

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, October 12, 2021
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

The videoconferencing link was published several places including on the meeting agenda. Presentations were not necessarily in order of the agenda.

Present: *Alex LoVerme, Brianne Lavallee, Jonathan Vanderhoof, Dennis Golding, Tiffany Cloutier-Cabral (6:51pm), Jim Kofalt, Charlie Post and Paul White*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Sarah Edmunds and Kathleen Chenette, Director of Student Support Services Ned Pratt, Technology Director Jonathan Bouley, Curriculum Coordinator Emily Stefanich, and Clerk Kristina Fowler

I. CALL TO ORDER-Chairman LoVerme

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

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. ADJUSTMENTS TO THE AGENDA

Superintendent requested to move the agenda item WLCTA, to after the 2nd public comment.

*A MOTION was made by Mr. White and SECONDED by Mr. Kofalt to accept the adjustments to the agenda.
Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.*

IV. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Brian Fey, Lyndeborough, asked for an explanation of policies KE and KEB. He was directed to the school district website where all the district's policies are located.

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

V. BOARD CORRESPONDENCE

a. Reports

i. Superintendent's Report

Superintendent introduced Deb Mortvedt and Sandy Reid to speak regarding the Heritage Commission. In 2017, the idea of having a 4th grade local history tour was brought to the Board and approved. The first tour was given in 2018. She spoke of a film created by the Wilton and Lyndeborough Heritage Commissions, which uses the same "bus stops" at historical signs. They were able to contract with a graduate of High Mowing studying documentary film making to complete the project. The Wilton Town Hall Theater will host the premier of the film, "Wilton-Lyndeborough Shared History". There will be 2 showings on October 23 at 12:30pm and 2:00pm. Donations will be used for a scholarship named for the former Wilton Heritage Commissioner, Chairman, Stan Young. All are invited to attend. Ms. Reid spoke of how it will be integrated into the classroom with the students; the 4th and 5th grades will view it on November 5. Ms. Mortvedt notes if it does not bring you to tears, she will buy your ticket!

Superintendent reported this month is "Safety Month". At LCS, they will host the fire department and police department for some fun events with students including a fire truck and police cruiser. This Sunday is LCS Community Clean-up Day. He will start painting tomorrow to get the higher areas and continue on Sunday along with spreading bark mulch, and other things to get the playground in order. On October 29, it is "Trick-or-Treat Day" and the students at LCS will take a bus to WLC to trick-or-treat throughout the building. They will return to LCS for an afternoon Halloween party. He informed the Board he will be attending the law conference on Monday. He confirms the community clean-up day is on Sunday and he doesn't believe anyone needs to bring tools such as rakes etc. He will send out an email to both communities for a reminder and will be purchasing pizza for the volunteers. He is hoping people will turn out to volunteer. It was noted after the schools combined, LCS didn't have their parade anymore and it's great for the schools to have a new tradition. Ms. Lavallee thanked all the people that were mentioned in the Superintendent's report; it is great to see so much community outreach. She notices the difference. Mr. Post noted it was a great turn out at the WHOP on Saturday and great to see the Superintendent behind the counter. Superintendent informed the group they had over \$1,000 in donations for the scholarship; he will do this a couple of times a year. He thanked everyone for coming and donating to support the schools and the PTO fundraiser.

ii. Principals' Reports

Principal Edmunds spoke of having a wonderful September at WLC, spending a lot of time having fun together and doing great things. She spoke of the PD (professional development) day for faculty, which consisted of a guest speaker sharing a powerful story to help understand LGBTQ+ students. They also did team building and curriculum work. Separate pep rallies were held for MS and HS. There was a dance which was a great success. The student leadership team was present, which had not met since 2019. Mr. Provost is the team mentor and meets with them to help them develop projects that speak to the school climate and culture. Mr. Provost introduced each student; they described what they do and what student leadership means to them. One student said student leadership is like shining a light in a dark corner showing you what goes on behind the curtains, another spoke of counting some MS classes as early credit to better the learning of MS in general and wanting to better the experience, another spoke of wanting more color in the classroom to make it better and more excited to learn, another spoke of a tolerance gap, and another spoke of the need to step-up. Principal Edmunds reports the student leadership team wants to give a report to the Board each month when she gives her report. They would report on things they are doing and things they may want the Board's assistance with. Mr. Vanderhoof questioned regarding the PD day, what were some of the recommendations. Principal Edmunds responded, to be kind, if you have an open mind and listen, and are there for them it will make a huge difference. Be a person they can talk to or be someone they can reach out to is really important, taking them seriously and not just pushing it aside. Mr. Vanderhoof questioned who did the suicide prevention training. Principal Edmunds responded it was online with the Jason Foundation. Mr. Vanderhoof questioned what would she do or whom would she bring in to support students with different views and/or faith-based views. Principal Edmunds spoke of being accepting and that there are many resources available to students. This was a faculty request to help them with struggling students. He expressed that some of the issues brought up may not align with the with their faith. Principal Edmunds clarified this was for teachers not for students and we are not teaching this. We work with individual students to help find what they need. He questions if she would bring someone in from a different perspective to council those students on those issues that differ from the LGBTQ+ perspective. The discussion continued. Mr. Vanderhoof expressed wanting to reach out to Principal Edmunds to give her a clear understanding of what he is asking. A request was made that the Board get a copy of the presentation that was made. Ms. Lavallee spoke of reading the study and found it inspiring that the teachers would ask for for guidance in an area they would like more help with. Mr. Post spoke that what Mr. Vanderhoof is asking for is balance based on the make-up of our community. The term "know your audience" and that you need to be sensitive to both sides of the equation. Principal Edmunds notes that is always on her mind and they do that a lot for the other side (of the equation). It was noted people have a variety of views. Principal Edmunds questioned what is the other side that she should have someone come speak on. Mr. Post spoke that Mr. Vanderhoof was talking about a faith-based counselor. It was noted the study identified a group that had a specific need, if there was another group, maybe faith-based, it does not mean they are not validating the other side. The study was validated by the US Government. Principal Edmunds spoke that it was not her intention for it to be one-sided and suggest further conversation.

Principal Chenette shared regarding the Heritage Commission film; this is an exciting gift to the community. The annual Halloween Parade at FRES is back on the 29th and the parade will leave the school around 1pm. She is hoping the Fire Chief and Police Chief will lead them. She asked that any community members who are available to line the streets and sing and cheer them on. On November 19, they are starting an afterschool Chess Club with two volunteers, Ms. Lavallee and Ms. Ruthier helping. They will start with 5-weeks hoping it will take off and be extended. She is looking for afterschool programs to help with enrichment. Parent/Teacher conferences are November 4; she encourages parents to reach out the teachers if they have not done so already. She welcomes anyone to stop into the school to speak with her about their children's experiences. She has had the opportunity to spend time in the classrooms as she is doing some subbing. She spoke highly of the FRES staff, they are not asked to but just step up. She wants the community to understand that they are teaching during their off time too and are remarkable. A question was raised if they have the equipment for the chess club. She responded that if anyone has extra and would like to donate; it can be gifted to the children.

iii. Curriculum Coordinator's Report

Ms. Stefanich spoke that although she is presenting the data, it is very much a collective effort. She broke the presentation out into 3 sections, past performance and trends, current performance with fall assessment data and action plans. A copy of the presentation can be found with the minutes. She gave an overview of what the state and country are seeing. We are seeing lower proficiency across all grades particularly in math and literacy than they were pre-pandemic and less students are meeting grade level proficiency. Other state trends show students did grow but not as much in a pre-pandemic year. Our science scores are at a high percentage of proficient or above. She notes we saw a lot of "opting-out" more so than a normal year. She thinks it may be because they didn't want to come into the building. This is also similar with other districts. This years 7th graders are outliers; their scores were hard hit and they discussed an action plan. She spoke of the PSAT/SAT data, again strong ELA scores exceeding national average on the SAT. Overall, seeing less students taking the test and a lot of "opt-outs" and math again is an area we can grow. She reviewed the longitudinal data, noting a high level of science proficiency and growth especially in the junior class. Areas of concern are 6th grade showing a substantial drop to 36% proficient; we think the pandemic was a factor but will dig deeper and address in an action plan. Each cohort is individual and we want to meet the students where they are at. It doesn't show how they grow over time and thinks that would paint a different picture. The take-away is that they believe in-person learning helped us challenge the national trends. We have success in ELA and science and saw growth in the junior class. Math in all areas are showing a moderate decline and the 6th grade higher. Current performance uses STAR data; students logon and do the assessment. It shows readiness for the particular content. She reviewed that most kindergarten students are ready for the content but 4 need urgent intervention and W.I.N. (What I Need) support as well as supports in the classroom. At the

