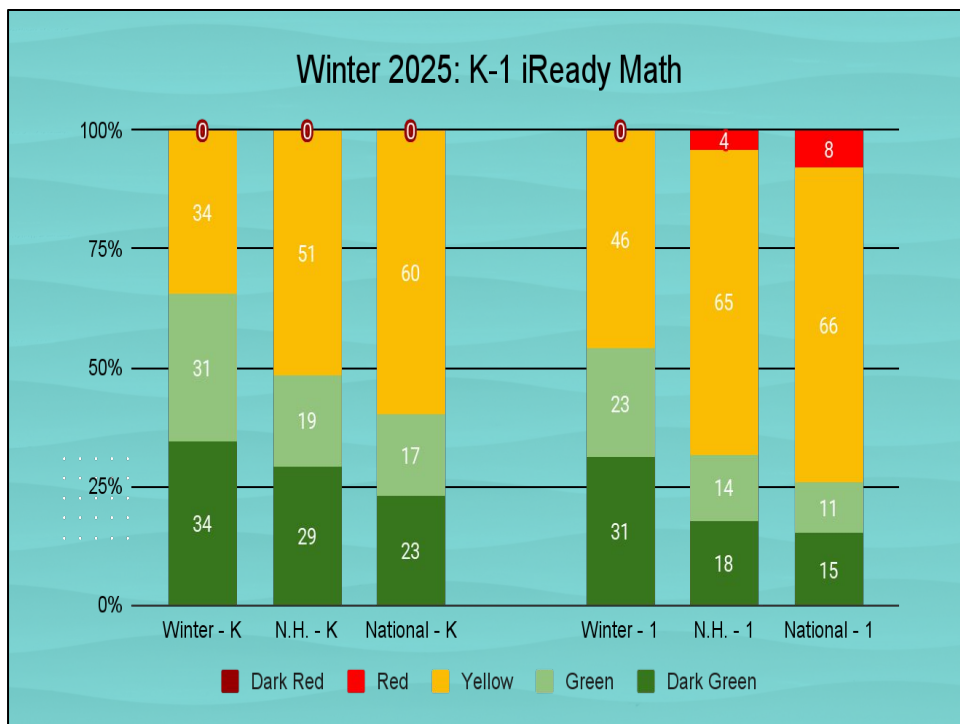
This shows the progress the fourth grade students have made so far this year. Fourth grade students are simultaneously increasing the percentage of students in the on or above grade level range while decreasing the below grade level range.



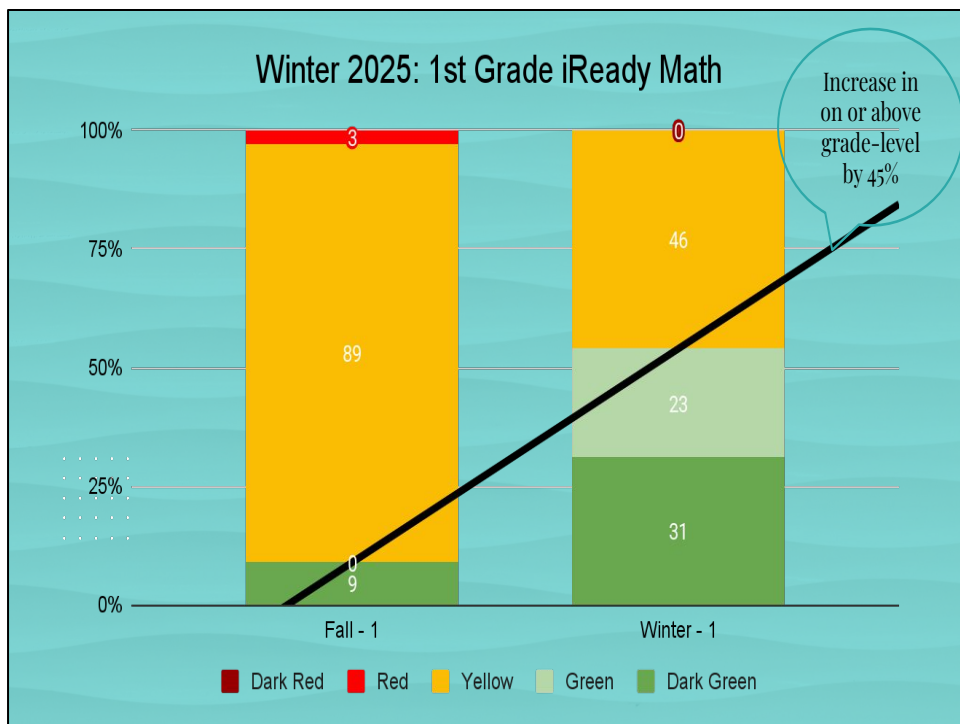
This shows the progress the third grade students have made so far this year. Third grade students are moving from 3 grade levels below to one or two grade levels below and also moving from on to above grade level.



