

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 10, 2025
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

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

Present: *Dennis Golding, Brianne Lavalley, John Zavgren, Michelle Alley, Erin Collins, Diane Foss, Jonathan Lavoie, and Darlene Anzalone (online)*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Bridgette Fuller, Assistant Principal Katie Gosselin, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, Facilities Manager Ben Hofstetter, Food Service Director Megan Nantel, and Clerk Kristina Fowler

I. CALL TO ORDER

Chairman Golding called the meeting to order at 6:32pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

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

Ms. LaPlante reported that the State of NH requires that revenues in excess of \$20,000 that were not budgeted a public hearing needs to be held to accept those funds. The only revenue in excess of \$20,000 that we are anticipating is reimbursement for the freeze claim that we had back in January. She has been working with the insurance adjuster for the last several weeks and was hoping to have this number finalized tonight but it was not finalized it. We can't hold the full public hearing, but we can open the hearing, hear any comments and the school board can continue the hearing at the next meeting at a time and date certain which would be June 24 at 6:30pm. We should have those figures from the insurance company by then. She clarified the claim was from back in January when one of our unit ventilators froze open. That claim is estimated at about \$57,000 right now. We are just negotiating what we're getting back. She confirms it is a blanket law across the State of NH for public entities and for us to hold the hearing, it is really a formality that we have to hold this.

Chairman Golding opened the hearing at 6:34pm and reviewed the purpose of this hearing (public hearing-unanticipated revenue RSA 198:20-b) is that we are anticipating having more than \$20,000 for the insurance claim from back in January (unit ventilator froze open). Ms. LaPlante is working with the insurance adjuster to finalize the amount which we would need to accept because it is unanticipated revenue. Ms. LaPlante confirms she will have the final number for the June 24 board meeting. Chairman Golding suggests we continue the public hearing at the next duly noticed board meeting on June 24, 2025, at 6:30pm. He asked for any comments or questions from the school board, none heard. He closed the hearing at 6:35pm to continue at that next board meeting.

IV. STUDENT/STAFF ACKNOWLEDGEMENT

Ms. Fuller honored several students as Self-Control Ambassadors. She reviewed the many reasons these students were recognized by their teachers. The students included Paige Beam, Molly Morrow, Jayde Jones, Vera Hill, Oscar Collins, Aubrey Coleman, Bryn Karkheck, Mei Marrier, Grace Corron, Lilly Morrow, Jaxton Riel, and Colton Sargent. All the students were congratulated.

V. ADJUSTMENTS TO THE AGENDA

Superintendent requested to add to Principal Ronning's report the approval of 4 foreign exchange students to the district next year.

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

VI. PUBLIC COMMENTS

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

VII. BOARD CORRESPONDENCE

a. Reports

i. Business Administrator's Report

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

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

ii. Principal's Report

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

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

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

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

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

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

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

iii. Curriculum Coordinator's Report & Data Presentation

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

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

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

VIII. YTD REPORT

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

IX. CALL FOR RESOLUTIONS

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

X. POLICIES

a. 2nd Reading

i. GBCD-R Background Investigation and Criminal History Records Check-Internal Controls

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

iii. ADB-Drug Free Workplace and Drug Free Schools

iv. JRA-Student Records and Access (FERPA)

Ms. Lavallee reviewed this is the 2nd reading, there have been no changes since the 1st reading. No questions or comments heard.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to approve policy GBCD-R-Background Investigation and Criminal History Records Check-Internal Controls, policy IHBA-R-Programs for Pupils with Disability-Section 504-Notice of Parent and Student Rights, ADB-Drug Free Workplace and Drug Free Schools, and policy JRA-Student Records and Access (FERPA).

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

XI. ACTION ITEMS

a. Approve Minutes of Previous Meeting

Line 15, change Chairman Golding to Vice Chair Lavallee.

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

MOTION was AMENDED to include "as amended."

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

b. Donation-Food Service

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

A MOTION was made by Mr. Lavoie and SECONDED by Ms. Foss to accept the donation in the amount of \$3,320.40.

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

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

XII. COMMITTEE REPORTS

i. Strategic Planning Committee

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

397 **ii. Facilities Committee**

398 Ms. Alley was elected as Chair and Ms. Collins is the Vice Chair. Ms. LaPlante introduced Mr. Hofstetter, the new
399 Facilities Manager. Chairman Golding would like to reinstitute a short report each month from the Facilities
400 Manager which will be on the agenda. Ms. LaPlante reviewed the committee met and discussed the status of current
401 projects which are outlined in her written report. The goal will be for Mr. Hofstetter to acclimate to the buildings and
402 start with WLC. He will give a tour, and we can start following goals with the buildings budget, 1, 3, and 5 long-term
403 plans. Mr. Hofstetter had prepared a report which he read out loud. He spoke of arriving at one of the busiest times of
404 year and his goal is to move things from good to great. He spoke of some projects he is working on, at FRES some
405 lights are flickering and has an electrician coming in, at WLC on June 24 an electrician is coming to work on the
406 curtain and get power to that and in full operation and look at the fans and outlets that are not working. Plumbing is
407 coming on June 19 to install the art room sinks and add new traps and drains. The cafeteria floor, which is from an
408 insurance claim was sent out to bid, he met with 2 vendors. He wants to do that before school starts. He had them
409 take measurements for the library and front office but not sure if that will get done over the summer. We are getting
410 ready for summer push and recleaning and organizing. He is shifting staff around to see if we can get more done. Ms.
411 LaPlante confirms funding is all either in the CIP or budget and is factored into the number she gave earlier tonight.
412 She confirms Mr. Hofstetter has the CIP and has discussed it. Superintendent added we have a really good facilities
413 team; they are rock stars. Mr. Hofstetter noted he has never come into a more welcoming environment.
414 Congratulations were voiced for Mr. Hofstetter, and he was welcomed.
415

416 **XIII. RESIGNATIONS / APPOINTMENTS / LEAVES**

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

418 Superintendent reviewed the resignation of Mr. Morrow who has been a long-time custodian for over 10 years, and
419 he will be missed.

420 **b. Transfers**

421 **i. Bridgette Fuller-W.I.N. Coordinator**

422 **ii. Amber Brewster-MS English-WLC**

423 Superintendent reviewed the 2 transfers within the district. We are fortunate to have Ms. Fuller stay in the district,
424 and it is important with the transition of a new Principal. She has a critical role in that. Ms. Brewster has some
425 difficult shoes to fill, taking over for Ms. Bujak who has volunteered to help with the transition. We will support Ms.
426 Brewster to obtain her certification; she has a degree in English. She will continue as the Athletic Director.
427

428 **c. Appointments**

429 **i. Dustin Scott-WLC-Technology Teacher**

430 Superintendent reviewed the nomination for technology teacher.
431

432 *A MOTION was made by Mr. Lavoie and SECONDED by Ms. Lavallee to appoint Dustin Scott as a WLC*
433 *Technology Teacher, Bachelors +30, Step 18 at salary \$70,600.*

434 *Voting: via roll call vote, all aye, motion carried.*
435

436 **ii. Melanie Zablotny-FRES 5th Grade Teacher**

437 Superintendent reviewed the nomination for a 5th grade teacher.
438

439 *A MOTION was made by Mr. Lavoie and SECONDED by Ms. Lavallee to appoint Melanie Zablotny as a 5th grade*
440 *teacher at FRES, Bachelors, Step 5 at a salary of \$52,000.*

441 *Voting: via roll call vote, all aye, motion carried.*
442

443 **iii. Patricia Donaldson-FRES/LCS School Counselor**

444 Superintendent reviewed the nomination for the school counselor.
445

446 *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to appoint Patricia Donaldson as the*
447 *FRES/LCS School Counselor, Masters +20, Step 5 at a salary of \$57,600.*

448 *Voting: via roll call vote, all aye, motion carried.*
449

450 **iv. Kinley Sullivan-WLC-MS Math Teacher**

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

A MOTION was made by Mr. Lavoie and SECONDED by Ms. Collins to appoint Kinley Sullivan as the MS Math Teacher at WLC, Bachelors, Step 1 at a salary of \$48,000.
Voting: via roll call vote, all aye, motion carried.

XIV. PUBLIC COMMENTS

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

XV. SCHOOL BOARD MEMBER COMMENTS

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

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

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

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

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

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

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

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

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

RETURN TO PUBLIC SESSION

The Board entered public session at 9:51pm.

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

Voting: all aye, motion carried.

XVII. ADJOURNMENT

A MOTION was made by Ms. Foss and SECONDED by Ms. Collins to adjourn the Board meeting at 9:51pm.

Voting: all aye, motion carried.