elementary level, most entering are ready for math and are reading at grade level. This differs from state testing. There are higher needs of urgent intervention in grades 1-3. These grades had interrupted early learning experiences and are formative years where you gain those skills. We dug deeper into to what this is and she reviewed the gaps they see there. At the MS, the data showed similar patterns to spring assessment data. It showed a low number in urgent intervention. We want to target grade 6 in our action plan. Assessments are taken in the winter and at the end of the year to show growth over time. The key take-away for this fall is between 30-60% are entering ready for the content and early learning literacy is a concern because those basic skills are critical they get those down before they move on to higher-grade levels. Math is an area of need and we are focusing on that. The team sat down to create an action plan. As a district, we are doing curriculum reviews and want to be sure it is articulated, aligned with our goals and informed by data. Math vertical articulation is critical and we will use PD days for this to make sure it is consistent. We have piloted some ideas to make a smoother transition from elementary to MS to HS. At the elementary level, we will focus on early literacy, we purchased Heggerty curriculum and will provide PD for this and leverage it with the W.I.N. program for those who are in most need. We are piloting a couple of decodable text that will align with Heggerty and Foundations to give more tools to the teachers. Math will be the focus of the Impact Meetings and she and Principal Chenette will go to Impact team training. At the MS, they will leverage with SEER block to provide mediation and use interdisciplinary project based learning. In math, they will focus on curriculum development and taking interim state assessments and PSAT and SAT to help improve instruction. At the HS, they will leverage with Warrior block, it is project based, hands on and evolving as we go about the year. We use data to see what is working and what is not. We are looking to test math readiness and preparation in class for all students, seeking a PSAT/SAT test prep PD to deepen staff's understanding of the expectations and format and taking practice tests in department meetings to inform instruction. Mr. Kofalt expressed he really appreciates the thoroughness of this presentation and data driven approach and action plan; it was well presented. Principal Edmunds confirmed there will be an elective class next year on PSAT/SAT prep; they are working on training for teachers. Mr. Post noted NH is different from a lot of states where the SAT has more impact on what school students will get into, it has an impact on how the school is doing. How can we compel students to take the class? Principal Edmunds responded, we will do our best. Superintendent spoke about this noting it has to start at LCS and understand we are competing with other kids. We have to prepare them the best we can. The SAT is critical; it is competitive and test training can have an impact. It was noted we are judged on these scores as a district and how can we develop these skills and offer support. Ms. Stefanich does not want to teach to the test all day, there needs to be healthy balance. There are pieces that we need to integrate but not to the point that we are burning them out with testing. A question was raised if anything else was identified other than COVID being the reason for the scores. Ms. Stefanich responded there is a large number of "opt-outs". We also do not have the state data to say if it is on par with state data. We hope for more information in November when the data is released. We hope to implement these strategies and see how the numbers grow. It was noted last year we set up tutoring for students, paid for with ESSER funds. Do we need to do that in addition to what is happening in school, is there something else we can do for struggling students. The action plan is great but we need the people to carry it out. A question was raised regarding the status of filling the title 1 tutor positions. Principal Chenette has not been able to fill these even with reaching out to teachers who applied to other positions and monitoring applicants through Schoolspring. This was briefly discussed along with student interns. Ms. Stefanich noted other districts are struggling with the same issue. A question was raised how the 11th grade SAT data was pulled. Ms. Stefanich responded we get those from the College Board when they give us student data. A question was raised if we can use ESSER funds for afterschool tutoring for teachers who want to work with students K-5, we can't lose sight of those as well. Ms. Stefanich noted we are including them in with the PD K-5. Several board members commented that it was a great presentation. A question was raised when Ms. Stefanich thinks she may have an indication of it is going. Ms. Stefanich responded in spring when they take the full assessment and we will be also doing walk-throughs. It was noted the Board would be interested in hearing how it is going.

VI. WLCTA

Ms. Becky Hawkes, 2nd grade teacher and Co-WLCTA President was present and reported that they asked the Superintendent if they could be on the agenda once a month to talk about what they think is exciting from the teacher's perspective. In Sept. in the town wide yard sale, they held a bakesale, raising \$200 for a scholarship to a graduating senior. When we asked teachers, what they wanted us to share with you, they talked about the homecoming dance; 120 students participated, the cooking class brought food, they brought a runway and the news show created by Andrew Tyler running this week plus he is the top 3 contender for teacher of the year. The MS is doing an interdisciplinary project on travel brochures by state. At FRES, she spoke about the Halloween Parade being back; teachers have themed costumes. She also spoke on how the staff worked flawlessly and fluidly to cover a short staff day. LCS is excited for the sand for the sandbox, trick-or-treat at WLC, the safety day with the police and fireman and fall fest. From the teacher's perspective, these are things we are excited about and want you to be excited too. It was noted, this was great and this is the kind of things the board wants to see and hear about and all the people who are dedicated to our kids. It was noted the homecoming dance was the best dance they had in years. Chairman LoVerme asked if the Board can see the news show, Ms. Edmunds will have it sent via YouTube. The class is doing the editing, filming and its great and fun to watch. They have a green screen they are just starting to use.

There was a 4 minute bathroom break.

VII. 7:00PM JOINT BOARD & BUDGET COMMITTEE SESSION

Present: *Jeff Jones, Leslie Browne, Christine Tiedemann, Darlene Anzalone, Lisa Post, Caitlin Maki, Bill Ryan (online), and Adam Lavallee*

The joint session started at 7:06pm, the Budget Committee was already in session as they met prior.

a. FY 2022-2023

i. Full Budget

ii. SAU Budget

iii. Salaries & Benefits

Superintendent gave a general overview and right now, this is the first run for us. He and Ms. LaPlante worked with administration and teachers to get a rough number; the 6.6% increase is not OK with them and they need to take a deeper dive so it is acceptable to the community and staff as well. Cost of materials and gas has gone up. We are looking at cost and trying to predict for next year. There are sizable increases in SPED, transportation, out of district placements and there is need for therapists to support our kids who are at most risk. We have increases in the 2nd year of the WLCTA and WLCSSA CBA's. In technology we are looking at a \$99,000 increase; we will dig deeper to understand what those costs are. We looked at consolidating all the technology lines to see if we can eliminate any redundancy and make it more efficient. We are looking at E-Rate reimbursement of about \$82,000-\$83,000 which would offset some of that increase. There is an emergency connectivity grant. Ideally we would come under if those things came through but we still have to budget with the anticipation of E-Rate reimbursements. It is just like out of district placements, we get money back through CAT Aid. He reported the SAU (non-wages) budget is down 11% and thanked Ms. Fowler for working on this even though it is a small budget, it was good work. The buildings are looking at a reduction of \$40,000 in non-wages. A clarification was made that the curriculum coordinator salary under contracted services shows a savings but there is an offset as it was moved to the employee side with employment taxes being paid. Ms. LaPlante clarified that she gave a generous 5% increase to medical insurance. She had looked at the demographics of the employees, some get the buy-back if they do not take district health insurances but that can change from year to year. Some staff are on their parents insurance and that will end; they may need insurance through the district. Because of the potential changing situations, she built in a buffer feeling that it was better plan for some wiggle room. She confirmed medical is higher at FRES due to staff and plan changes. A request was made to add a FY 21 actual column. Ms. LaPlante recommends to use caution when referring to that column as we underspent by approximately \$900,000; it is an anomaly. A question was raised if there is any cost that will affect the FY 23 proposed. Ms. LaPlante does not believe so; we have budgeted to plan for a normal year. Superintendent added technology is always an area we are looking at due to the wear and tear and looking at adding a boiler, as there is wear and tear on that especially due to mitigating factors with COVID and the possibility of using ESSER funds for that. This is something we can discuss; cost of a new boiler is between \$60,000-\$80,000. Ms. LaPlante pointed out an error that has since been fixed on line 885, FRES transportation should be \$100,000 not \$10,000. She added the transportation bid would be due to go back out next year. Chairman LoVerne noted we can look at a 7% increase on that. Clarification was asked for if the out of district placement is an actual identified need or a contingency. Mr. Pratt clarified it is actual but it is unknown at this time if it will happen this year or next. Mr. Kofalt suggested to have the capital reserve balances as we go through the process. A question was raised regarding technology service wages and what is driving the increase or it the change in allocation for each building. Ms. LaPlante confirmed the technology director is funded across 5 lines and the tech support person is funded across FRES and LCS. Superintendent Weaver will look at this to clarify the increases. A request was made for a net on staffing, what are we proposing to add next year and how do our numbers look as we spread across the grades. Are there any close to the class size maximum requiring another teacher. Superintendent responded we do have a bubble in the 4th grade and need to look at hiring another teacher next year but we need to seriously look at the it because that bubble stays with us and how does that impact our budget overall and how do we balance that need out. We will need to look at WLC and how we can balance that need in the elementary school. He may have this for November 26 meeting. A request was made to provide enrollment numbers. Principal Chenette provided class sizes for some of the FRES grades and notes the upcoming 4th grade is giving her some angst. Superintendent reiterated he is not proposing this number (bottom line) it is just the first draft. Mr. Erb confirmed we locked in the contract for fuel, he believes it is \$2.46. He spoke to a couple of resources that said this was the cheapest time to buy in mid-October so he locked in. He says it is possible it may drop next summer, but it's difficult to forecast. Last year was a one-time deal; we will not see those prices again. He confirmed we also locked in propane through the same company. A request was made to make the first column static numbers so it does not change. A request was made to add a tab to the excel sheets for a key of the object codes. Feedback was that the format is much better from last year and appears consistent. It was noted the approach is to build a budget that looks like a normal year but at the same time, we have ESSER funds we can spend into this year. It was suggested at some point it will be useful to match those up with eligible expenses so we are clear how much could offset the cost in the budget. It was noted in order to use ESSER funds, the expense will need to come out of the budget. It was suggested to highlight the line or object that is ESSER eligible and have a discussion on those things in November. We have a 6.6% increase and we have options; how do we play that out, how should we spend it and when should we spend it. Ms. LaPlante asked for consensus from both groups to have this as a topic of discussion in November. No objection heard. She will have that as a target to identify these and that will be brought to the November 23 meeting. Caution was noted as we have a limited amount of funds and \$450,000 can go quickly; if we have COVID situations again and need to hire long-term subs etc. We need to look at that. It was also noted to keep in mind that the intent of ESSER funds is to help students. The curriculum coordinator's data shows some loss of learning, where can these ESSER funds best impact our schools and students and help to build back the skills they lost. ESSER funds are to address the impact of COVID in our schools. It was noted to be careful to not save the funds too long, not needlessly spend them but don't save it and not spend it as there will be less and less opportunity to spend it. If it is really needed in 2024, likely there will be additional funding. Superintendent spoke that the math test scores have dropped off and we should look at ESSER funds to help with that whether training, materials or a different approach. A brief discussion was had regarding