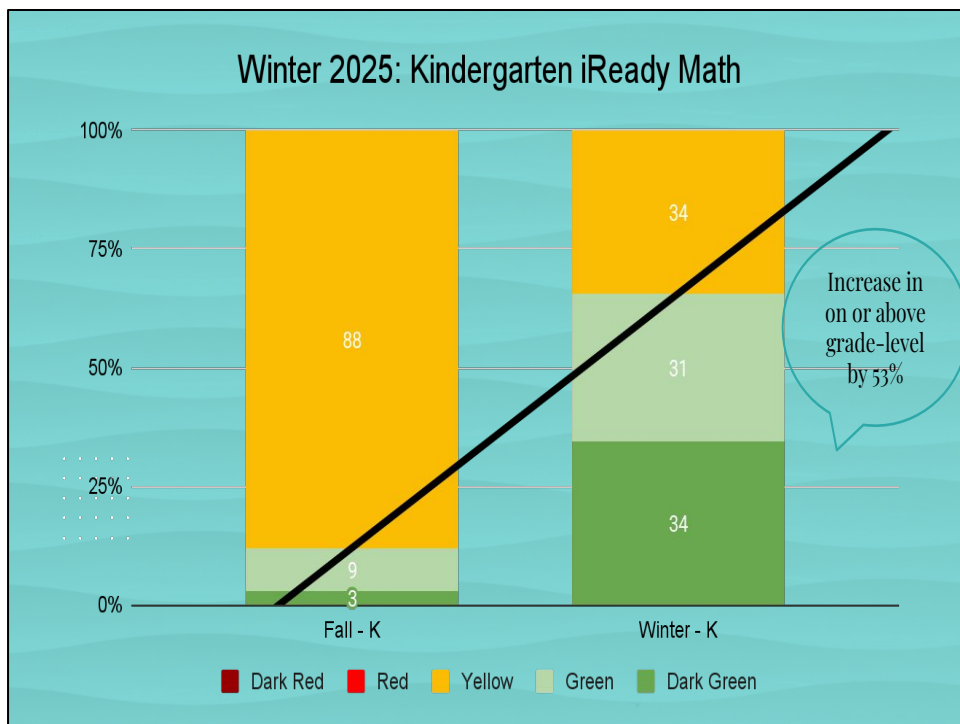
This shows the progress the second grade students have made so far this year. The percentage of our students performing on or above grade level has increased by 18% from the fall benchmark. In addition, the students in the above grade level range has increased from 0% to 9%.



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.



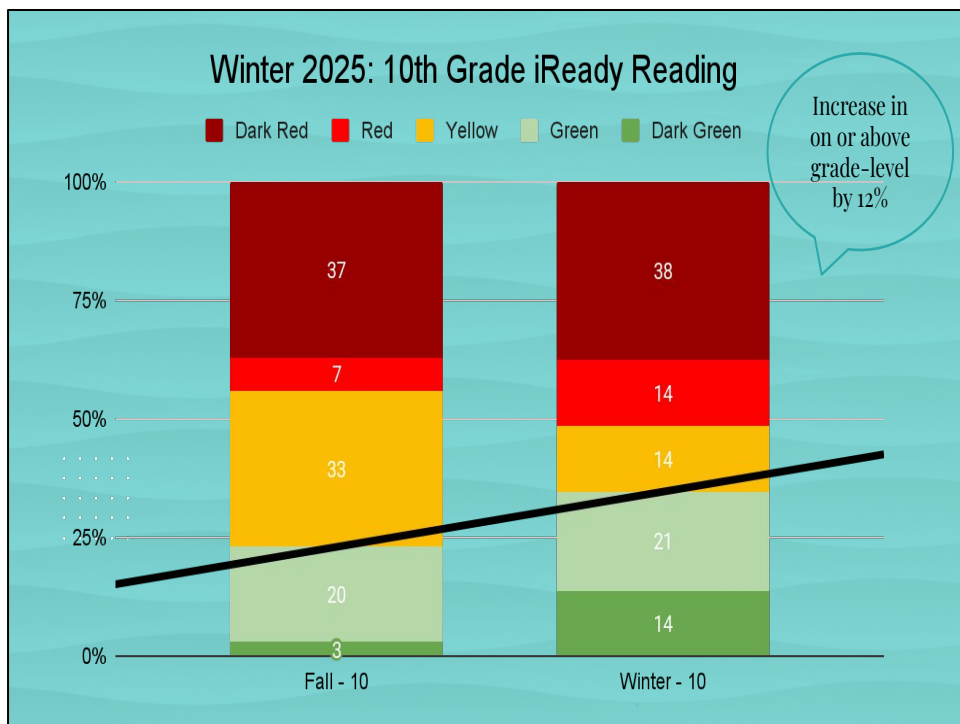
This shows the progress the first grade students have made so far this year. As you can see, there was a drastic increase in the percentage of students on or above grade level, and all students are out of the below grade-level range.



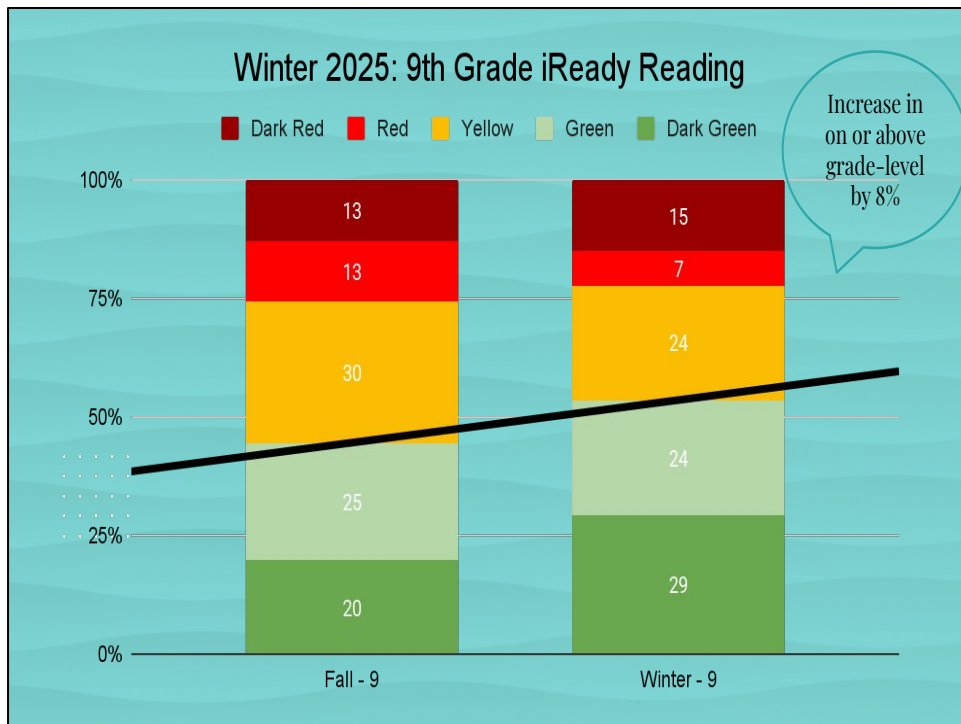
This shows the progress the kindergarten grade students have made so far this year. As you can see, there was a drastic increase in the percentage of students on or above grade level.