Respectfully submitted,
Kristina Fowler

SAU 63 Spring 2025 Data

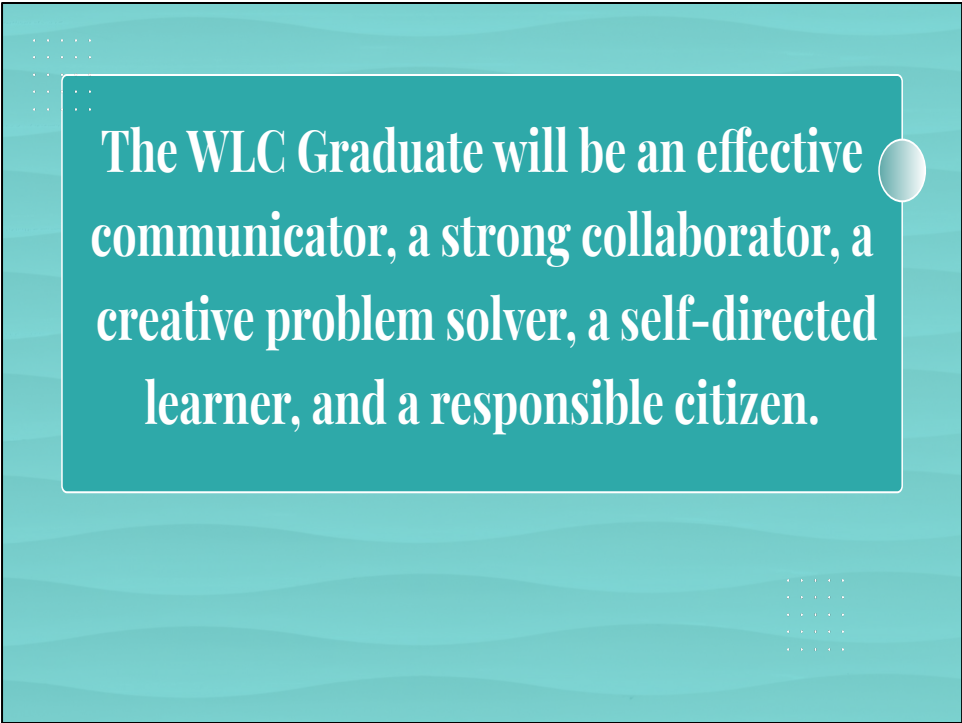
Presentation



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

~Jill M. Siler

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



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

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

Agenda

1

iReady Math

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

2

iReady Reading

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

3

Other Data

PaSAT & SAT, GPA, and
after high school plans



Key Takeaways

1

High School

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

2

Middle School

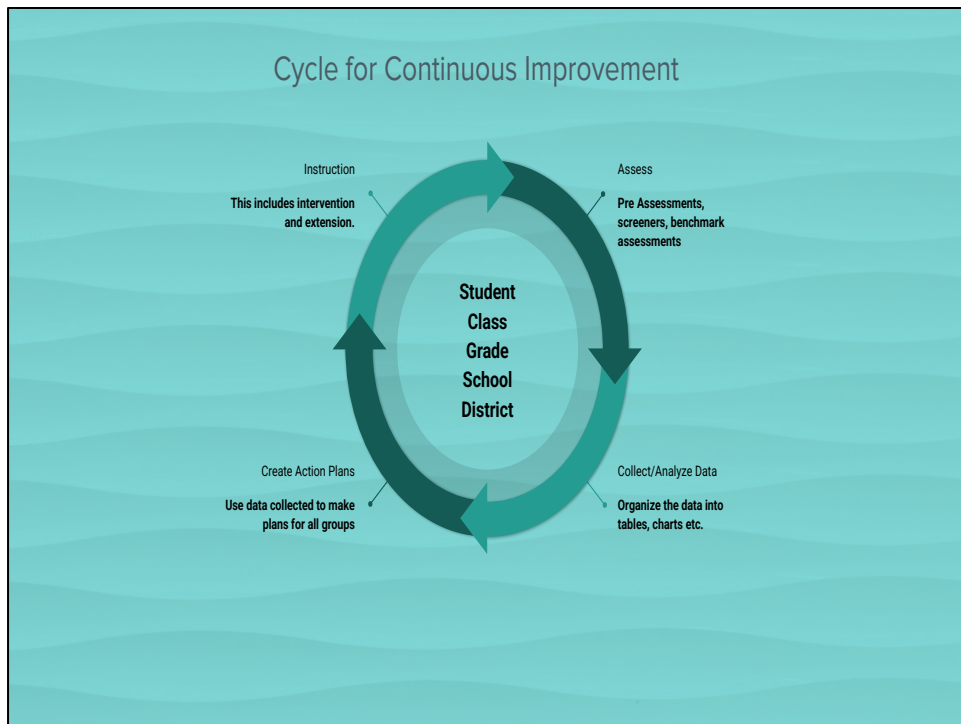
WLC Middle School students are continuing to grow to move from the below grade-level bands to the on or above grade-level bands.

3

Elementary Schools

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





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

iReady Information

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



iReady Benchmark Testing Windows

September 2024

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

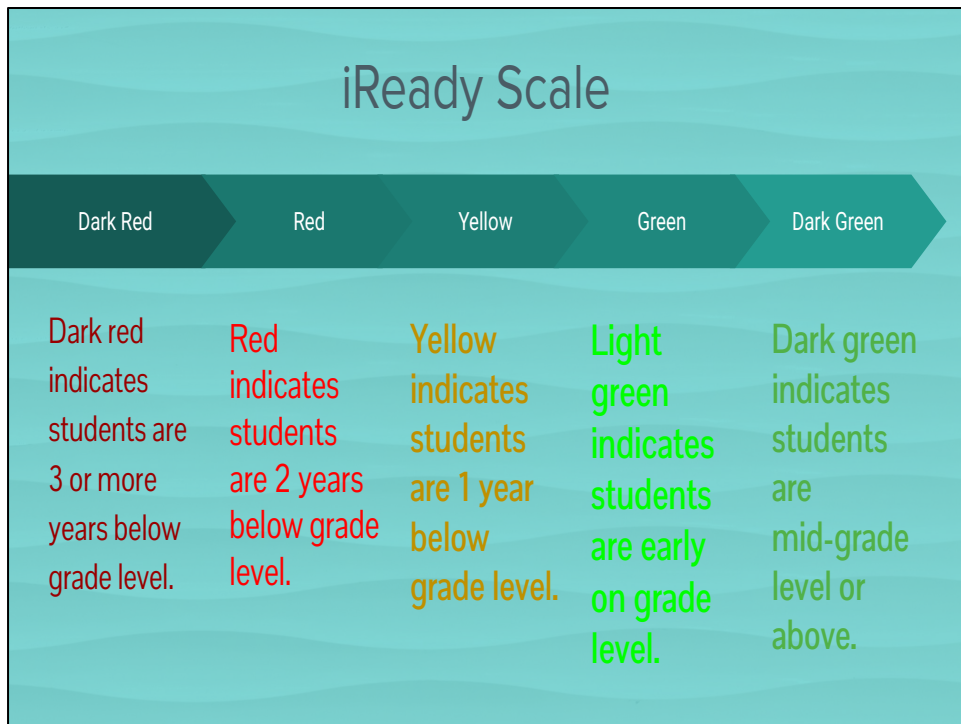
January 2025

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

May 2025

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

We take our iReady benchmark assessment three times a year.



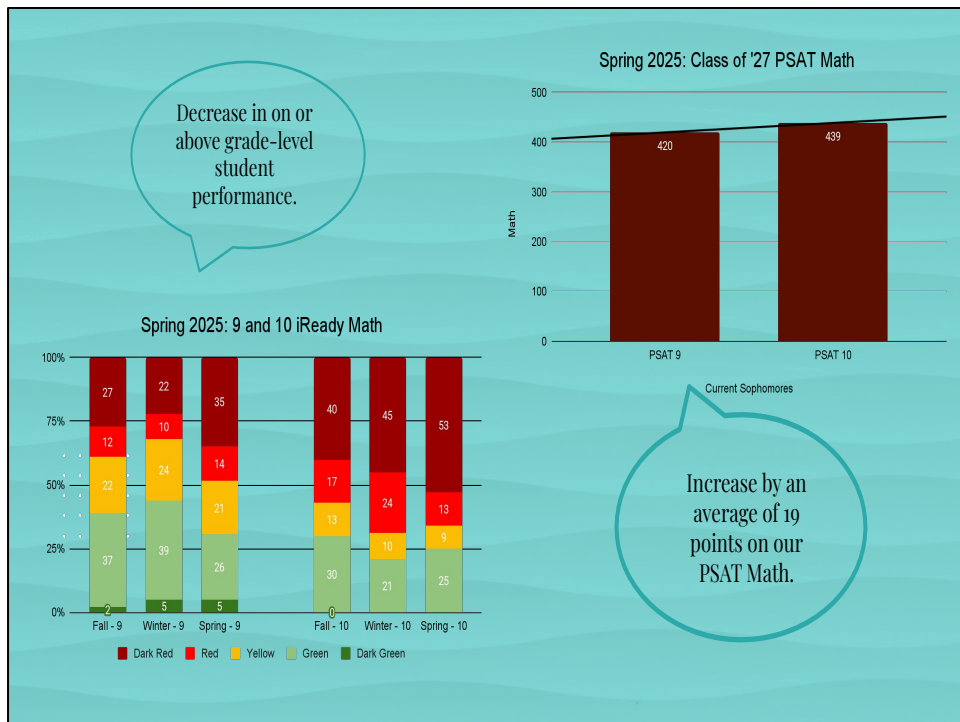
Just to review what each of our colors means.