moving the joint sessions to 6:30pm. No objection heard to this and Superintendent will tighten things up when we want a student to be recognized etc.; he will work on finding a balance with this.

VIII. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Brian Fey wanted to comment and was asked to come up to the microphone. He asked if anyone in the room had trouble hearing him, as he wanted to speak from his seat. Chairman LoVerme explained the reason for coming up to the mic is that we have an audience online and it is so they can hear the comment as well. He can come to the mic or we can move on. Mr. Fey commented that no one else stood up at the mic. He did come to the mic and noted there was a lot of discussion about ESSER funds. He spoke wanting to circle back to his first question and that Mr. Vanderhoof brought up a question about things regarding governmental studies. He questions what is the community dealing with regarding COVID issues. The Board talked about \$450,000 and substitute teachers and all these things, and addressing these issues; he is afraid this Board is taking the full United States into account and adjusting their decision on that. His first question goes back to measuring the impact on students, measuring the data, addressing the impact of COVID. He feels we need to readdress that. He spoke of the discussion regarding class sizes and about 6.6% and that you throw out a lot of information but not a lot of explanation. He feels there is a lot of information being presented without explanation. He spoke of evaluating decisions on our community not government studies. He notes he is not trying to single out the Principal, he feels she is doing a great job. He adds Ms. Mortvedt said it best, "can I get an Amen". This is our community not the whole world and if we are making decisions, it should be for the whole community. We talk about incidence of suicide etc. He apologized if you think he is standoffish he doesn't mean to be, he is new here and wants to be welcomed. He stands for this town, this community, and we need to make decisions for this town and not for the government, the whole world, this country. He apologized for requesting to sit; he doesn't want to be a problem. He wants us all to be a team we all have kids here.

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

The next joint meeting will October 26 at 6:30pm.

A MOTION was made by Ms. Browne and SECONDED by Ms. Tiedemann to adjourn the Budget Committee meeting at 7:50pm. Voting: all aye, motion carried unanimously.

IX. SCHOOL NURSES

Superintendent invited Ms. Cathleen Bertoncini, school nurse to join the discussion. Superintendent spoke regarding school nurses working hours beyond their contracted hours including weekends related to COVID. He questioned how we compensate them for that. They are on the teacher's contract and he did not specifically see anything that addressed the issue. He spoke that Ms. Bertoncini has had to take a number of calls over the weekend even when there were no positive cases. He provided a job description. He asks to discuss this to remedy the situation for the nurses. A question was asked how someone would even call a school nurse after hours. Ms. Bertoncini explained an email is created when a message is left on her phone. Confusion was noted why parents would be doing this and not calling their doctor's office or the on call provider. Ms. Bertoncini explained it is mostly calls relating to the guidelines, symptoms and clarification and is more related to positive cases. This is the bulk of it and what makes it so unusual. She spoke as a nurse, you can't wait until Monday to address it, you have to deal with it. How would you feel as a parent if we did that? This was a lengthy discussion which included why is it the school nurse making the calls if it is about protocol and procedure, why can't the administrator do this or send an email. It was clarified an email is sent in an effort to simplify the process but it does usually elicit phone calls as this year there are a lot of gray zones. Ms. Bertoncini was asked for examples of calls she receives, examples were given. Mr. Vanderhoof noted, if we can't identify the issue we cannot help you. A question was raised how many calls are placed. Superintendent responded it is unpredictable; it can even be about hand, foot and mouth disease too. He added the expectation is different with nurses and notes he can't tell you how many times he has called Ms. Bertoncini after school and on weekends. In a normal time, it is different but with COVID, there are more calls to make. We don't expect teachers to call or email parents on weekends. He adds one weekend we talked everyday due to positive cases and how to problem solve, he is not comfortable making those decisions without the nurses and he leans on Ms. Bertoncini a lot. Ms. Lavallee spoke that she attended the conference call last week and this is not just a problem in our district. There are 2 things impacting this, 1 is that DHHS is no longer assisting with contact tracing and outreach to families has fallen to the schools; this was acknowledged last week and there are more positive cases now and we are seeing an increase in the workload because of this. Ms. Bertoncini agrees she is seeing this. Mr. Post spoke that they want to help, do not want to overwhelm them and Mr. Vanderhoof was just trying to get to the point of what the individual problems are. Should we have a FAQ (frequently asked questions) document? Ms. Bertoncini notes every situation is unique and she gave examples. She does not think that would help nor would having the administrators making the calls would help. A question was raised if it could be a contracted services nurse. Superintendent responded the cost is \$55 per hour. Ms. Bertoncini confirms it is afterschool and on weekends and would be difficult to use an agency nurse. Superintendent spoke that it is the nature of being on call all week long, knowing you could get a call and need to respond to it. He understands contractually we have a problem here. Discussion continued on the matter including

could the nurses rotate and share a database and at what point do you allow the parent to continue to call before you refer them to their doctor. Ms. Bertoncini explained when you have a positive COVID case, you work with administration to come up with a list of close contacts, send an initial email (most schools do this), and it says if they have additional questions to call her or an administrator. She adds she will refer them when it goes beyond her scope and normally she doesn't get more than one call from the same parent over the weekend. The number of calls comes in waves; she can have a weekend that is clear and another where she is addressing things all weekend. Mr. Kofalt asked to have more information, where is the dividing line between the school nurses and at what point do we say call your family physician, it would be helpful to understand the number of additional hours. It was suggested to have a document that showing specific needs, here is the problem, here is what we do, and what we don't do; if we are asking you to put in considerable effort and time outside your job we need to address it and pay for it. Mr. Kofalt adds he does not want to come across saying no; he wants to see this district acknowledge excellent effort and rewarding it. In the past when it is brought to our attention, we have given a stipend and likely, that is the answer here but doesn't know if he is alone in wanting a document that spells it out. A question was raised if they have met and are there suggestions on what they want to see. Superintendent spoke that we talked about the rotation but not all nurses are available to participate, it would be like asking a teacher to be on call as it is the same contract. He cannot give them comp time as they are needed here. Superintendent was asked to provide in writing exactly what they are doing outside of the school hours. Ms. Cloutier-Cabral asked if they are looking for relief or another solution, concern was raised for burn out. Mr. Vanderhoof expressed he feels we are overcomplicating the issue by saying you can contact this person; it should include during school hours. Beyond that, it shouldn't be an emergency call that takes place after hours or on a weekend. We are creating this expectation that we will be everything to everyone when the email goes out; we have limited resources and can't spend it on everything. He understands there is a period of contact tracing and contacting parents. Superintendent added the nurse is calling parents and has to contact DPH. Discussion continued regarding the matter. Ms. Bertoncini spoke that she feels she has an obligation to respond to parents and help them figure things out such as should they send their child to school. Ms. LaPlante spoke of a situation and supports having the community resource. It was noted there is a lot of misinformation coming from the pediatricians and doctor's offices. Kids show up with a runny nose and the doctors do not always want to test them, there is a disconnect between community health and the schools. It was suggested to see a plan of what the Superintendent and nurses feel is best, what we can control and what we can do about it. Chairman LoVerme asked the Superintendent to come up with a job description for after hours and the dollar figure they are looking for. He does not want to see us use a nursing association for this but to use our employees. It was suggested to form a subcommittee and provide a recommendation to the Board. Discussion was had regarding this.