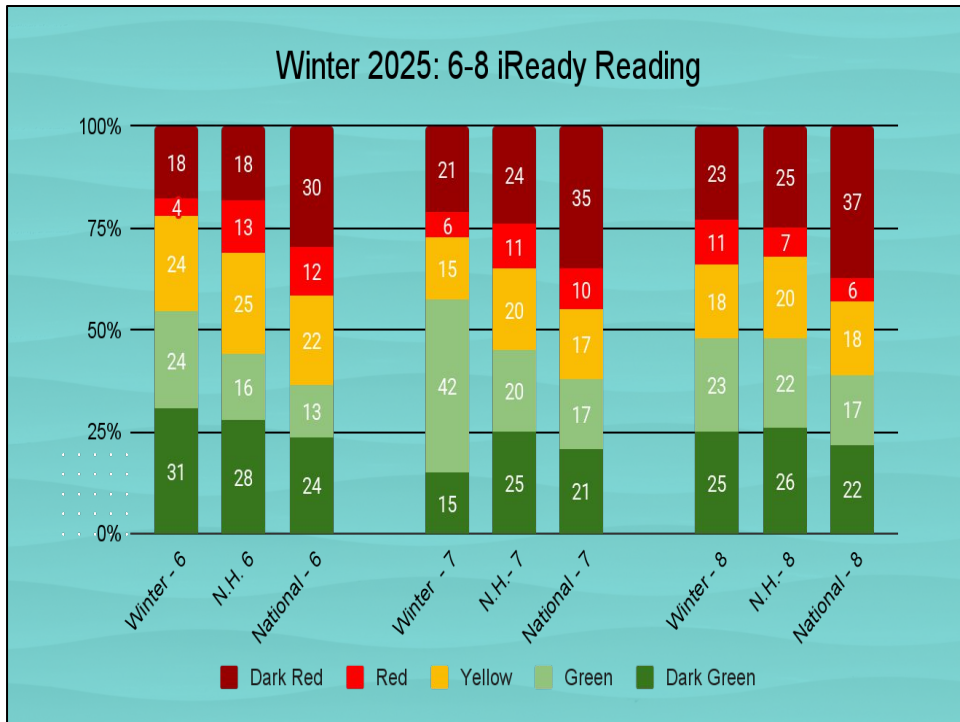




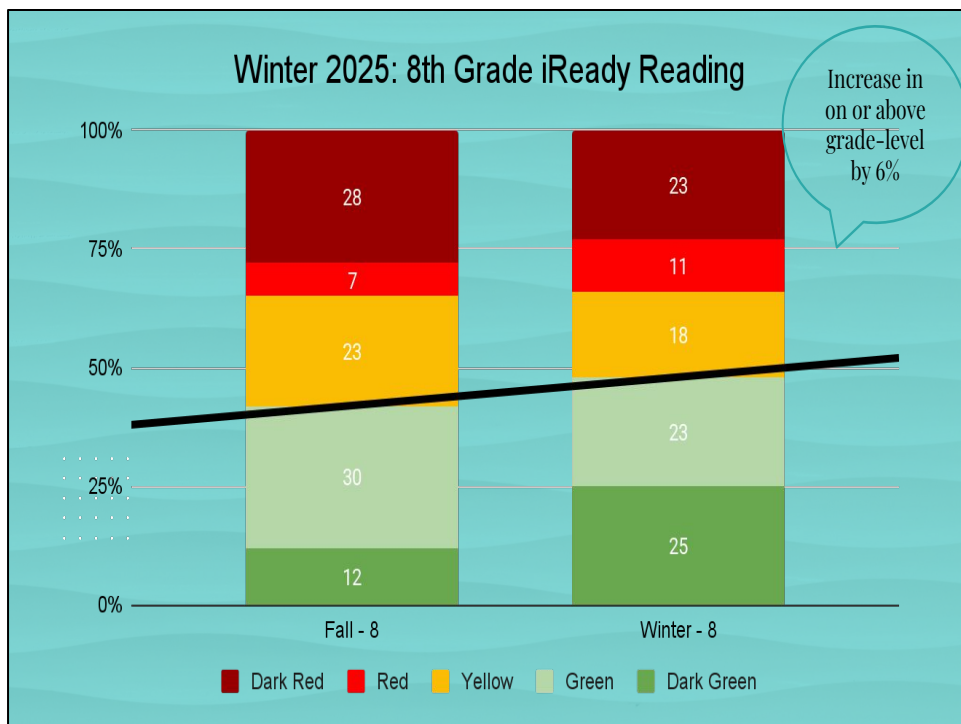
This shows the progress the sophomore students have made so far this year. The percentage of students in the on or above grade level has increased by 12%.