iReady Math

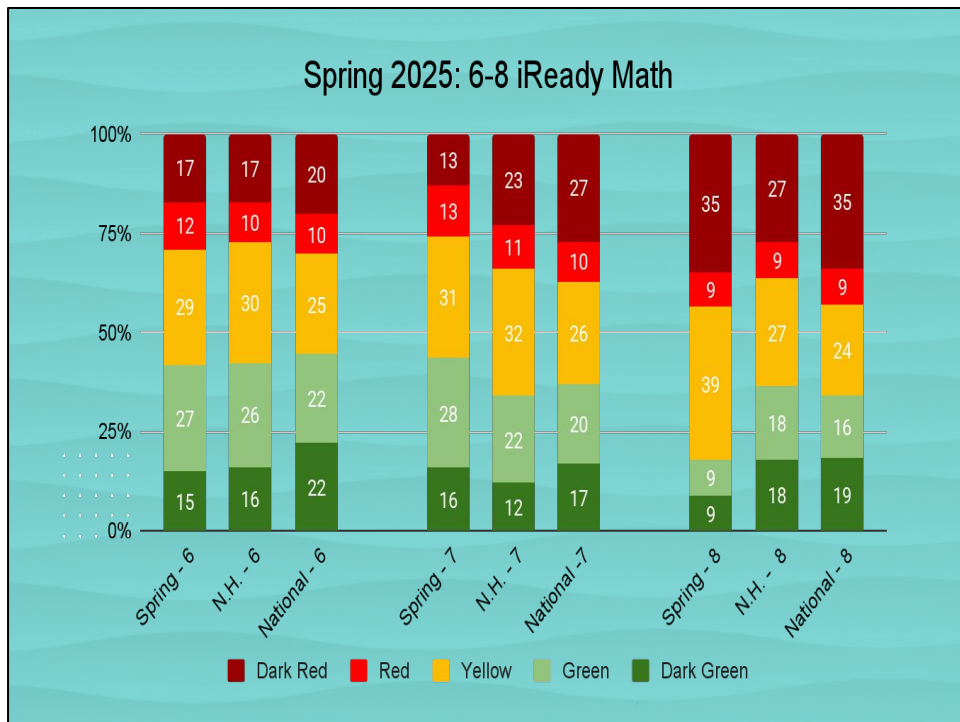
Overview of where we are after
our winter benchmark





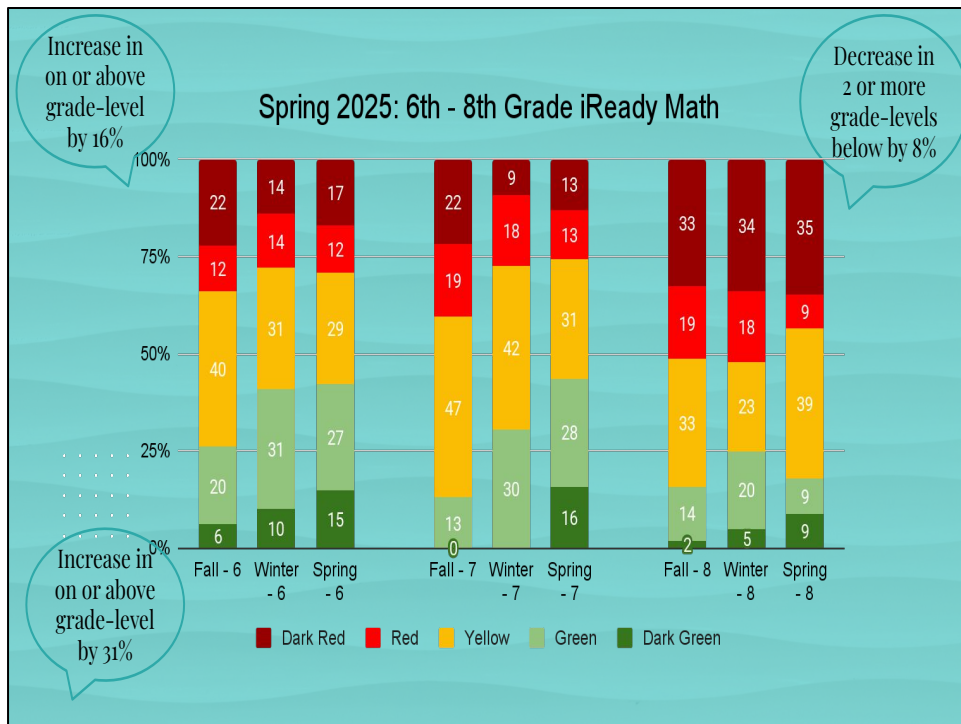
There are two graphs on here. One is the iReady Math, the other is the PSAT math. The multi-color graph is the fall to spring progression of the freshman and sophomore classes. Upon first glance of this data it was quite alarming. This caused me to dig a little deeper into the data to review individual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

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

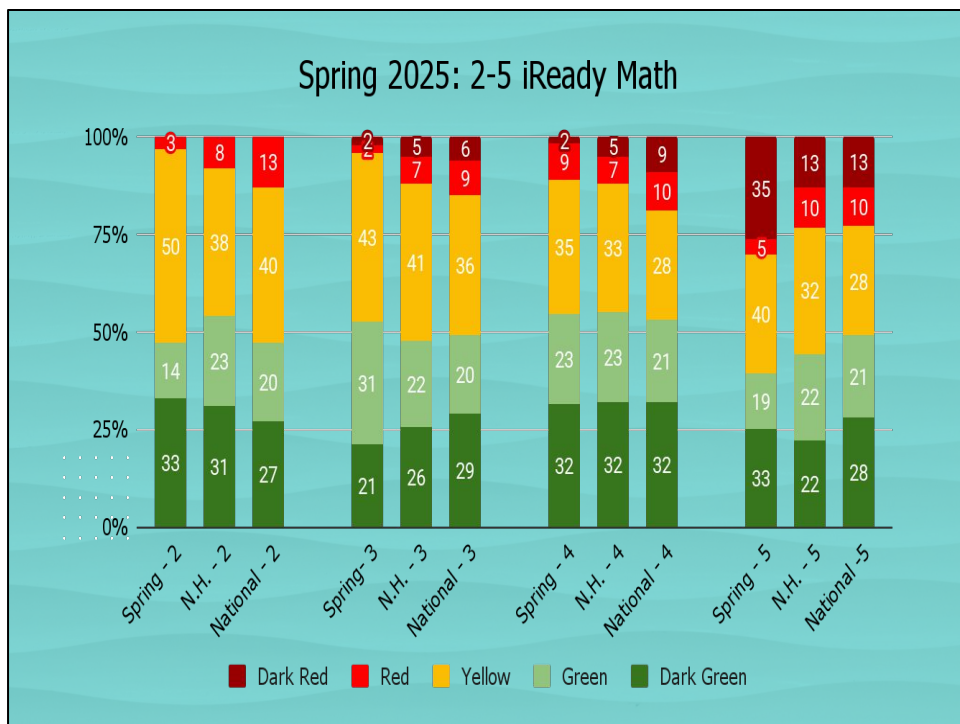


This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. The scores for our students are the first bar for each grade. The second graph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

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

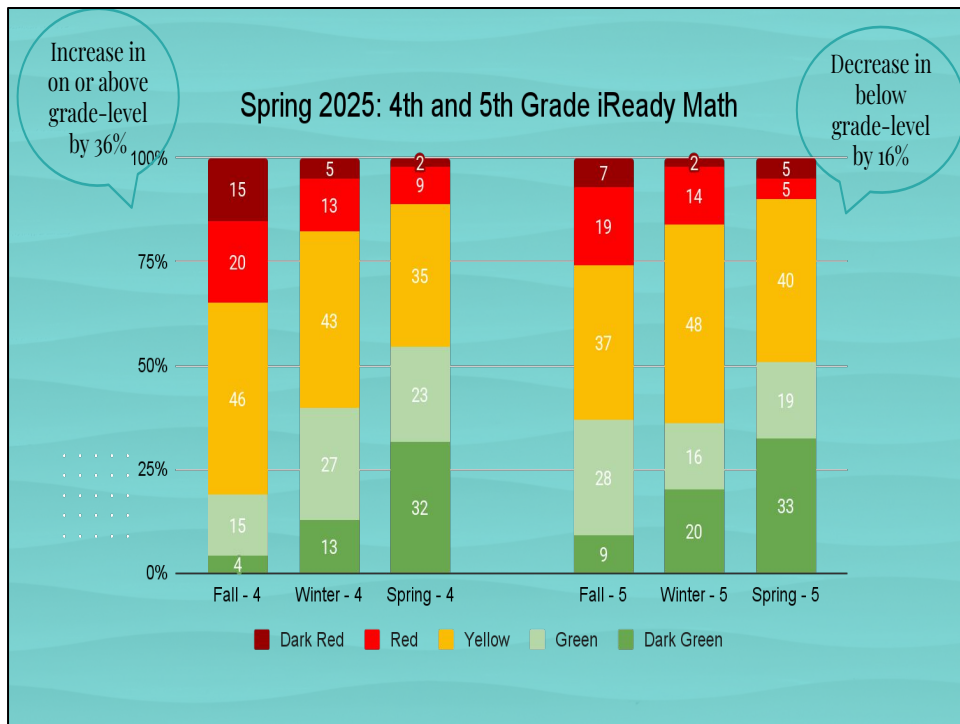


This year we have changed the way we implement our WIN period in the middle school. Students are grouped according to skills they need to continue to develop. Students are working in these skills 4 days a week, this could be a factor in the increase in the percentage of students on or above grade level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

