

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, April 7, 2026
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/ida-pmhy-hsa

Audio: [+1 504-517-5905](tel:+15045175905) PIN: 378 907 119#

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

I. CALL TO ORDER-Dennis Golding-Chair

II. PLEDGE OF ALLEGIANCE

III. STUDENT or STAFF ACKNOWLEDGEMENT

IV. ADJUSTMENTS TO THE AGENDA

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

VI. BOARD CORRESPONDENCE

a. Reports

- i. Student School Board Report
- ii. WLCTA Report
- iii. Principals' Reports
- iv. Curriculum Coordinator's Data Presentation

VII. SCHOOL BOARD WILTON VACANCY

- i. Policy BBBE-Vacancies and Unexpired Term Fulfillment

VIII. COMMITTEE ASSIGNMENTS

IX. DRAFT SCHOOL DISTRICT CALENDAR

X. SCHOOL BOARD MEETING DATES

XI. POLICIES 2nd READING

- a. FF-Naming Facilities**
- b. IHBCA-Pregnant Students**

XII. ACTION ITEMS

- a. Approve Minutes of Previous Meeting**

XIII. RESIGNATIONS/APPOINTMENTS/LEAVES

- a. Resignation-Joseph Wedge-WLC Science/Social Studies Teacher**

XIV. PUBLIC COMMENTS

XV. SCHOOL BOARD MEMBER COMMENTS

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

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

XVII. ADJOURNMENT

INFORMATION: Next School Board Meeting-April 21, 6:30 PM at WLC

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

APRIL 2026

School Board Report:
High School
Representative: Hannah
Hamilton

April 2026

Athletics & Extracurriculars:

- **Spring Sports:** Our student-athletes are back on the fields! Spring sports are now in full swing, with teams working hard through early-season practices and games.
- **Drama Club Production:** The WLC Drama Club is proud to present their upcoming production of Pippin. Performances will take place on April 9th and 10th at 6:00 PM. This will be a fantastic opportunity for the community to see our talented performers and experience our newly installed lighting and sound systems, which have significantly upgraded the theater experience.
- **Pats Peak Field Trip:** Our Juniors and Seniors had the opportunity to hit the slopes for a field trip to Pats Peak. It was a great day for outdoor recreation and provided a well-deserved break for our upperclassmen to bond outside of the classroom.

Community & School Spirit

- **WLC PTO Penny Sale:** A huge thank you to the PTO and everyone who participated in the recent Penny Sale. The event was a massive success—tickets completely sold out!
- **Honor Societies:** We recently celebrated the NHS (National Honor Society) and NJHS (National Junior Honor Society) Induction Ceremonies. It was a proud moment for the school as we welcomed new members who have demonstrated excellence in scholarship, leadership, service, and character. Congratulations to all the new inductees!

Academic & Enrichment Opportunities

- **Science Education Day:** On April 2nd, our high school students will be heading to Franklin Pierce University. They will be attending Science Education Day, a great opportunity to engage with higher-level laboratory concepts and explore potential career paths in the STEM fields.

WLCTA School Board Report April 2026

Lyndeborough Central School

- LCS will welcome guest author Steve Blunt on April 13th.

Florence Rideout Elementary School

- First grade is working hard to write nonfiction reports about an animal of their choosing.
- First grade will be going to the Space Center in Concord on the 21st.
- Students will also be writing a book about kindness, and all students will become published authors.
- Fifth graders will have their Step-Up Day/Night on Wednesday, April 15th. This gives them a chance to visit WLC and meet some of their teachers for next year.
- Grades 3-5 will be performing in their Spring Concert on April 23rd at 6 pm. The theme is “What Does Music Mean to You?” and the music will be exploring the many joys and purposes for music in our students’ lives. This concert will also feature the 4th & 5th grade band students.
- The PTO will be hosting their final Skate Night of the year on Friday, April 24th!