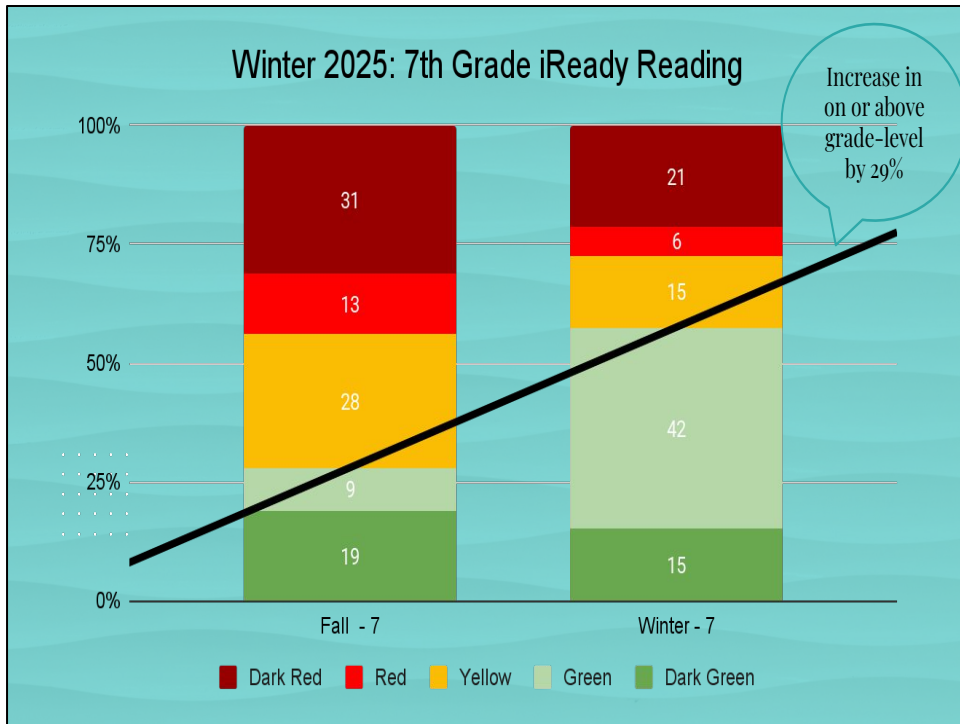
This shows the progress the freshman students have made so far this year. You will note that the percentage of students in the on and above grade level has increased by 8% while simultaneously decreasing the below grade level students by 4%.



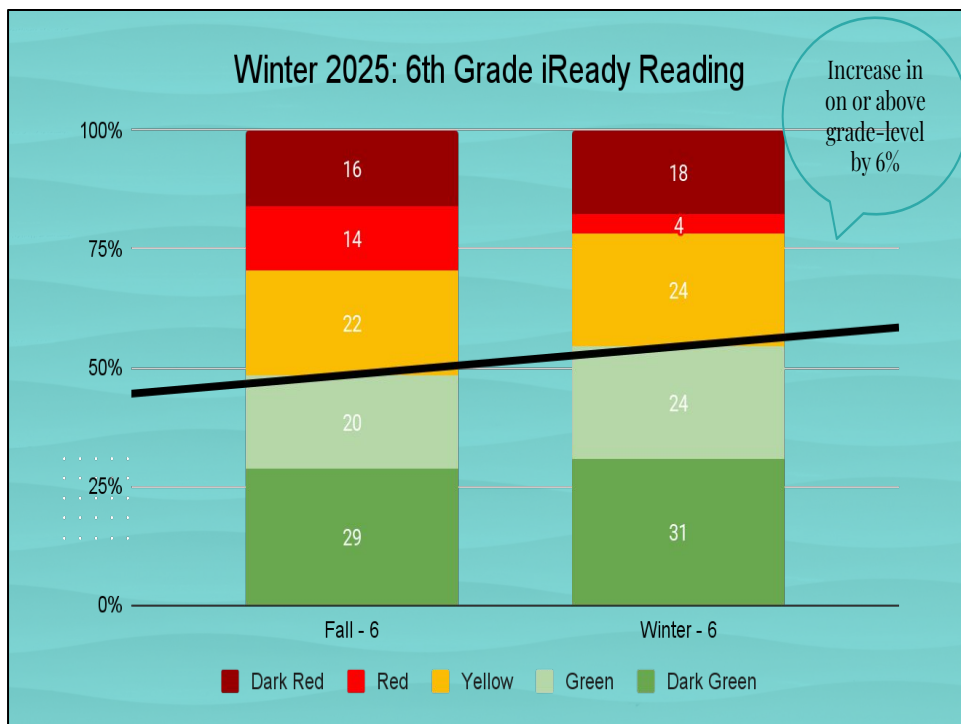
This graph mirrors the middle school math graph where the first column is our students, the second column is the Year to Date New Hampshire information, and the last column is the Year to Date National information for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.



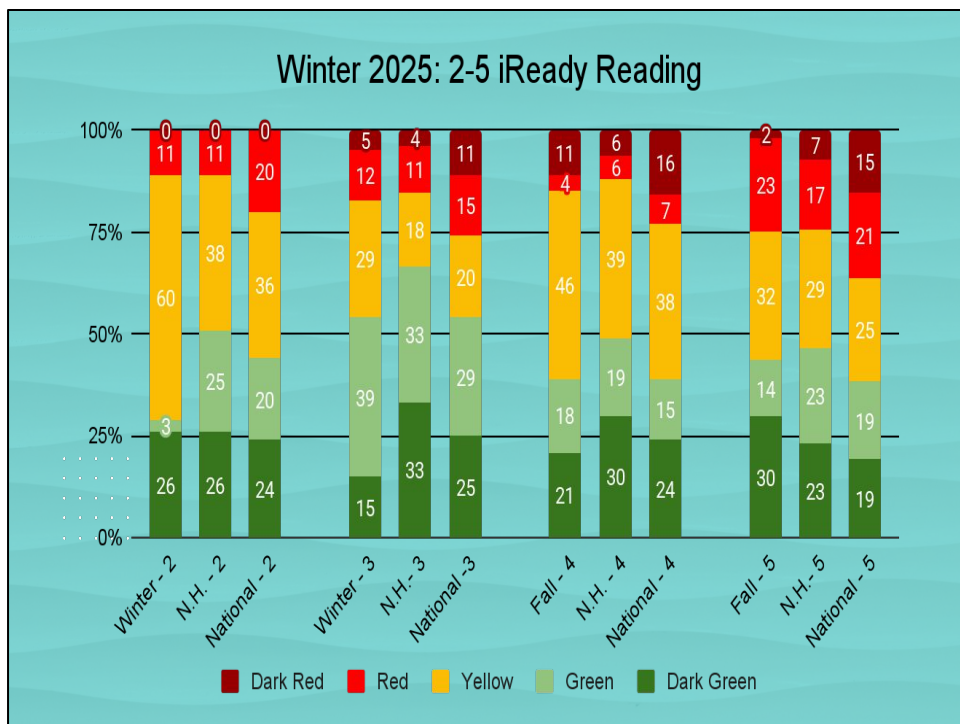
This shows the progress the eighth grade students have made so far this year.