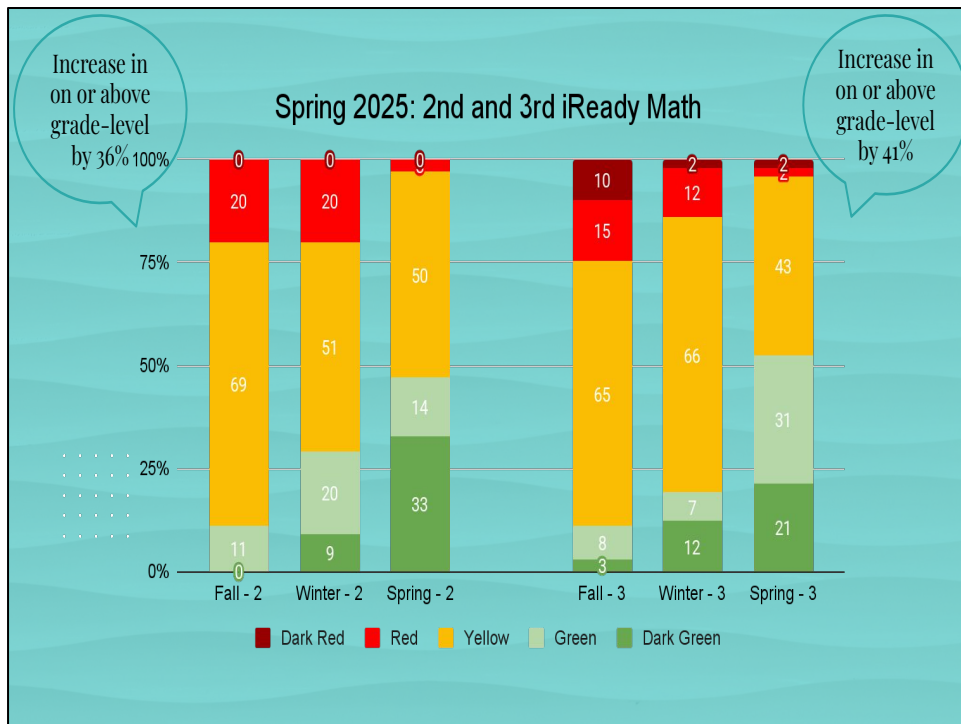


This graph is the same as the previous one for grades 2-5.

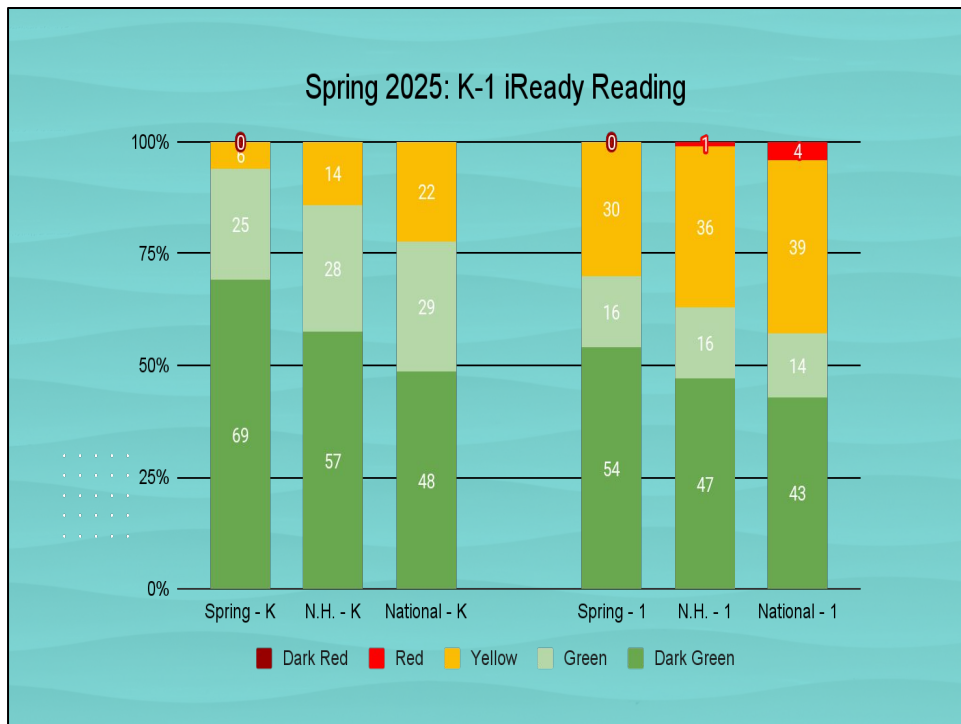
In grades 2-5, we are scoring fairly consistently above the state and the nation. You'll notice that consistently we have less students below grade level in grades 2-5.



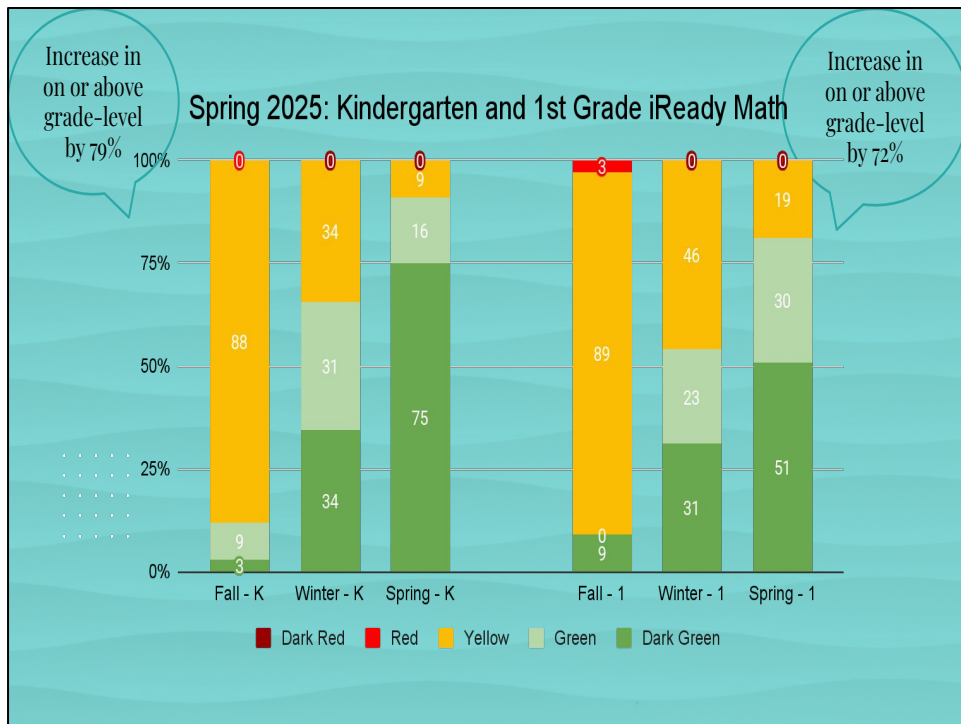
This shows the progress the fourth and fifth grade students have made so far this year. Across both grade-levels we are increasing the percentage of students falling within the on grade-level band, and decreasing the percentage of students falling within the below grade-level bands.



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



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



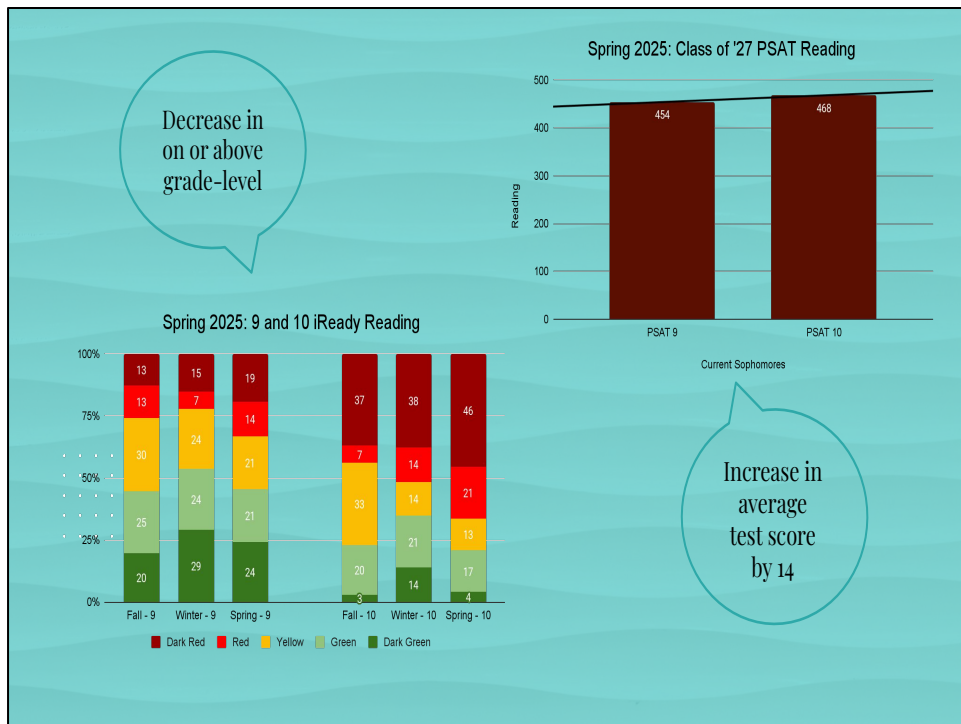
This shows the progress the kindergarten and first grade students have made so far this year. 91% of our kindergarten students are on or above grade level at this point in the year. Our first grade is not far behind them with 81% of the students being on or above grade level in math.