WLC

- New members have been inducted into WLC’s chapter of the National Junior Honor Society. After qualifying for membership, applying, and being accepted, students formally joined NJHS on March 31st.
- A ceremony was held in the WLC Cafeteria. Current National Honor Society President Madison Labrecque gave a speech, and Principal Ronning helped welcome the new members. Each student was given a certificate, and the new members recited the National Honor Society pledge. The ceremony was a success. Thank you to the PTO, custodial staff, and WLC faculty members for their support.
- The National Honor Society recently held their annual induction ceremony and welcomed nine new members.
- The WLC Drama Club is proud to present their Spring Musical *Pippin*. Performances will take place April 9th and 10th at 6:00 PM. Tickets are \$5 for students and \$7 for adults. The club is excited to showcase new sound and lighting for the show and extends sincere gratitude to the Performance Tech Committee and all who donated to make this possible.

Thoughts from our Educators

- Many teachers at FRES and LCS have expressed concern for the increasing pressure to increase class sizes by reducing positions. They are worried about declines in student progress, increases in maladaptive behavior from students, and a more stressful school environment for all of the students and educators in the building.

Respectfully submitted,

Jessica Radloff, WLCTA President

WLC School Board Report

April 7th

By T. Ronning, K. Gosselin

Geography Bee

Out of thousands of students from around the country, **Eila O'Toole** qualified for the *National Geography Bee Championship* round! It will be held Saturday, May 16, 2026 at The Sheraton Commander Hotel in Cambridge, MA, right on the campus of Harvard University.

A Shout out to the PTO and the Performance Tech Committee

- Lighting has been completed
- Sound upgrades are complete in the cafeteria. To be completed in the gymnasium.

Honor Society Inductions

- High School: March 24th, we inducted eight new members
- Middle School: March 31st, we inducted twelve new members
 - Special thanks to **Ben Hurst** for providing the lighting.

Ecology Field Trip

- Our grade 6 classes modified the overnight Ecology Camp trip to Maine into a day field trip to Massachusetts. All students were invited and those who participated had a wonderful experience.

HS Science Activities:

- BioTrek. The culminating event for the WLC BioTrek Championship showcased the hard work and innovation of the 9th grade students, who presented their final projects to a panel of teachers. Each team was evaluated using detailed rubrics, with the top three teams advancing to the WLC finals. During the finals, students faced a panel of judges, including a representative from ARMI/BioFab USA, who challenged them with questions about their TEMP, business model, and advertising strategies. Demonstrating exceptional understanding and creativity, the team *Paralysis Preventors*, whose TEMP focused on a cranial nerve, earned the highest score at the WLC finals. Congratulations to **Cadence Hazelton, Addison Routhier, Madison Stevens, and Isa Javier**. Their success secured them a place in the state finals, which will be held in Manchester on May 21, 2026.
- Our ninth grade students were selected to participate in the miniPCRbio Lab in the Box program. The Food Safety Lab: Food Truck Trouble begins the week of April 6th when ninth grade students will be challenged to solve a "Food Truck" mystery based on the following scenario:
 - An outbreak of food poisoning has been traced to a food truck festival.
 - You work in a lab run by the city's Department of Public Health.
 - To prevent more people from getting sick, you must determine the source of the contaminated food!

- WLC was selected as a site to install a magnetometer as part of Johns Hopkins Applied Physics Laboratory's EZIE-MAG citizen science project. The magnetometer and the data it collects are a crucial component of NASA's Electrojet Zeeman Imaging Explorer (EZIE) mission to measure the auroral electrojets flowing between Earth and space and increase access to scientific research. This project will enhance our understanding of Earth's magnetosphere (the sphere around Earth created by the magnetic field that shields us from harmful solar wind and protects the atmosphere to allow life to exist on the planet) and foster public engagement in science. The WLC Magnetometer will be installed in the courtyard between the middle and high school atriums. A sign with a QR code will be installed to link you to the website where our data will be shared. Students will be interacting with the data our magnetometer collected to track changes over time and make predictions for possible aurora borealis events.

College Acceptances (as of March 27th): Some students are committing to 2-year colleges - such as a community college - to save money prior to transferring to a 4 year college.