A MOTION was made by Mr. Post and SECONDED by Mr. Golding to form a subcommittee (for the nursing matter).

Mr. Vanderhoof noted, all businesses have business hours and it is not unreasonable to ask parents to use other resources. A question was raised regarding the motion, what is the timeline.

Mr. Post AMMENDS his motion to include "with a concrete proposal in 2 weeks" Mr. Golding SECONDED.
Voting: six ayes; one nay from Mr. Vanderhoof, one abstention from Chairman LoVerme, motion carried.

The committee will consist of Mr. Post, (who will be Chair), Mr. Golding and Mr. Kofalt.

X. DELEGATE ASSEMBLY

Chairman LoVerme informed the group as of right now we are no longer members of the NHSBA due to lack of payment. There was a misunderstanding of when the deadline was. We will look into getting it paid if we do not we can't vote at the Delegate Assembly. Mr. Kofalt spoke of a memo that went out regarding the federal law enforcement's involvement in school board meetings, which was prompted by the NSBA (National School Board Association) he believes it is paid for through the NHSBA through our membership dues. It is a pretty compelling reason not to be part of the NHSBA. It was confirmed according to Board decision we will be paying the bill. Chairman reviewed the Delegate Assembly is this Saturday, registration is at 10:00am and it runs from 11:00am-2:00pm at the Grappone Center in Concord. He is available to go as well as Mr. Vanderhoof. He asks for nominations to represent the schools and attend.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Kofalt to nominate Mr. Vanderhoof to attend the Delegate Assembly.

Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

Chairman LoVerme will also attend.

Discussion was had regarding voting on each resolution, continuing and proposed. Mr. Kofalt spoke that he will vote against all but ours because this is what they will lobby for and he does not want them to lobby. Mr. Post agrees they are all lobbying efforts and we don't want them lobby. He feels they strong-armed us, ignored us when we spoke to them and asked them. He adds they do have some good deliverables but will vote against everything. Mr. Kofalt disagrees; their deliverables are not as good as they say; some policies are not up with the state laws. A brief discussion was had.

A MOTION was made by Mr. Kofalt and SECONDED by Mr. Post to instruct our delegate to vote against all resolutions with the exception of resolution #9, submitted by the Wilton-Lyndeborough Cooperative School Board.
Voting: six ayes; one nay from Ms. Lavallee, one abstention from Chairman LoVerme, motion carried.

Mr. Vanderhoof spoke that the reason we have not paid is still outstanding. Merrimack, when they made the decision to pay them differently had Attorney Peahl as their attorney. He is not in favor of being a member but this is something that should have been resolved by calling Merrimack to resolve it. Superintendent spoke that he did call and NHSBA told him the deadline was October 30 and they do not cancel memberships due to nonpayment. It may have been a miscommunication. Ms. LaPlante will work on this tomorrow. He had received a call from NHSBA and he will call again tomorrow and see about registering for the Delegate Assembly and see if we can have until the end of the week to pay the bill. He adds it has been a really frustrating issue and it still doesn't go away with a different kind of payment whether we like or not. Mr. Kofalt clarified they all got the same email from NHSBA (regarding nonpayment of dues).

XI. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. Post and SECONDED by Mr. Kofalt to approve the minutes of September 28, 2021 as amended.
Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

A MOTION was made by Mr. Kofalt and SECONDED by Mr. Post to approve the non-public minutes of September 28, 2021 as amended.

Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

XII. POLICIES-2ND READ

i. ACE-Procedural Safeguards Nondiscrimination on the Basis of Handicap/Disability

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Golding to approve policy ACE-Procedural Safeguards Nondiscrimination on the Basis of Handicap/Disability as written.

Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

ii. AD-Philosophy of the School District

Discussion was had and agreed to strike the words "and revise" from the last sentence.

A MOTION was made by Mr. White and SECONDED by Mr. Kofalt to approve policy AD-Philosophy of the School District as amended.

Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

iii. BDE-Committees and Delegates

Discussion was had regarding which committees to include as standing committees. It was noted we need to update the list of committees. It was agreed to not add any additional committees to the policy.

A MOTION was made by Ms. Tiffany Cloutier-Cabral and SECONDED by Mr. White to approve policy BDE-Committees and Delegates as written.

Voting: seven ayes; one abstention from Chairman LoVerme, motion carried.

iv. KEC-Policy on the Reconsideration of Instructional Materials

A discussion was had regarding the policy provides a process for parents to object to curriculum and presume pull it from use for all students district wide. Ms. Lavallee agreed that is one of the options and referred to KEC-R on the 2nd and 3rd page there is a question asking what the parent would prefer the school to do with this. Mr. Kofalt spoke of a state law RSA 186:11IX-C, which essentially gives the parents right to not have objectionable material used in their child's instruction. It is not a request, it will not be used and they will work with the school to identify an alternative book for example. It requires school districts to adopt a policy based on parent determination that the material is objectionable. There is a provision for a parent or guardian to notify the school in writing. This "kind of" addresses it but it is a request not a statement asserting the parent's right. He also spoke of an addition to this in 2017, a statement which he read, that the policy shall require school districts or classroom teachers to provide parents or guardians not less than 2 weeks advance notice of curriculum/course materials used for instruction of human sexuality or human sexual education. The policy shall address the method of delivery or method of education. He didn't see that in here or in any other policy posted on our site. That is his concern and he has a memo he can share from the DOE that references that RSA specifically summarizing what he said that there needs to be a policy that specifically allows a parent to object to material. It was suggested to send this policy back to the Policy Committee. This will be a 2nd reading; it was agreed to send this back to the Policy Committee.

427 **v. KEC-R-Reconsideration of Instructional Materials**

428 Based on the previous discussion this policy will be sent back to the Policy Committee.
429

430 **XIII. BOARD BUDGET DISCUSSION**

431 Mr. Vanderhoof thanked administration for getting all the information although he has not had time to digest it all. Mr. Kofalt
432 asked when we will have a clearer picture regarding the health insurance. Ms. LaPlante responded, worst case scenario November
433 15. SchoolCare has a meeting the beginning of November to set the rates and she will keep the Board informed.
434

435 **XIV. PUBLIC COMMENTS**

436 The public comment section of the agenda was read.
437

438 Ms. Lisa Post commented on the nurse situation and calls being made to the nurses. She doesn't see that there is any reason this is
439 happening. We can inform the parents on our website and through the mail. We need to have something in writing to people so
440 they can look at it if they have it and read it first you will relieve a lot of their anxiety. They shouldn't be calling the nurses and
441 putting pressure on them, you can see how visibly upset she is. She does not think it is the schools responsibility. After hours, you
442 have doctors, nurses, and urgent care. She also sees it as a liability and recommends you put together information that can go into
443 children's backpacks, post cards to go home and at teacher conferences, put something up in classrooms, events and sporting
444 events and hand these things out. She believes that is a better way to handle it. In many ways when people are upset, they just
445 want to talk and talk and it does not really solve anything it just makes them feel better.
446

447 Chairman noted there is not anyone online for comments.
448

449 **XV. SCHOOL BOARD MEMBER COMMENTS**

450 Mr. Kofalt commented it is good for us to have teachers on the agenda to give a report but he shared the same concern he shared
451 with the Superintendent which is the WLCTA does not represent all of the teachers; they represent a subset of teachers. If the
452 reports go the way they went tonight and are just to inform us what goes on in the school he has no concern. Close to 50% of the
453 teachers are not represented by the WLCTA.
454

455 Mr. Golding apologized to the Superintendent for not going to the WHOP on Saturday as he said he would. He commends Ms.
456 LaPlante on her hard work although it is a large number right now. He commented the nurse situation is difficult.
457