2

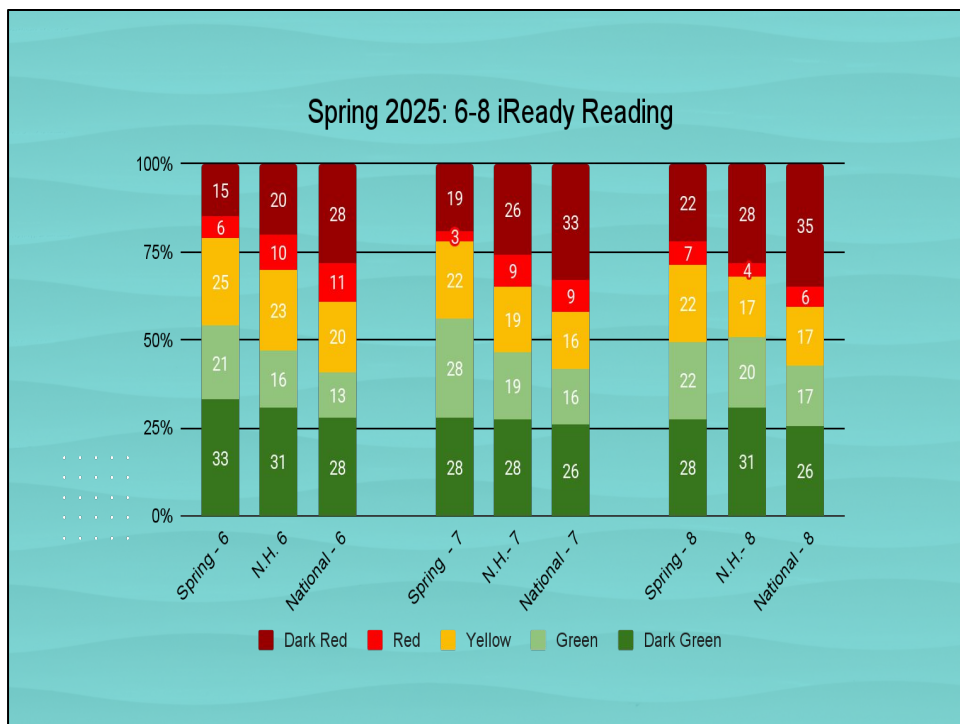
iReady Reading

Overview of where we are after
our winter benchmark

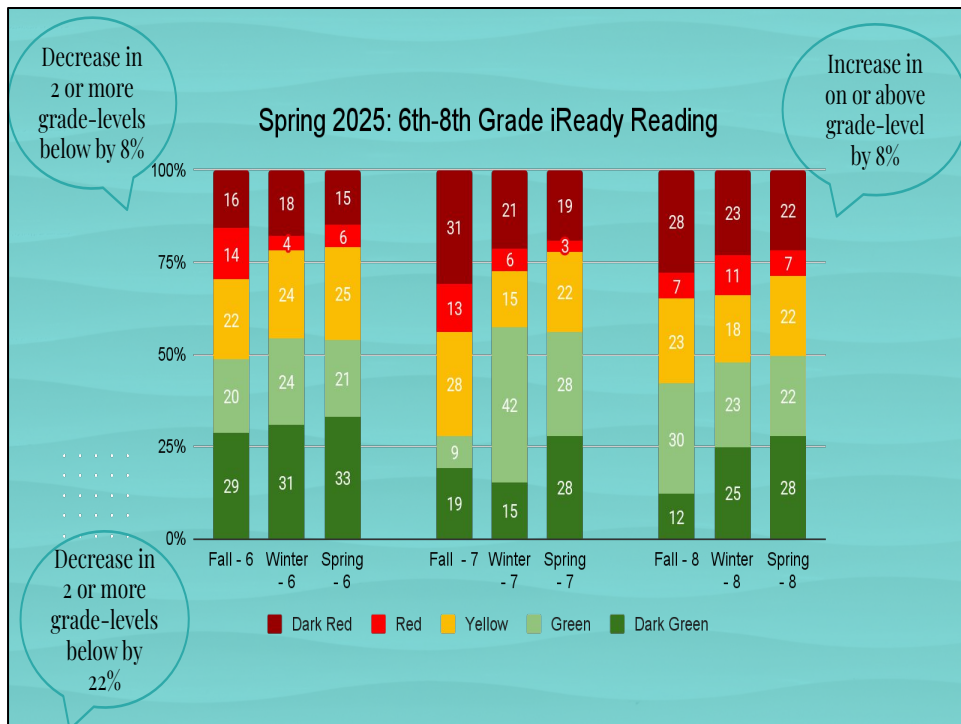




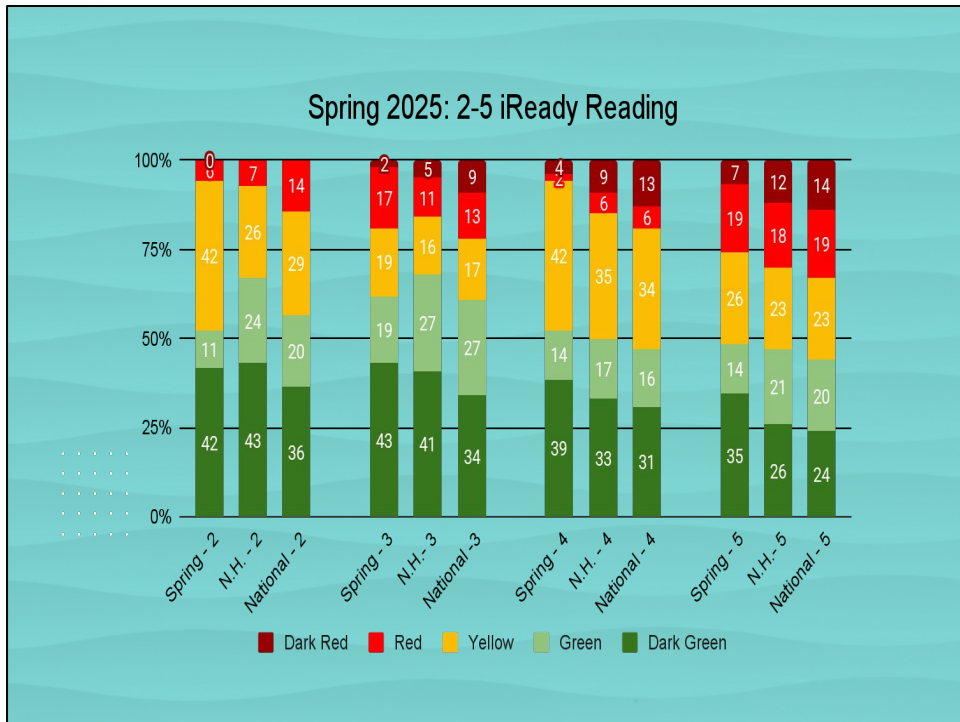
This is how the freshman and sophomore students did on their iReady testing for reading. Again, this was alarming data, which made me continue to dig into our other data. As you can see our students are increasing in their PSAT scores from last spring to this spring.