Alfred University	Robert Morris University	Boston College
Colby-Sawyer College	Franklin Pierce University	Hartwick College
Jacksonville University	Johnson & Wales University	Keene State College
King State College	Nashua Community College	New England College
Pennsylvania State University	Plymouth State University	Providence College
River Valley Community College	Southern NH University	Rivier University
Roger Williams University	Shawnee State University	UMass-Amherst
St. Anselm	St. Joseph College of Maine	
University of Bridgeport	University of Maine at Farmington	
University of New England	University of New Hampshire	
University of Rhode Island	Vermont State University	
New England Institute of Technology		
Chaminade University of Honolulu		

Busy month of April

Grade 6 Ecology trip: April 2nd

Assessments:

- PSAT/SAT: April 8th
- NHSAS - Middle School
 - April 20th: Science Grade 8
 - April 22nd: NHSAS Writing
 - May 6th: NHSAS Reading
 - May 20th NHSAS Math

Spring Musical, Pippin: April 9th and 10th

Senior Project Presentations: April 17th

European trip: Begins April 22nd

March Behavior:**High School Behavioral Referrals:**

- For the month of March there were 25 log entries that required administration's attention.
- These log entries represent 22 students out of 153 students, which makes up 14% of the student population.

<u>Category</u>	<u>Aug/ Sept 2025</u>	<u>October 2025</u>	<u>November 2025</u>	<u>December 2025</u>	<u>January 2026</u>	<u>February 2026</u>	<u>March 2026</u>	<u>March 2025</u>
Total Log Entries	10	7	9	14	13	17	25	10
Detention	0	2	1	0	0	0	1	0
ISS	3	1	1	2	3	0	0	1
OSS	1	0	2	1	2	2	0	0
Restorative Practice	1	0	0	0	0	0	0	1
Other (ie-suspension from athletics, bus suspension, etc)	5	4	5	11	8	15 (all cell phone violations)	24 (cell phone violations - many first time offenders)	8

Middle School Behavioral Referrals:

- For the month of March, there were 21 log entries that required administration's attention.
- These log entries represent 13 students out of 128 students, which makes up 11% of the student population.

<u>Category</u>	<u>Aug/ Sept 2025</u>	<u>October 2025</u>	<u>November 2025</u>	<u>December 2025</u>	<u>January 2026</u>	<u>February 2026</u>	<u>March 2026</u>	<u>March 2025</u>
Total Log Entries	7	7	8	6	8	12	21	11
Detentions	0	2	0	2	0	0	4	0
ISS	2	0	1	0	2	4	2	3
OSS	0	2	1	0	0	0	1	1
Restorative Practice	3	1	4	0	0	0	0	0
Other (ie-suspension from athletics, bus suspension , etc)	4	1	2	4	6	8 (cell phone violations and bus write-ups)	13 (bus write ups)	7

FLORENCE RIDEOUT ELEMENTARY SCHOOL
18 TREMONT STREET
WILTON, NEW HAMPSHIRE 03086
(603) 732-9229
www.sau63.org

Stacy Maghakian, Principal

Christina Gauthier, Admin. Assistant

Principal Report
FRES & LCS
April 7, 2026

March Highlights

March was a busy and engaging month filled with strong instructional focus, school-wide events, and continued emphasis on our CARES values.

March was also a reading-rich month at FRES. We celebrated Read Across America Week immediately following February break, with a variety of themed days and engaging activities that brought excitement and energy to reading. In addition, our PTO-sponsored Read-a-Thon was a great success, encouraging students to build strong reading habits while fostering school-wide enthusiasm for literacy.

We were also thrilled to welcome families to the K–2 Winter Concert, led by Ms. Kudlich. It was wonderful to see our students perform for a full house and showcase their hard work and talents.

Our PTO continued to support our school community by hosting the Spring Dance on March 27, which was well attended and enjoyed by students and families alike.

Looking ahead, staff will begin the class placement process for the upcoming school year, including opportunities for parent input. We are also entering a busy assessment window as we prepare for NH SAS, along with i-Ready and other internal assessments. These measures help us monitor student progress, inform instruction, and ensure we are meeting the needs of all learners as we close out the school year.