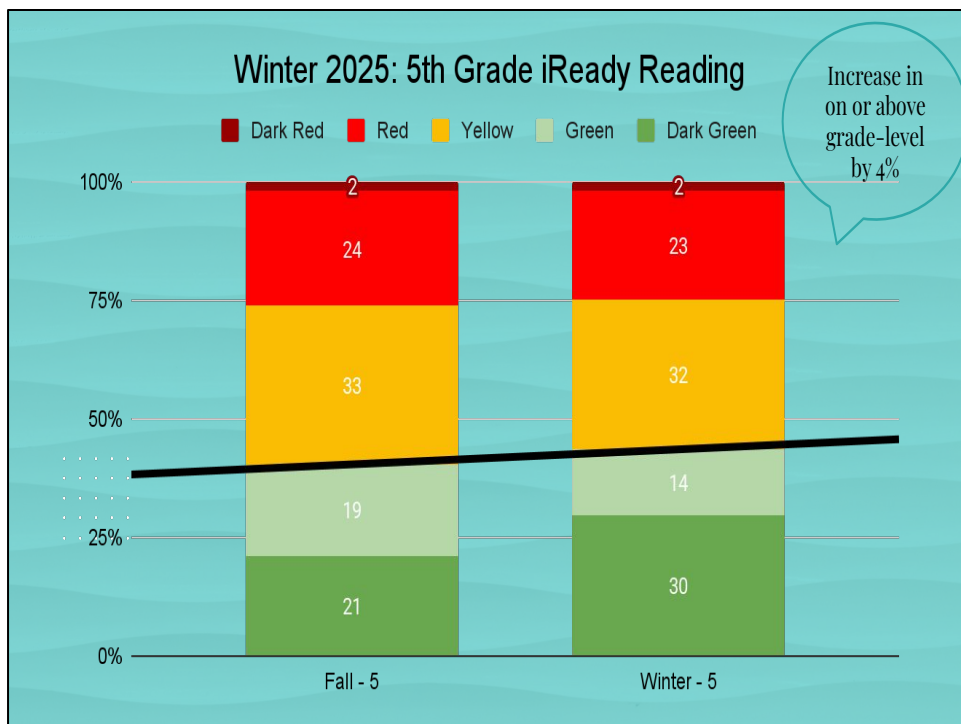
This shows the progress the seventh grade students have made so far this year. The percentage of students in the on or above grade level has increased by 29% while the percentage of students in the below grade level range has decreased by 17%.



This shows the progress the sixth grade students have made so far this year.

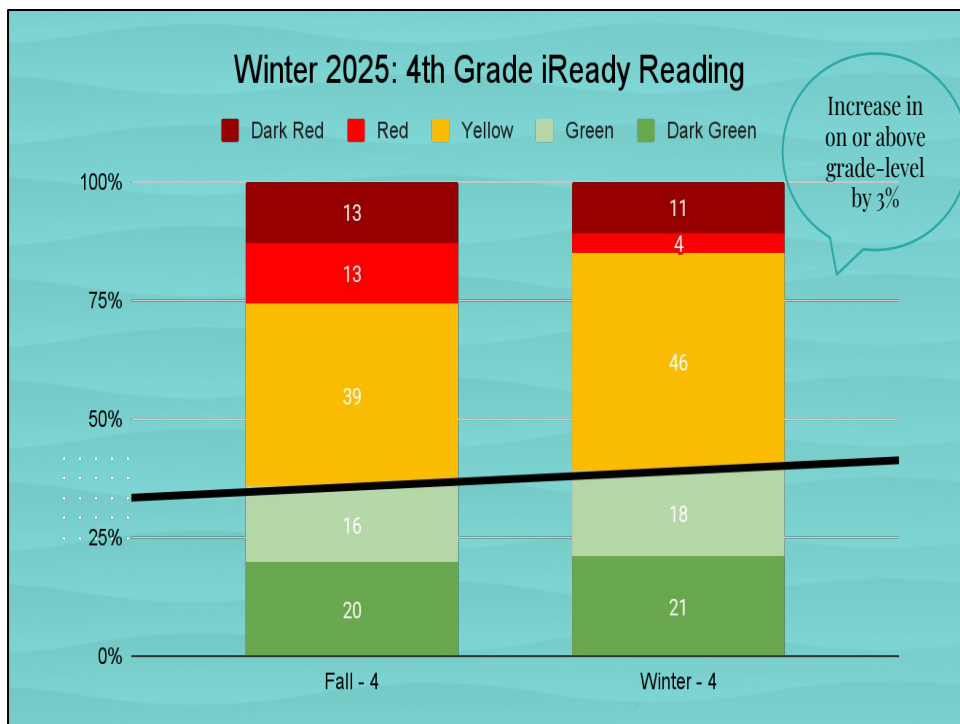


We are scoring fairly consistently at or above the state and the nation.