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

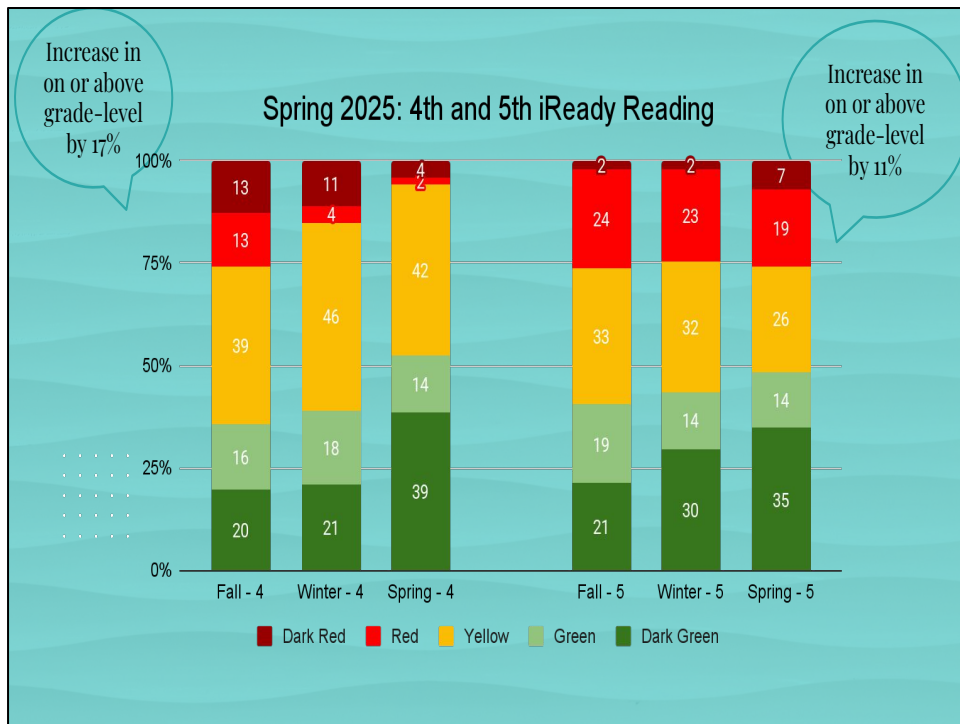


You can see our middle school students continue to make progress. As we discussed before, the WIN period in the middle school has changed this year. Which could be a factor in the increase in the percentage of students on or above grade level and a decrease in the percentage of students below grade level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

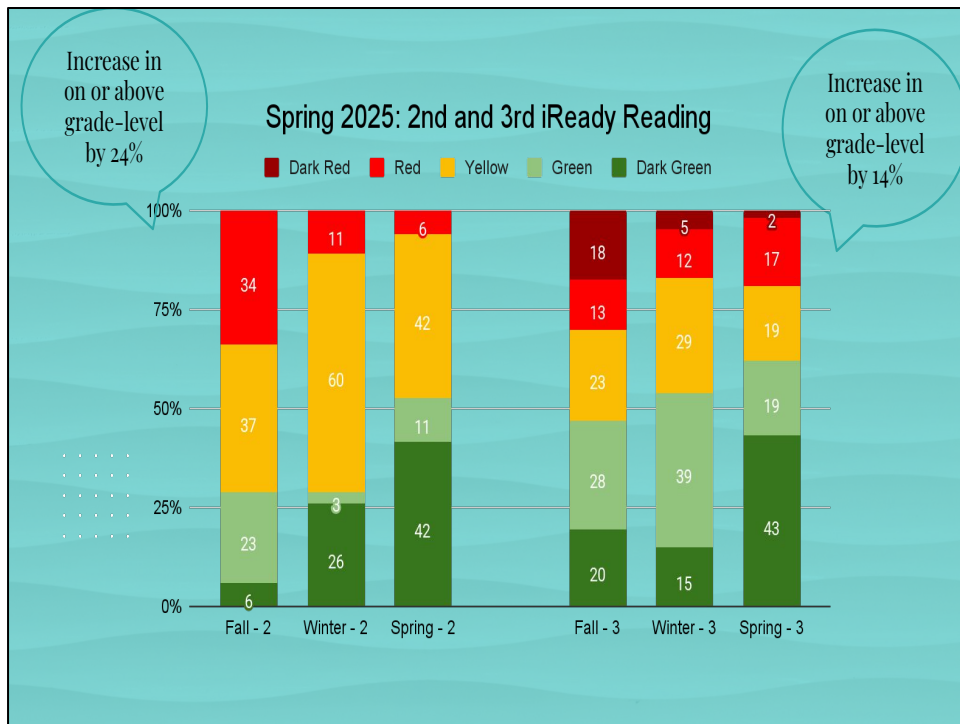


This graph is the same as the previous graph for grades 2-5.

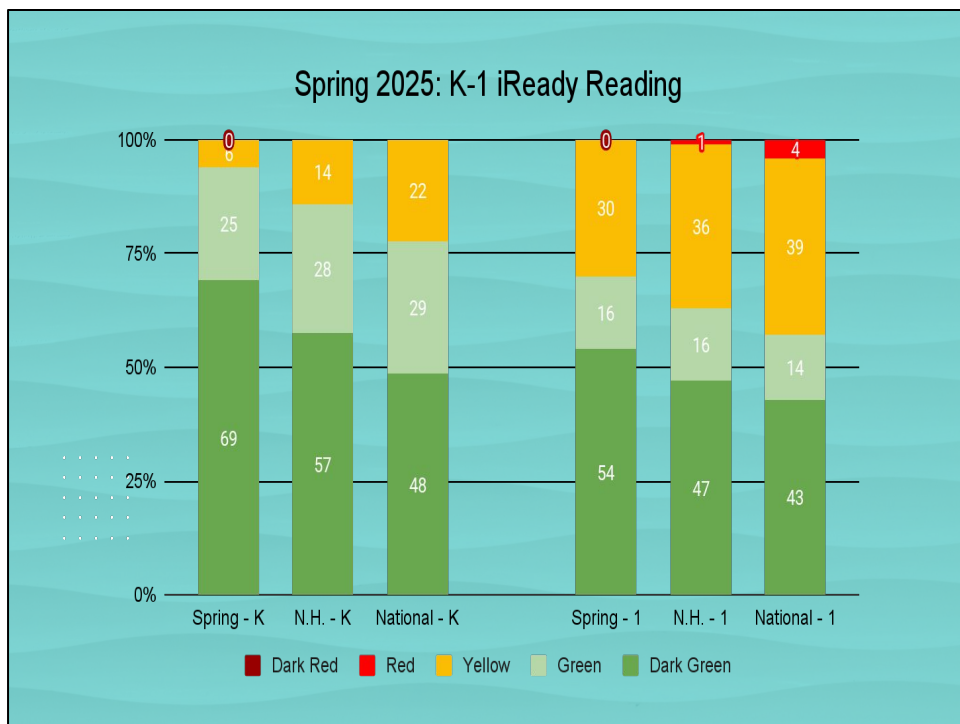
In grades 2-5, we consistently have a smaller percentage of students scoring 2 or 3 or more grade levels than both the state and the nation. As far as on or above grade-level students, we are close to the state and nation if not higher than the state and nation.



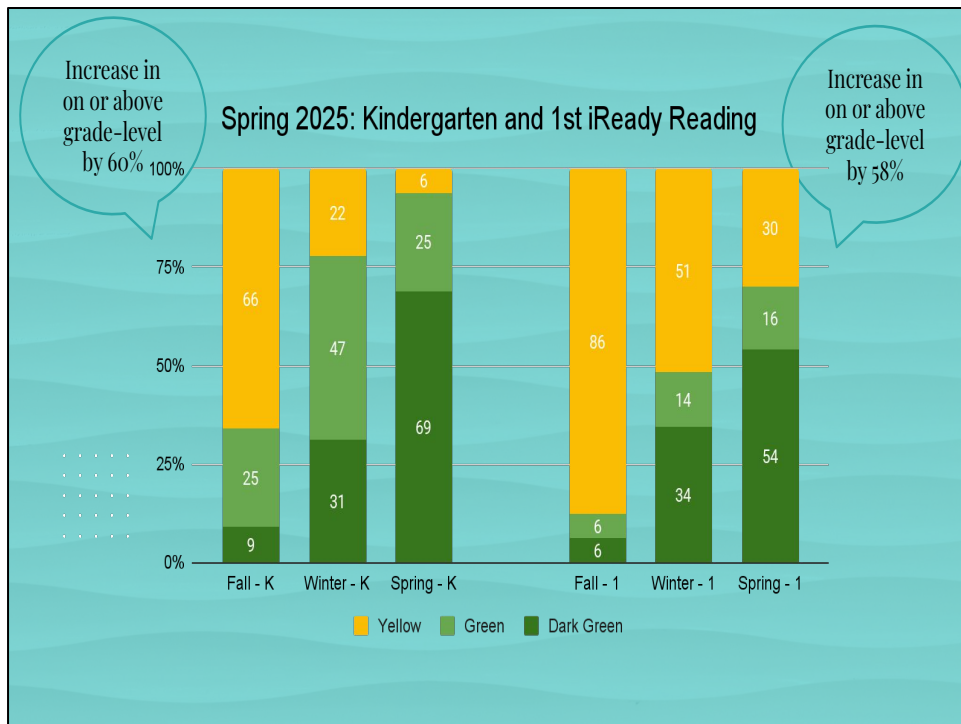
This shows the progress the fourth and fifth grade students have made so far this year. The percentage of students in both fourth and fifth grades in the on or above grade-level continues to increase. The percentage of students in the 2 and 3 or more grade levels below has decreased by 20%.