458 Ms. Cloutier-Cabral appreciates those who volunteered for the nurse committee. It is a tough problem; we have some people who
459 feel dedicated to what they do although we need to have some parameters around that otherwise she will burn out. We have stellar
460 people working for our district and we say it all the time but should always notice that they do this because they care and we are
461 lucky to have them.
462

463 Ms. Lavallee thanked Ms. Stefanich and her team for the amazing report that was given today. She appreciates it. She commented
464 that although not everyone was with the Board during the brain storming session, she thought it was very cohesive tonight and we
465 did a good job with nice healthy debate; it was very professional and she really appreciates that.
466

467 Mr. Post thanked everyone again for the great job they are doing. He thanked the Technology Director for having the screen up, it
468 is great and it shows the text while people are talking. He feels like we took a big step forward and wants to see how much further
469 we can go. Great job coming up with solutions at the other meeting too.
470

471 Mr. LoVerme thanked everyone tonight. He asked for an update about the technology equipment discussed at a prior meeting to
472 improve the meetings, cost was about \$6,500.
473

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

475 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Post to enter Non-Public Session to discuss personnel matters*
476 *RSA 91-A: 3 II (A)(B) (C) at 10:00pm.*

477 *Voting: via roll call vote, seven ayes; one abstention motion carried.*
478

479 **RETURN TO PUBLIC SESSION**

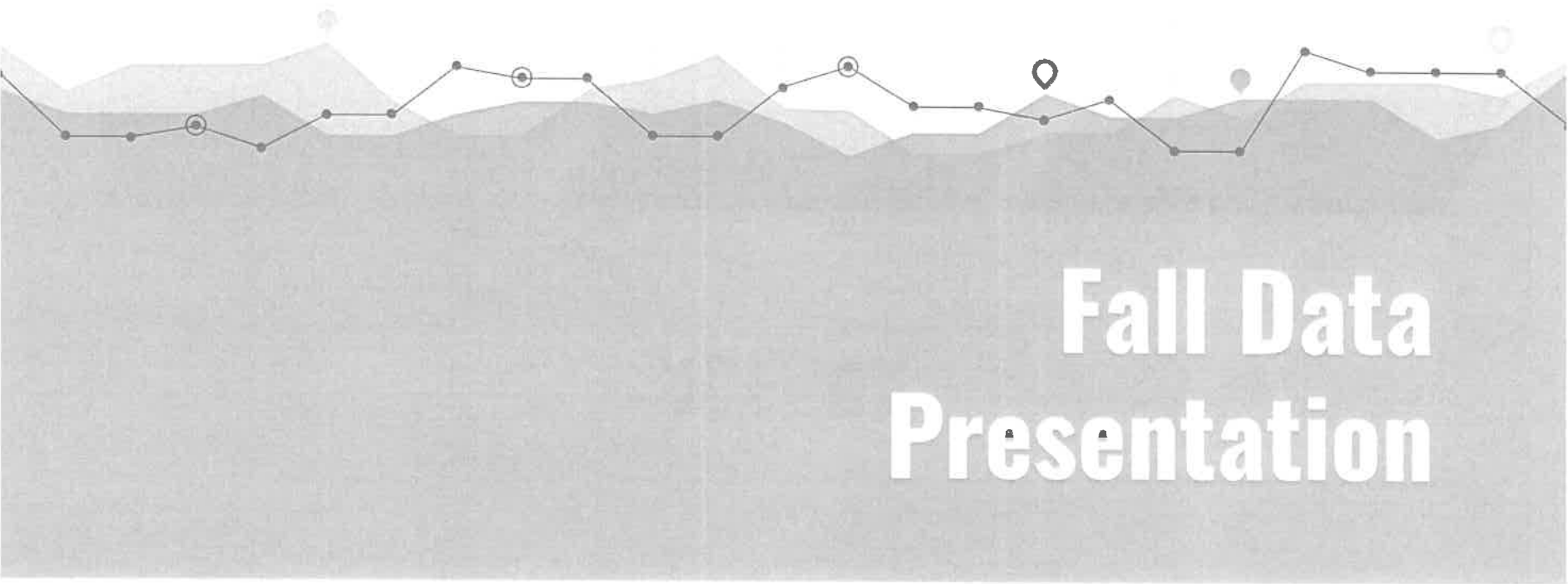
480 The Board entered public session at 10:24pm.
481

482 **XVII. ADJOURNMENT**

483 *A MOTION was made by Mr. Post SECONDED by Mr. Golding to adjourn the Board meeting at 10:24pm.*

484 *Voting: via roll call vote, seven ayes; one abstention from Chairman LoVerme, motion carried.*
485

486 *Respectfully submitted,*



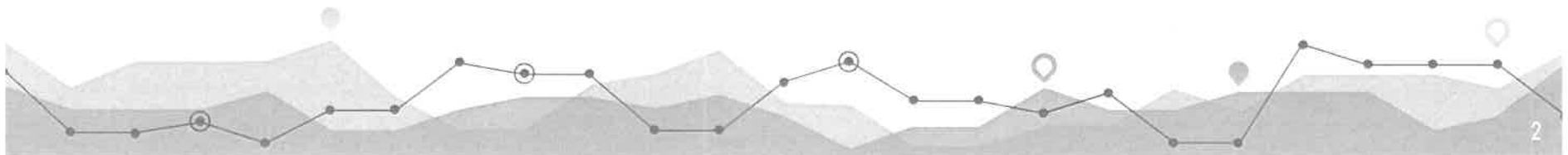
Fall Data Presentation

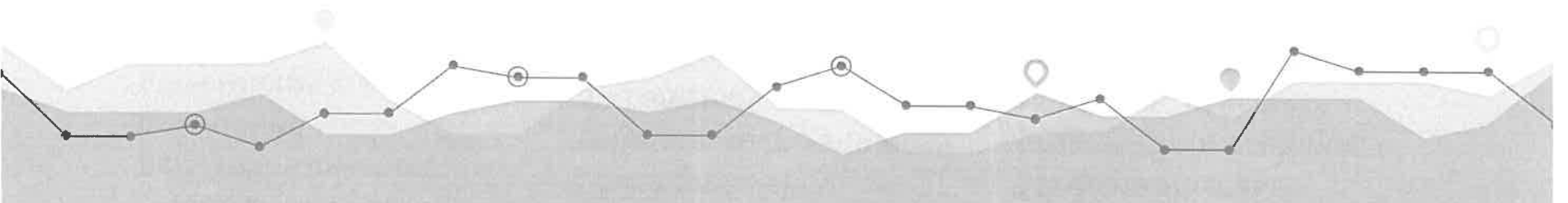
AGENDA

Past Performance and Trends

Current Performance

Action Plan





Past Performance and Trends

Spring 2021 Data

NATIONAL AND STATE TRENDS

Lower Proficiency

Most students are performing lower on literacy and math assessments than they were pre-pandemic. Also, less students are meeting grade level proficiency benchmarks.

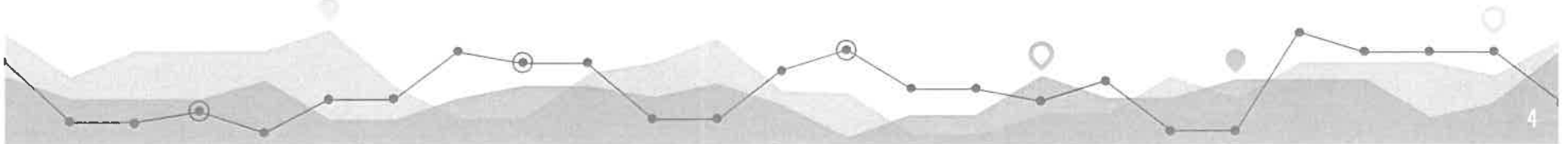
Correlates to Affluence and Diversity

Lower proficiency correlates to the affluence and diversity of a population with more significant declines seen with lower affluent and highly diverse communities.

Students did grow in 20-21

Students did make progress from beginning of year to end of year assessments, but did not make as much progress as they have historically during a pre-pandemic school year.