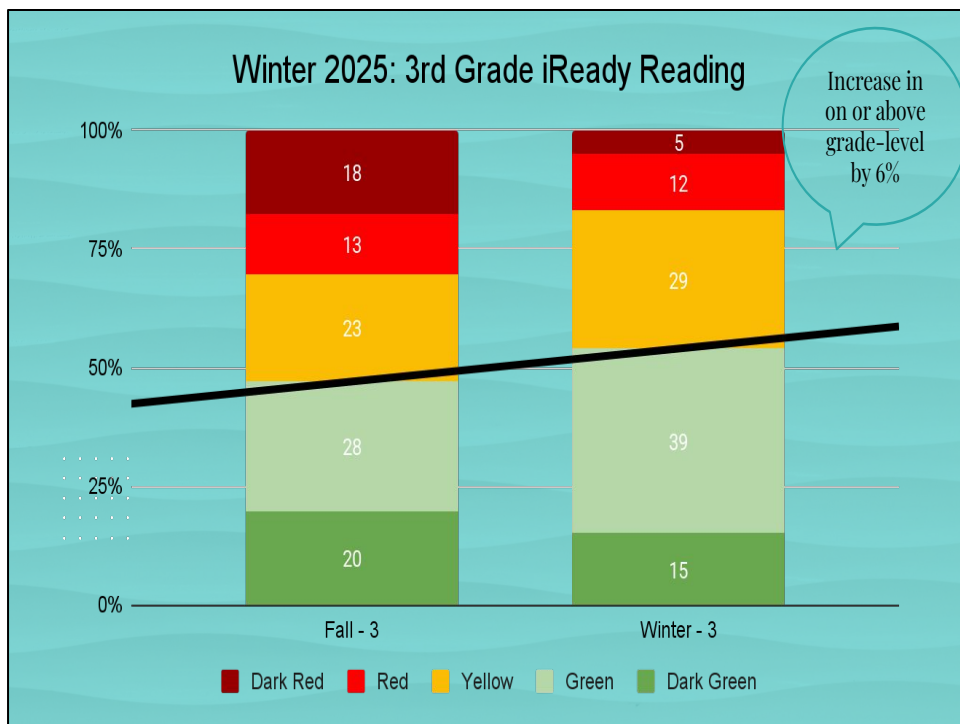


This shows the progress the fifth grade students have made so far this year. The percentage of students in the on or above grade level has increased by 4%.