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



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



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

What have we done? FRES/LCS

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

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

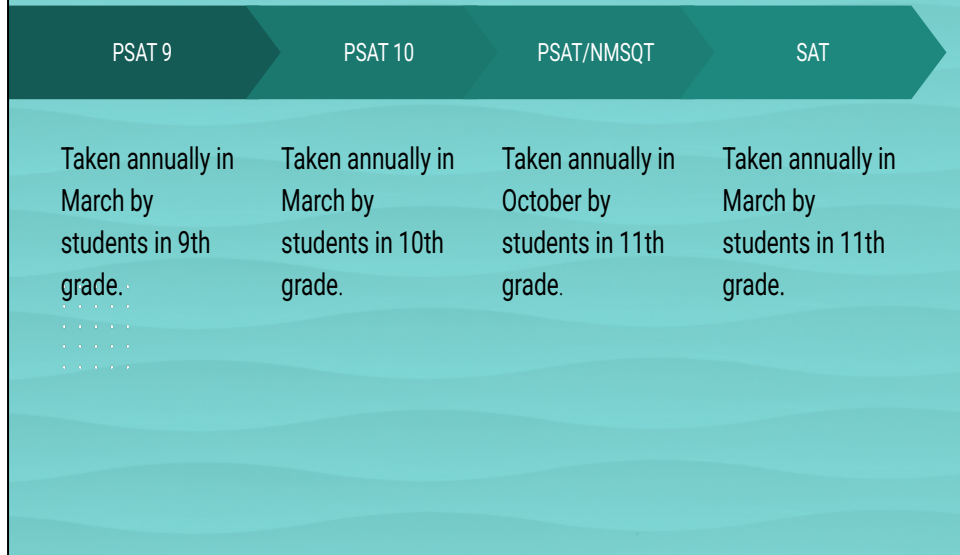
What have we done? WLC - MS/HS

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

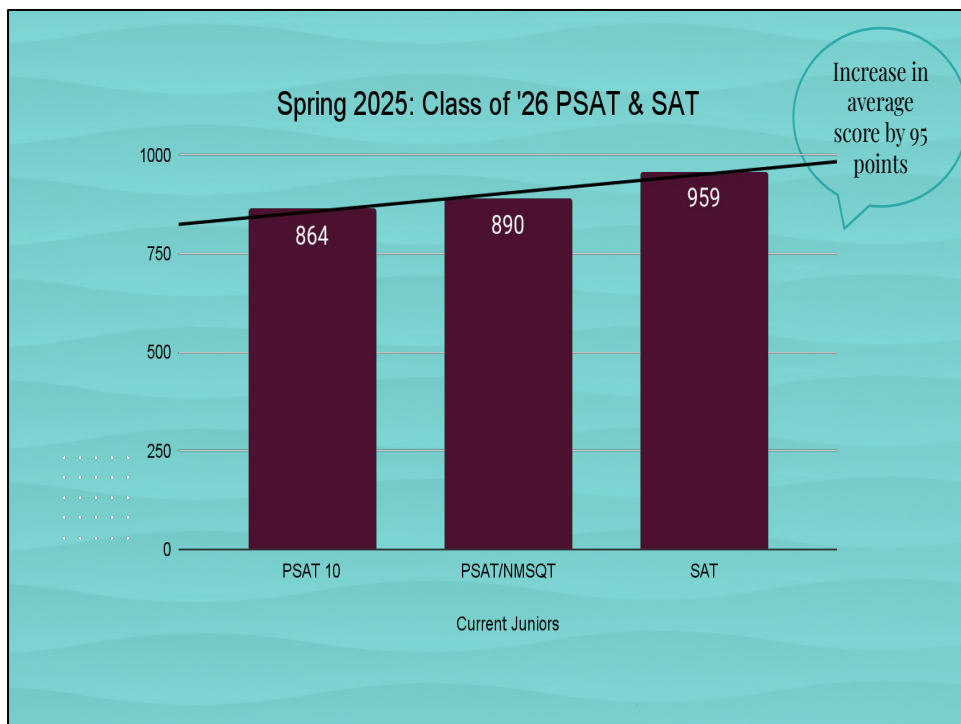




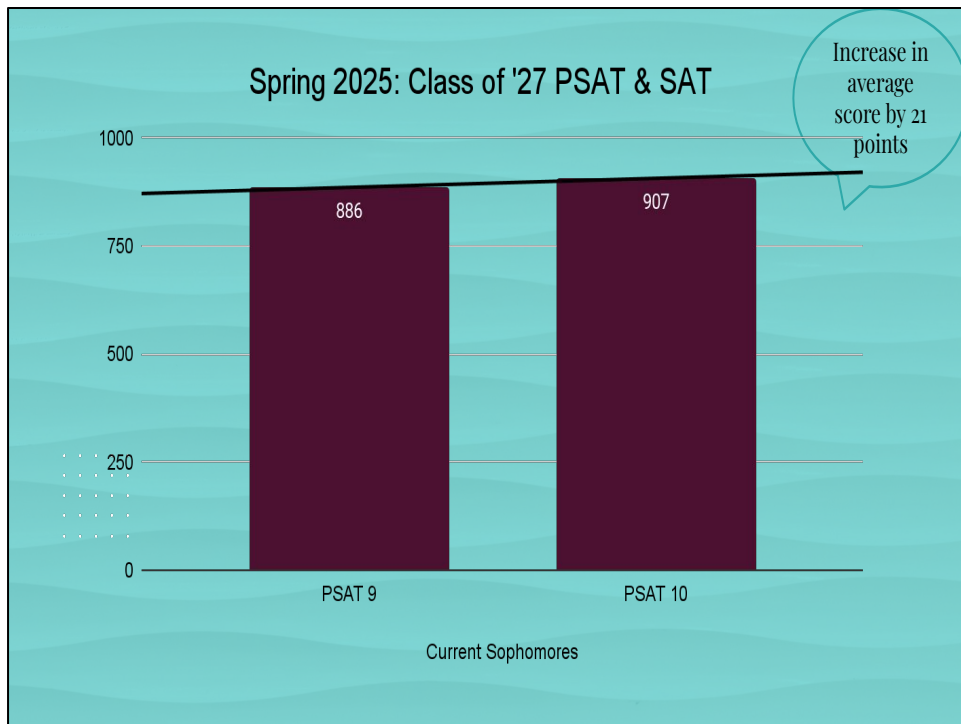
PSAT & SAT Timeline



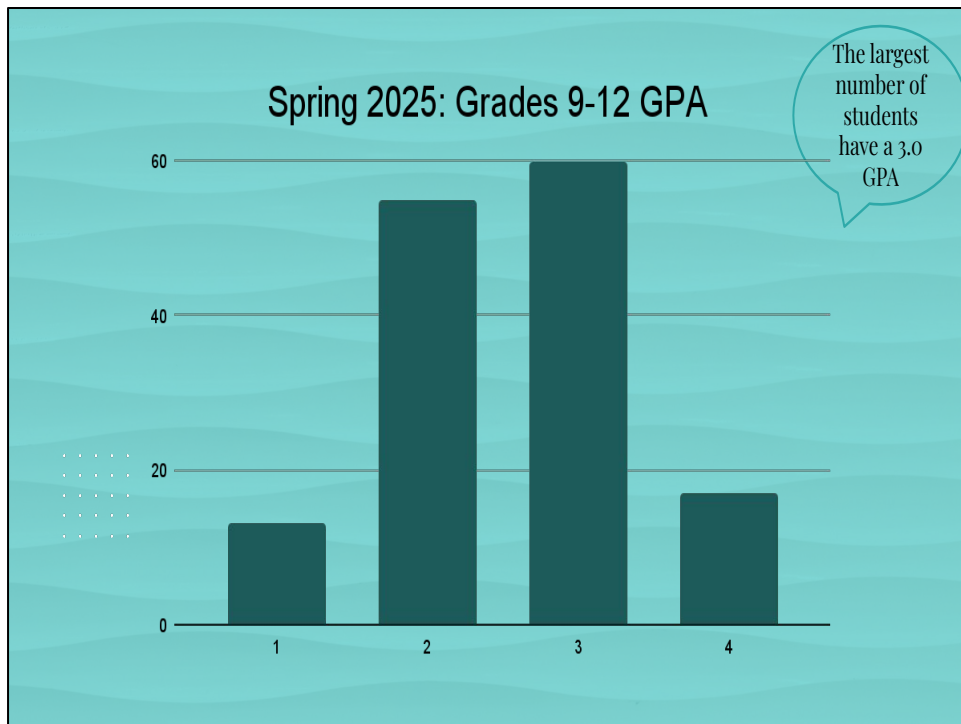
This shows the progress the third grade students have made so far this year. The percentage of students in the on or above grade level has increased by 6% and decreased the percentage of students in the below grade level by 14%.