Information from: Curriculum Associates, 2020; Kuhfeld, Tarasawa, Johnson, Ruzek & Lewis, 2020; Dorn, Hancock, Sarakatsannis, & Viruleg, 2020



SPRING 2021 STATE ASSESSMENT DATA

Science scores
show strong
levels of
proficiency

State Assessment Data												
Test	ELA				Math				Science			
Grade	Level 1 - Below Proficient	Level 2 - At or Approaching Proficient	Level 3 - Proficient	Level 4 - Above Proficient	Level 1 - Below Proficient	Level 2 - At or Approaching Proficient	Level 3 - Proficient	Level 4 - Above Proficient	Level 1 - Below Proficient	Level 2 - At or Approaching Proficient	Level 3 - Proficient	Level 4 - Above Proficient
3	9%	48%	24%	18%	15%	33%	39%	12%				
4	18%	24%	34%	24%	24%	32%	37%	8%				
5	10%	23%	51%	15%	13%	33%	28%	26%	32%	24%	34%	11%
6	21%	44%	23%	13%	36%	46%	15%	3%				
7	6%	30%	52%	12%	18%	56%	15%	12%				
8	18%	28%	31%	23%	38%	25%	28%	10%	36%	13%	41%	10%
11									24%	24%	52%	0%

ELA majority
Level 2 or above,
small percentage
below

SPRING 2021 PSAT/SAT DATA

Grade 9 - PSAT

	WLC	NH	US
Number of Students	22	231	144,925
% Met Reading/Writing Benchmark	68%	68%	68%
% Met Math Benchmark	9%	31%	44%
% Met Both Benchmarks	9%	30%	42%
Average Overall Score	817	869	897
Average Reading/Writing Score	424	448	458
Average Math Score	393	421	439

Grade 10 - PSAT

	WLC	NH	US
Number of Students	29	1514	177,986
% Met Reading/Writing Benchmark	59%	75%	71%
% Met Math Benchmark	17%	45%	42%
% Met Both Benchmarks	17%	43%	41%
Average Overall Score	891	967	958
Average Reading/Writing Score	456	495	489
Average Math Score	435	472	469

Grade 11 - SAT

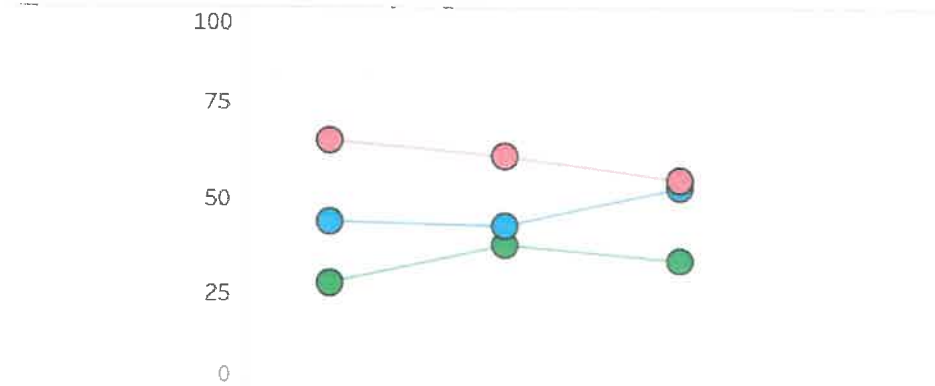
	WLC	NH	US
Number of Students	34	10599	888,385
% Met Reading/Writing Benchmark	62%	64%	58%
% Met Math Benchmark	32%	43%	36%
% Met Both Benchmarks	29%	40%	34%
Average Overall Score	997	1027	1004
Average Reading/Writing Score	501	518	508
Average Math Score	496	510	496

Exceeded nat'l %
of students
meeting
Reading/Writing
Benchmark

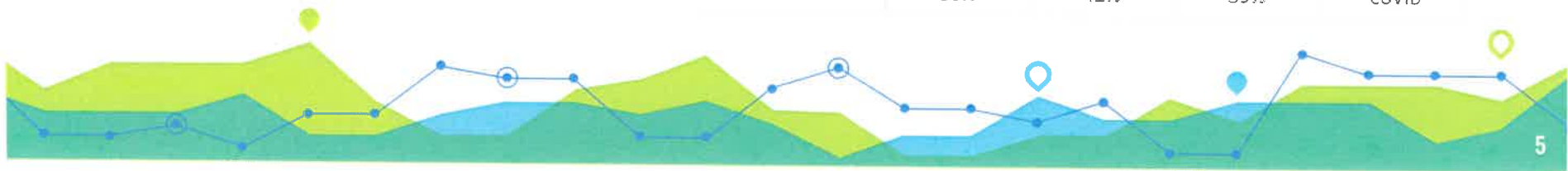
ASSESSMENT PROFICIENCY OVER TIME

Assessment Proficiency Over Time

■ ELA Proficiency
 ■ Math Proficiency
 ■ Science Proficiency



		2017	2018	2019	2020
ELA Proficiency	District	65%	61%	55%	*COVID
	State	59%	58%	56%	*COVID
Math Proficiency	District	44%	43%	53%	*COVID
	State	48%	48%	48%	*COVID
Science Proficiency	District	28%	38%	34%	*COVID
	State	36%	41%	39%	*COVID



LONGITUDINAL STUDENT DATA

Growth in
ELA
scores

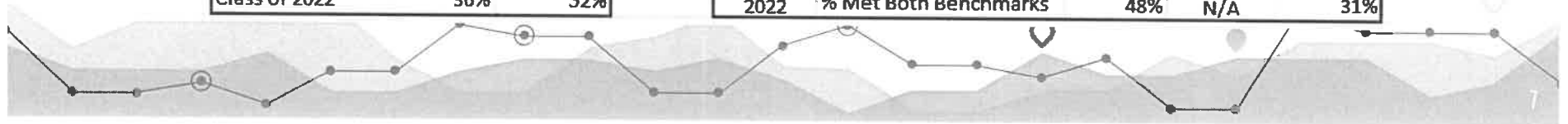
ELA Percent Proficient				
	17-18 5th	18-19 6th	19-20 7th	20-21 8th
Class of 2025	57%	50%	N/A	54%
	17-18 4th	18-19 5th	19-20 6th	20-21 7th
Class of 2026	65%	54%	N/A	64%
	17-18 3rd	18-19 4th	19-20 5th	20-21 6th
Class of 2027	58%	65%	N/A	36%
		18-19 3rd	19-20 4th	20-21 5th
Class of 2028		55%	N/A	66%

Math Percent Proficient				
	17-18 5th	18-19 6th	19-20 7th	20-21 8th
Class of 2025	45%	45%	N/A	38%
	17-18 4th	18-19 5th	19-20 6th	20-21 7th
Class of 2026	76%	41%	N/A	27%
	17-18 3rd	18-19 4th	19-20 5th	20-21 6th
Class of 2027	55%	76%	N/A	18%
		18-19 3rd	19-20 4th	20-21 5th
Class of 2028		90%	N/A	55%

16%
growth in
science
scores

Science Percent Proficient		
	17-18 5th	20-21 8th
Class of 2025	52%	51%
	17-18 8th	20-21 11th
Class of 2022	36%	52%

SAT and PSAT Percent Proficient			
	18-19 9th	19-20 10th	20-21 11th
% Met Reading/Writing Benchmark	78%		55%
% Met Math Benchmark	53%		38%
% Met Both Benchmarks	48%	N/A	31%



KEY TAKEAWAYS



Success of In-Person Learning

Wilton-Lyndeborough's mostly in-person learning helped us challenge national and state trends of lower performance.



Success in ELA and Science

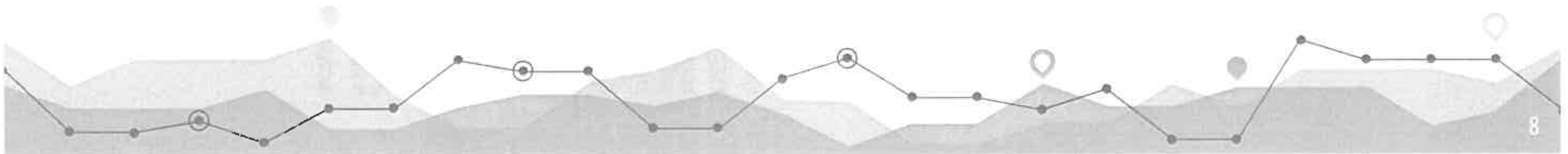
Overall, our students performance in English Language Arts remains consistent.