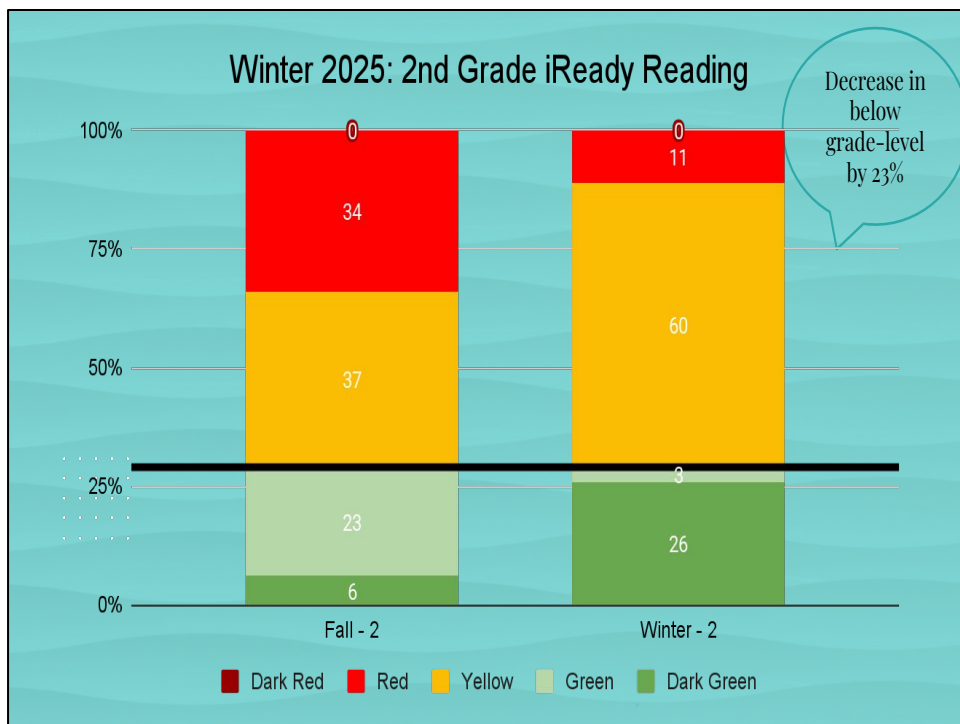




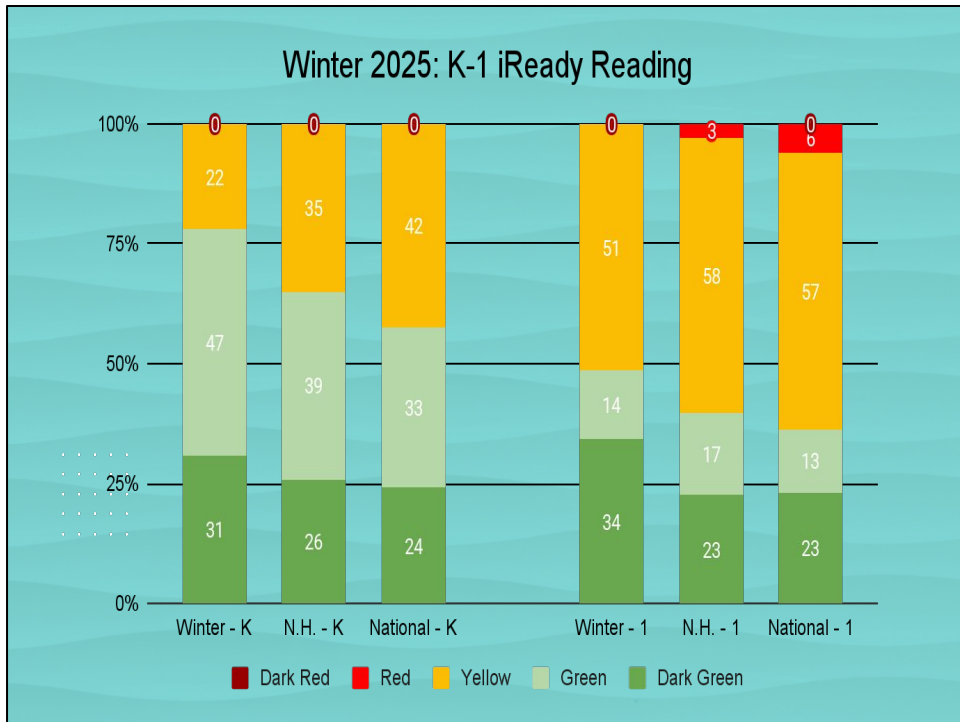
This shows the progress the fourth grade students have made so far this year. The percentage of students in the on or above grade level has increased by 3% and decreased the percentage of students in the below grade level by 11%.



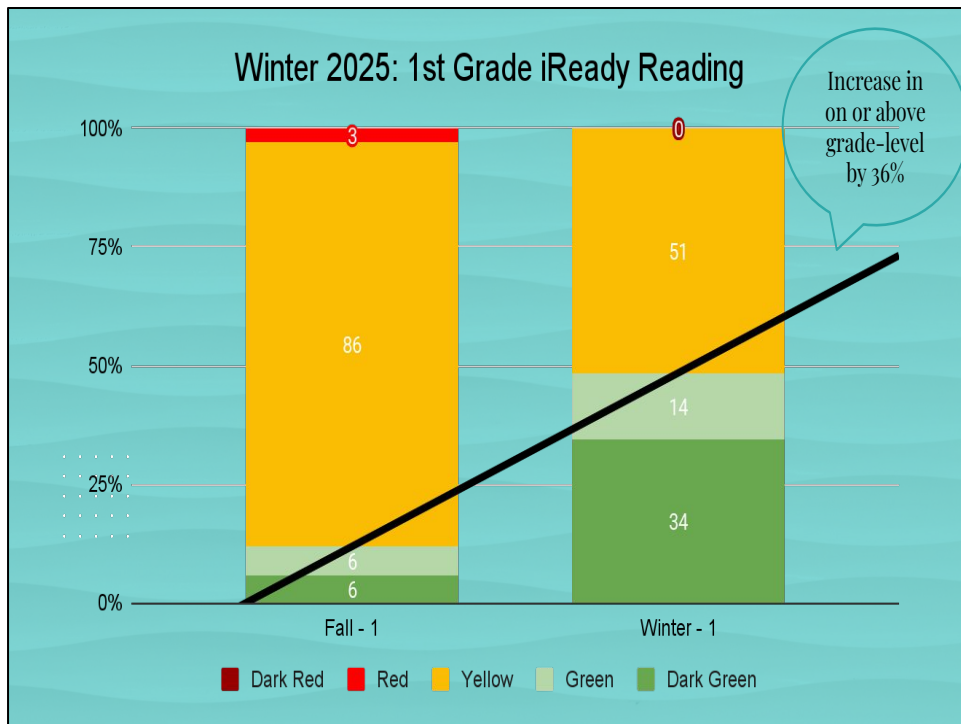
This shows the progress the third grade students have made so far this year. The percentage of students in the on or above grade level has increased by 6% and decreased the percentage of students in the below grade level by 14%.



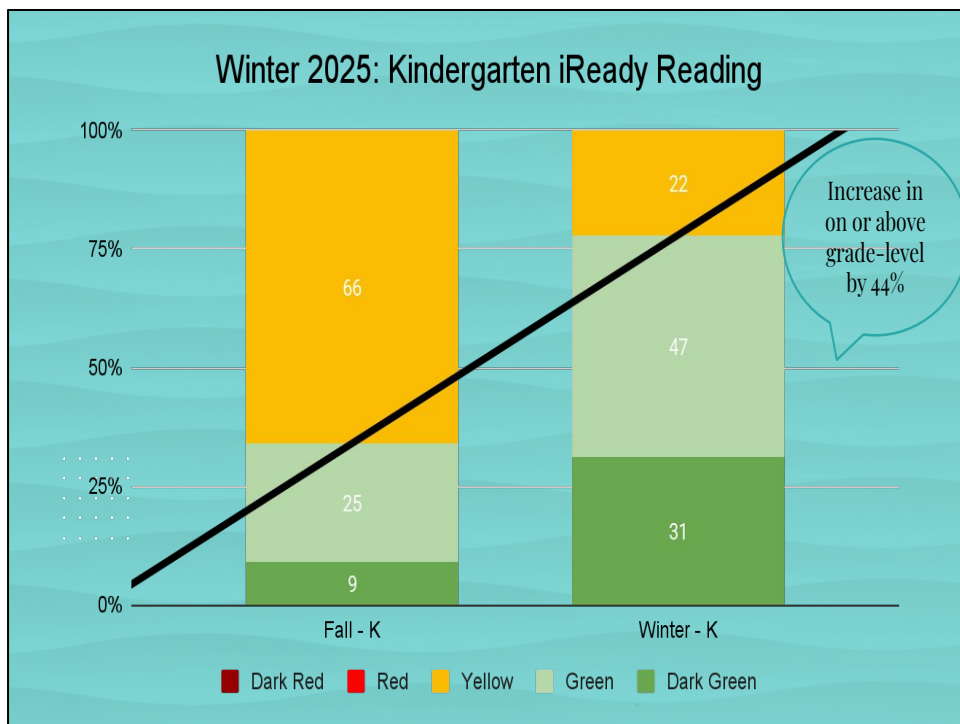
This shows the progress the second grade students have made so far this year. The percentage of students in the below grade level range has decreased by 23%.