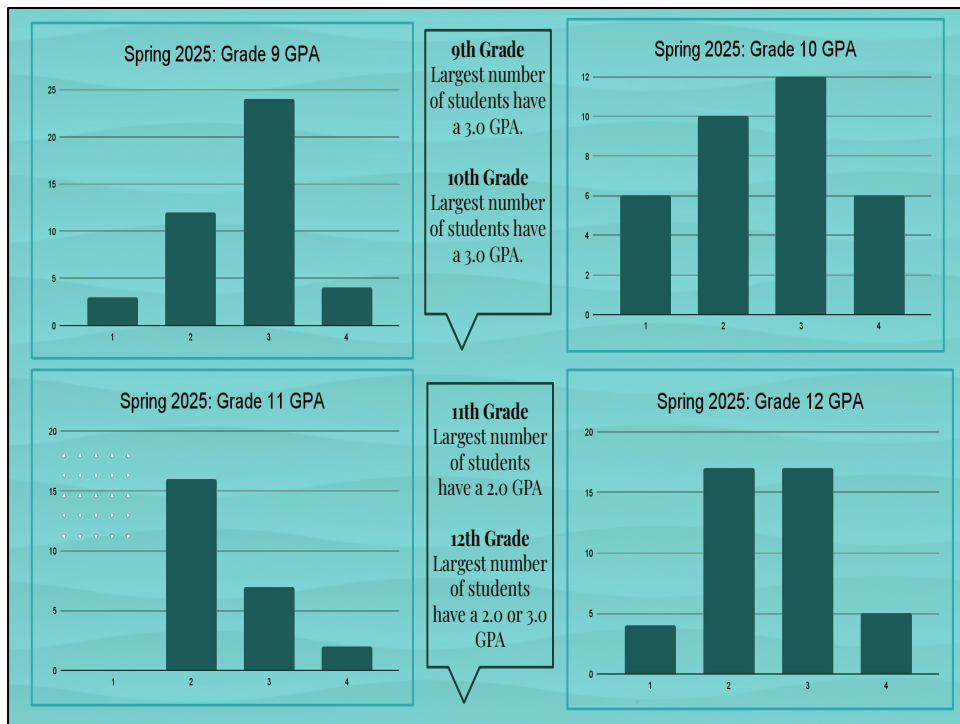
This graph shows the current juniors SAT scores from their PSAT 10 they took last March through the SAT they took this March. This data shows that these students are have shown growth over the course of the last school year.



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



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



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

9th Grade:

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

10th Grade:

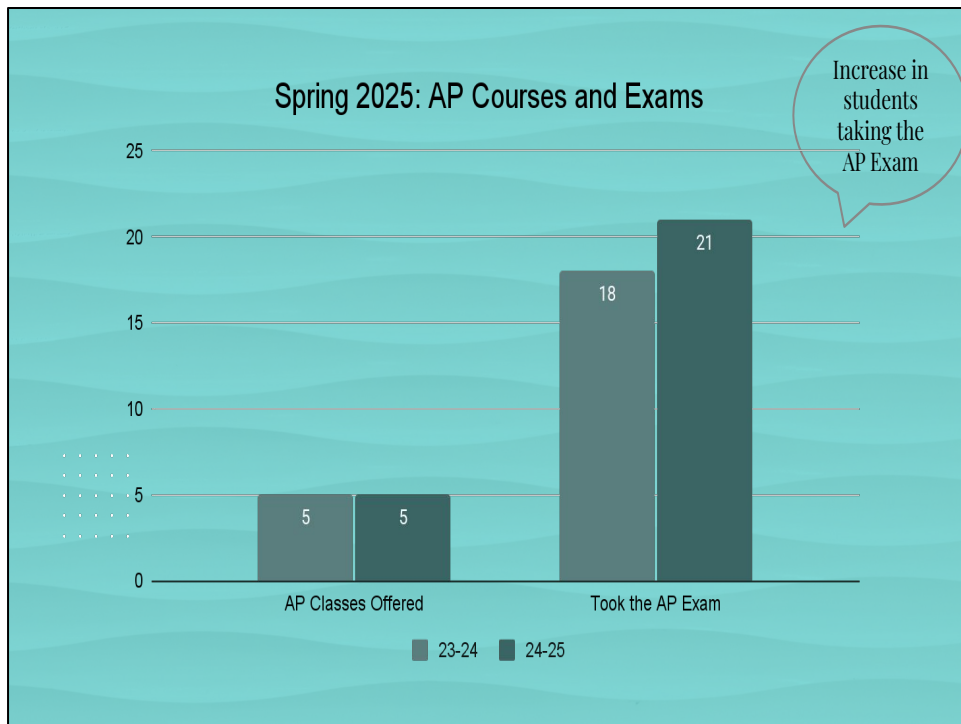
There are 34 students in grades 10 right now. The highest number of students have a 3.0 GPA.

11th Grade:

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

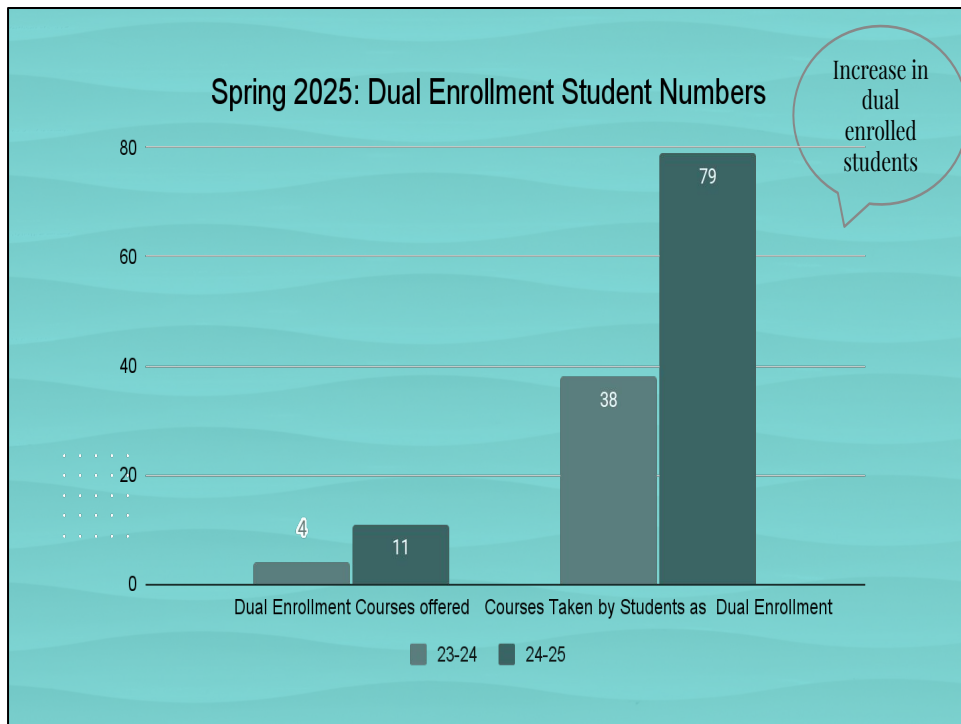
12th Grade:

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



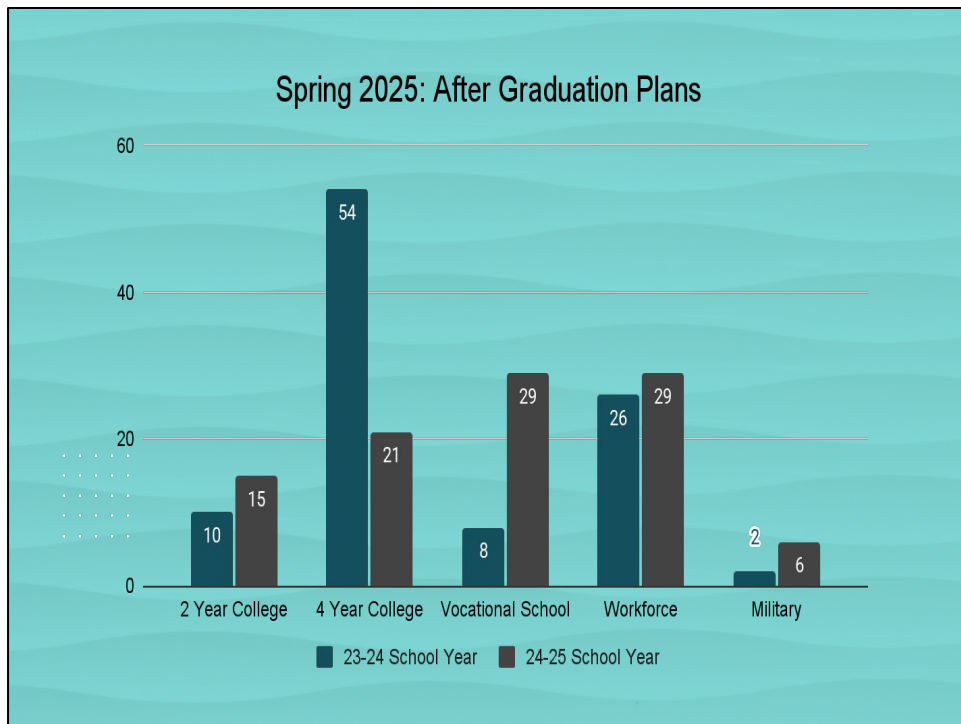
This graph is broken into two sets of graphs. The first set is a comparison of how many Advanced Placement Courses we ran last year and this year.

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



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

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



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



Questions /
Comments?