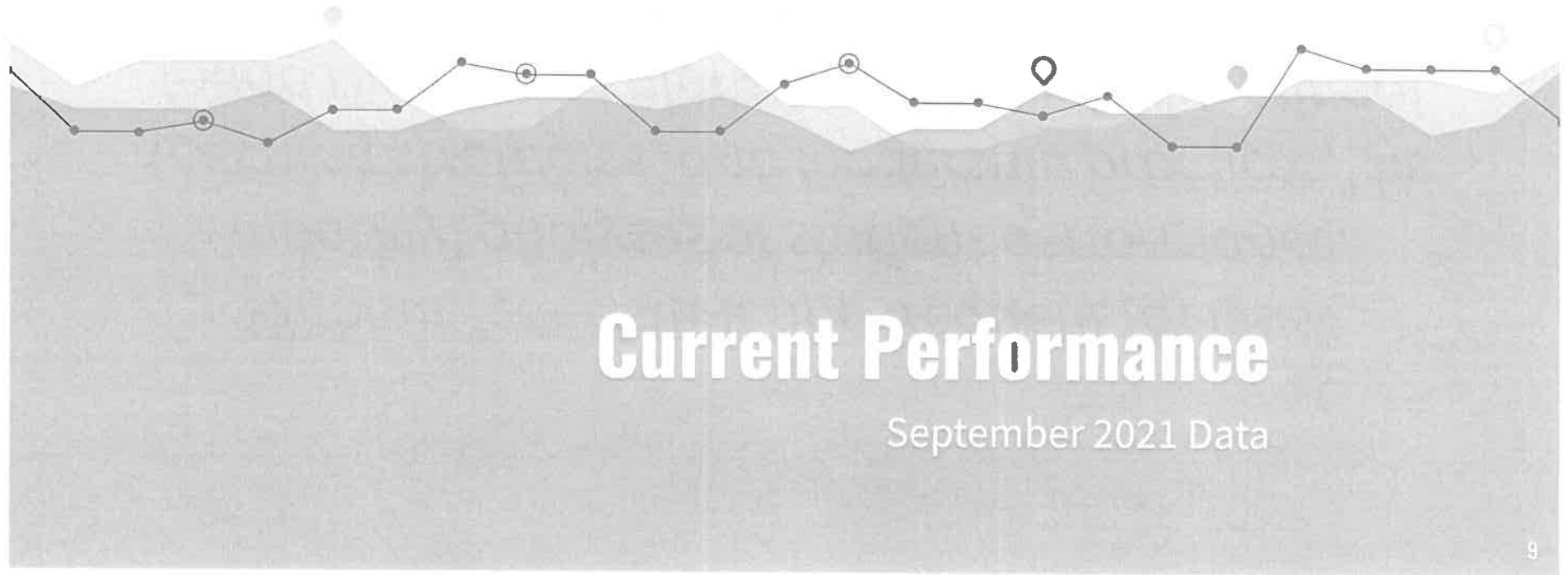
In Science, our eleventh graders showed significant growth from their last Science SAS, and overall our students have strong performance in science.



Areas for Growth

Math was the most impacted subject across grade levels, with all grade levels seeing at least a moderate decline.

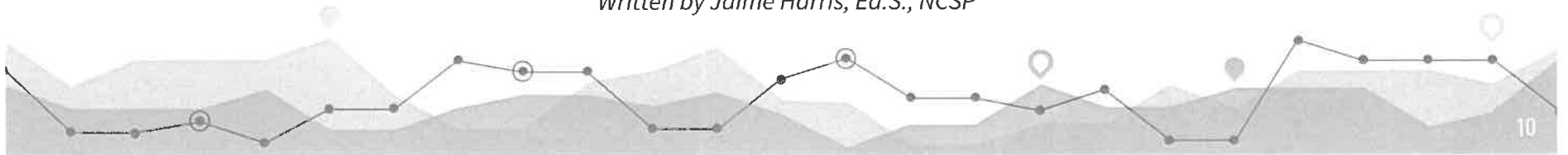




“
Without “consistent and frequent (at least monthly) analyses of student performance, teaching strategies, and leadership practices,” he found that action plans became an “educational autopsy—an analysis of last year’s scores long after it’s too late to do anything about them.”

- from Data Visualization & Action Plans: Filling Gaps in Seeing the “Big Picture”

Written by Jaime Harris, Ed.S., NCSP



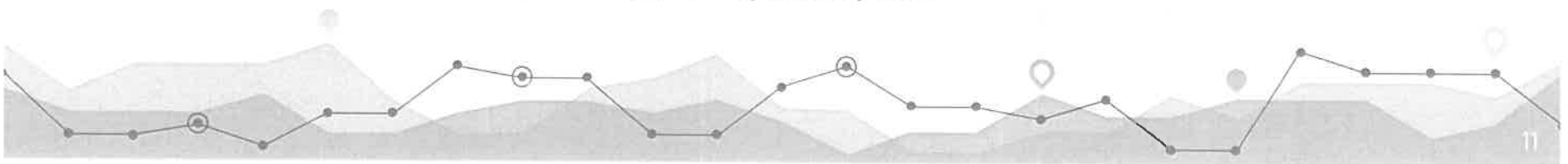
4 students needing
urgent intervention

Kindergarten STAR Beginning of Year Assessment Data 2021-22

Early Literacy

Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students
	#	%	#	%	#	%	#	%		
K	4	9%	11	26%	9	21%	19	44%	1	43

STAR Early Literacy Data



FRES STAR Beginning of Year Assessment Data 2021-22

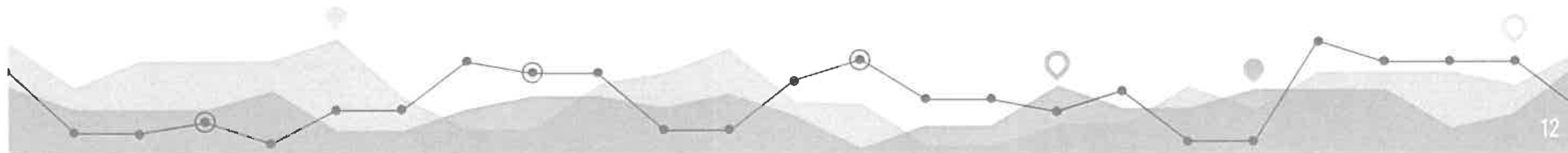
High
need in
early
grades

Reading											
Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students	
	#	%	#	%	#	%	#	%			
1	12	22%	7	13%	13	24%	21	39%	1	54	
2	10	25%	5	13%	11	28%	13	33%	1	40	
3	15	27%	7	13%	11	20%	22	40%	0	55	
4	3	9%	5	14%	12	34%	12	34%	3	35	
5	4	10%	9	22%	10	24%	18	44%	0	41	

Math											
Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students	
	#	%	#	%	#	%	#	%			
1	7	13%	8	15%	12	22%	24	44%	3	54	
2	1	3%	4	10%	12	30%	22	55%	1	40	
3	9	16%	9	16%	12	22%	25	45%	0	55	
4	2	6%	1	3%	12	34%	17	49%	3	35	
5	6	15%	7	17%	10	24%	18	44%	0	41	

Most
students
entering
ready or
almost ready
for grade
level math
and reading

FRES STAR Data



OTHER EARLY LITERACY DATA

Heggerty Phonemic Awareness Screener

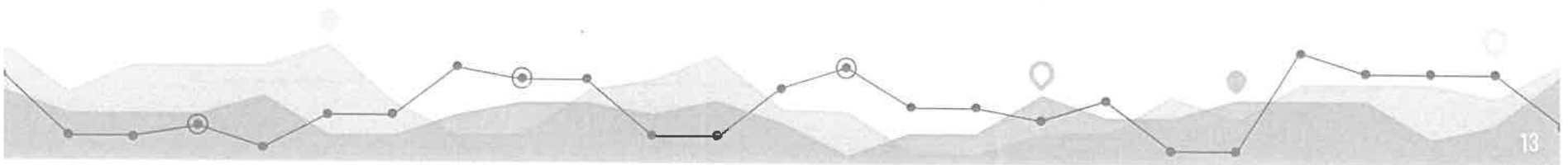
- 38% of 1st grade students are meeting phonemic awareness expectations for entering 1st grade
- Similar data for 2nd grade students, but still conducting assessments

Sight Word Screener

- About 50% of 1st grade students are meeting sight word expectations for entering 1st grade
- Similar data for 2nd grade students, but still conducting assessments

Foundations Phonics Screener

- Foundational phonics skills present, but application an area of need



Middle School STAR Beginning of Year Assessment Data 2021-22

Reading

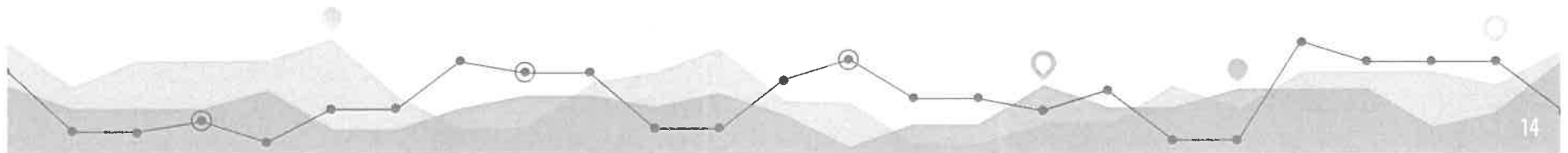
Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students
	#	%	#	%	#	%	#	%		
6	0	0%	8	19%	10	24%	22	52%	2	42
7	2	4%	8	17%	19	41%	14	30%	3	46
8	0	0%	3	8%	15	39%	18	47%	2	38

Math

Grade	Urgent Intervention		Intervention		On Watch		Proficient		Missing	Total # of students
	#	%	#	%	#	%	#	%		
6	3	7%	4	9%	12	28%	21	49%	3	43
7	4	9%	8	17%	19	41%	12	26%	3	46
8	0	0%	3	8%	11	29%	21	55%	3	38

Low numbers of students at Level 1

WLC STAR Data



KEY TAKEAWAYS



Averages

Between 30-60% of our students are entering their current grade level ready to learn that grade level's content.