Again, a higher percentage of our kindergarten and grade 1 student are on, above, or ready for grade-level instruction than both the state and the nation.



This shows the progress the first grade students have made so far this year. As you can see there are no longer students two or more grade levels below in second grade. In addition, the percentage of students in the on or above grade level range has increased by 36%.



This shows the progress the first grade students have made so far this year. In addition, the percentage of students in the on or above grade level range has increased by 44%.

## What have we done? FRES/LCS

- Teams continued to analyze data and create targeted intervention plans for students including enrichment and re-reaching opportunities.
- Monthly Co-curricular team meetings to align and enhance math, ELA, and Science/Social Studies instruction.
- 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)

## What have we done? WLC – MS/HS

- Students were placed in specific WIN groups to receive specific math and ELA interventions
- Students worked on iReady lessons/modules
- 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 is completing structured NH SAS Modular Assessments in math, writing, and ELA
- Weekly math tutoring continues on Mondays for MS and Thursdays for HS
- Data reviews & data chat meetings, including our special education department



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.....  
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# BONUS DATA

1

## iReady Math

How much progress are  
students making toward  
their Growth Goals?

2

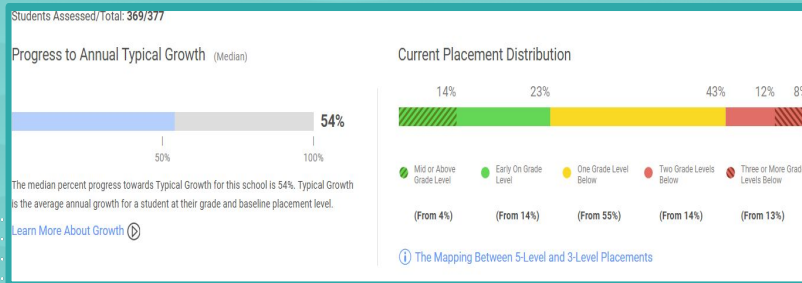
## iReady Reading

How much progress are  
students making toward  
their Growth Goals?

.....  
.....  
.....  
.....



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



The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 54% of the way to reaching their annual goal. At this point in the year, we would expect the median student to be 50% of the way to their annual growth goal.

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

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 47%	27%	<div><div></div></div> 30%	2%	37%	51/51
Grade 7	<div><div></div></div> 67%	42%	<div><div></div></div> 35%	6%	42%	33/35
Grade 8	<div><div></div></div> 31%	32%	<div><div></div></div> 13%	9%	36%	44/45

.....

This is the breakdown for grades 6-8 on the progress students are making on their annual and stretch growth goals. This uses the same method of measuring student progress as the previous slide. If you line up all of the 6th grade students, the middle student is 47% of the way to their annual growth goal.

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

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade 1	55%	31%	43%	14%	49%	35/36
Grade 2	38%	12%	28%	0%	32%	34/35
Grade 3	57%	13%	39%	8%	35%	40/41
Grade 4	69%	21%	41%	0%	59%	56/56
Grade 5	36%	25%	22%	5%	34%	44/45

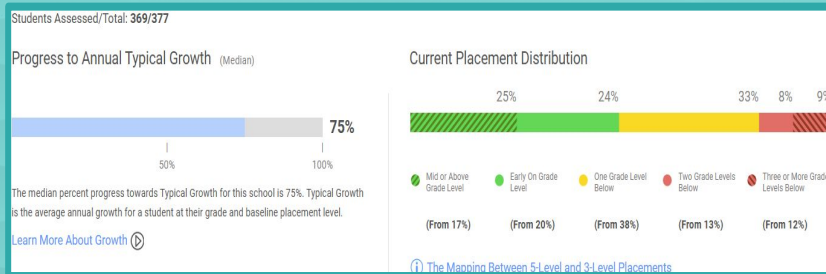
How much progress students are making in Math in Kindergarten?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⬇	% Met ⬇	Progress (Median) ⬇	% Met ⬇		
Grade K	<div><div></div></div> 59%	16%	<div><div></div></div> 49%	6%	59%	32/33

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## How much progress students are making in Reading K-8?



The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 75% of the way to reaching their annual goal.



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

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 50%	41%	<div><div></div></div> 23%	22%	39%	51/51
Grade 7	<div><div></div></div> 150%	55%	<div><div></div></div> 49%	27%	52%	33/35
Grade 8	<div><div></div></div> 86%	45%	<div><div></div></div> 31%	16%	45%	44/45

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

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⬇	% Met ⬇	Progress (Median) ⬇	% Met ⬇		
Grade 1	<div><div></div></div> 78%	34%	<div><div></div></div> 60%	9%	51%	35/36
Grade 2	<div><div></div></div> 88%	44%	<div><div></div></div> 48%	9%	53%	34/35
Grade 3	<div><div></div></div> 65%	30%	<div><div></div></div> 37%	5%	45%	40/41
Grade 4	<div><div></div></div> 59%	36%	<div><div></div></div> 37%	9%	32%	56/56
Grade 5	<div><div></div></div> 91%	48%	<div><div></div></div> 46%	23%	39%	44/45

How much progress students are making in Reading in Kindergarten?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	<div><div></div></div> 60%	25%	<div><div></div></div> 42%	0%	63%	32/33

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Questions /  
Comments?