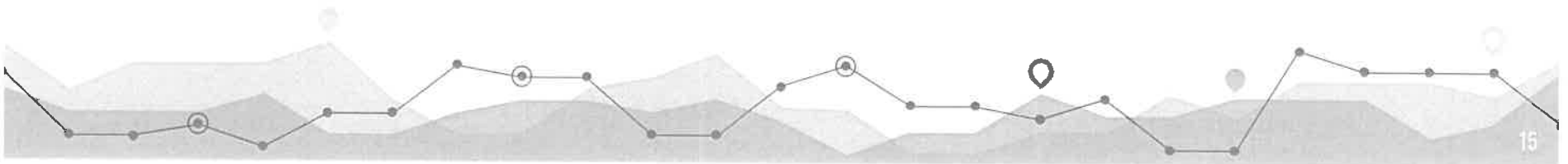
Early Literacy Information

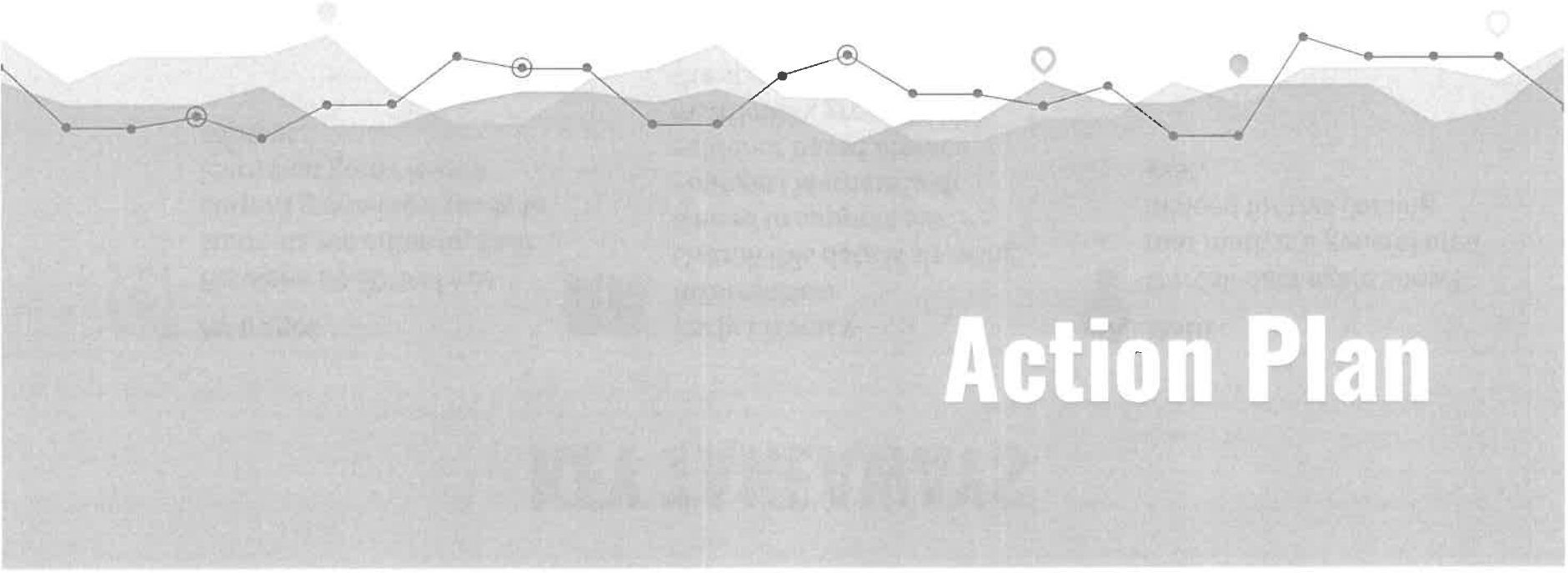
Overall this data is showing a need to support our youngest learners with evidence based literacy instruction, grounded in the science of reading



Math

Our fall data again shows that math is a general area of need for this coming year.





Action Plan

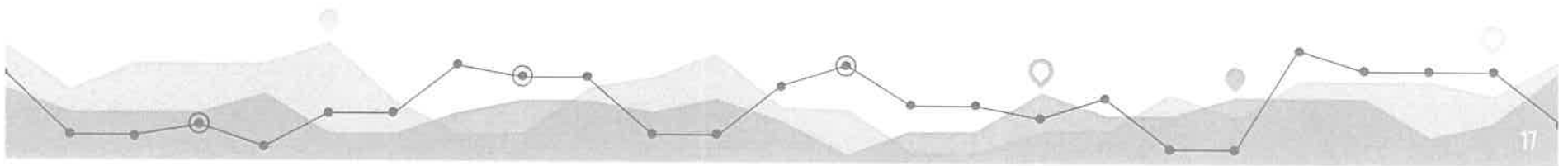
DISTRICT WIDE

Curriculum Review:

- Ensuring district wide curriculum is clearly articulated, aligned with our goals and informed by data

Math:

- Vertical articulation of curriculum, including utilizing professional development days for this work



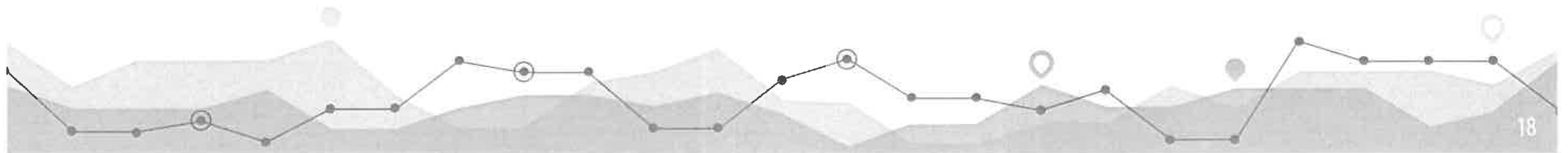
ELEMENTARY ACTION PLAN

Early Literacy:

- Heggerty Professional Development Session
- Leveraging WIN Program to provide targeted support
- Decodable Texts aligned to Foundations and Heggerty

Math:

- Focus of Impact Team Meetings
- Math Curriculum development focus



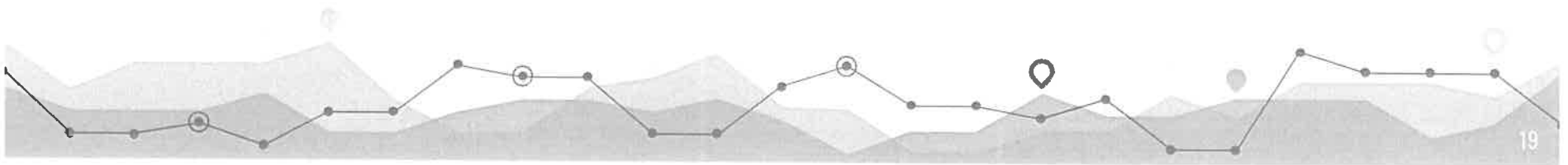
MIDDLE SCHOOL ACTION PLAN

Leveraging SEER:

- Focused math facts practice during SEER
- Providing targeted intervention and support
- Using interdisciplinary, project-based learning units

Math:

- Math curriculum development focus
- Department taking interim State Assessments and PSAT/SAT to help inform instruction



HIGH SCHOOL ACTION PLAN

Leveraging Warrior Block:

- New program this year providing intervention and support for targeted students
- Project based, hands on approach at student pace to demonstrate competencies
- Evolving to meet students needs as the year progresses

Math:

- Test readiness and preparation in class for all students
- Seeking PSAT/SAT Test Prep Professional Development to deepen staff's understanding of expectations and format
- Taking practice tests in department meetings to inform instruction