Girls on the Run News

The Girls on the Run Team is up and running for their spring season. This is the 7th year that Wilton has had a team. The team this year has 17 students ranging from 3 - 5th grade. There are 3 returning coaches: Janabeth Reitter, Julie Lemire, Laura Seale ~ and Mikayla Broderick has begun her first season. Girls on the Run is a national program that focuses on social/emotional skills, working cooperatively, and setting personal goals to learn how to run and be the best you can be. They meet 2 times a week after school for 8 weeks at FRES. They end their season with a 5K in Concord, NH on May 30th. The team will run and celebrate the season at the 5K with all of the other teams from around the state of NH.

CARES Recognition – Assertion

Our **CARES** focus for February was Assertion, and we are proud to recognize the following students as leaders in demonstrating this important skill. Assertion at FRES means confidently and respectfully expressing ideas, advocating for oneself and others, and contributing positively to our school community.

Norah Hill

Norah demonstrates strong awareness of both her own feelings and the feelings of others. She offers comfort and support to peers, asks for help when needed, and respectfully advocates for herself and others. She consistently models doing the right thing and encourages her classmates to do the same.

Bryn Conway

Bryn is an attentive listener who consistently supports both peers and adults. She respectfully raises concerns, offers encouragement, and demonstrates kindness throughout the day. Bryn is a strong role model for assertive and respectful communication.

Eleanor Swenney

Ellie has made great progress in her assertiveness. She is using her voice to express her feelings and is increasingly able to solve problems with peers independently. Her confidence continues to grow.

Sawyer Dubrevil

Sawyer consistently advocates for herself and her classmates. She asks thoughtful questions, supports her peers, and is willing to take positive risks. She can always be counted on to do the right thing.

Ella Merrithew

Ella confidently stands up for herself and others and is always willing to help friends in need. She consistently demonstrates kindness and leadership.

Ashlynn Hannigan

Ashlynn effectively advocates for herself and others and appropriately seeks help when needed. She demonstrates strong self-awareness and confidence.

Shea Bigue

Shea is a hardworking student who confidently shares her ideas and stands up for her peers. She encourages responsibility in others and consistently contributes positively to the classroom.

Sadie Bent

Sadie demonstrates confidence and courage in expressing her ideas and advocating for herself and others. Her willingness to participate and share strengthens our classroom community.

Robert Johnstone

Robert has shown tremendous growth in using his voice confidently and purposefully. He advocates for himself and others, supports peer contributions, and consistently models positive behavior.

Hermione Dean

Hermione expresses her ideas clearly and confidently, helping to foster a positive and inclusive learning environment.

Remy Bique

Remy demonstrates strong assertion skills by confidently sharing ideas and respectfully asking questions. She advocates effectively for herself in both learning and social situations.

Olivia Freedman

Olivia is making great progress in her ability to advocate for herself. She seeks help appropriately and continues to grow in confidence while supporting her peers.

Evelyn LaFleur

Evelyn speaks up respectfully, seeks help when needed, and works collaboratively with peers to solve problems.

Jaxton Riel

Jaxton has made impressive growth in asserting himself. He advocates for himself and others while maintaining a calm and thoughtful approach. His effort and focus are commendable.

For the month of March, our CARES focus shifted to Responsibility, with classrooms emphasizing accountability, independence, and ownership of learning and behavior. For April, our CARES focus will be on “E” for Empathy.

Upcoming Dates

- **April 3rd ~ 3rd quarter Report Cards go home**
- **April 13th ~ PTO Meeting @ 6pm**
- **April 27th ~ May 1st ~ Spring Vacation Week**
- **May 4th - 8th ~ Teacher Appreciation Week**

FRES Discipline Log Summary – 2025-2026

August/September 2025

- 35 discipline log entries required administrative attention.
- 14 of these were bus referrals.
- These incidents involved 19 students out of 198, representing **9.6%** of the student body.

October 2025

- 19 discipline log entries required administrative attention.
- None of these were bus referrals.
- These incidents involved 15 students out of 198, representing **7.6%** of the student body.

November 2025

- 8 discipline log entries required administrative attention.
- 1 of these was a bus referral.
- These incidents involved 7 students out of 198, representing **3.5%** of the student body.

December 2025

- 4 discipline log entries required administrative attention.
- None of these were bus referrals
- These incidents involved 3 students out of 198, representing **1.5%** of the student body.

January 2026

- 9 discipline log entries required administrative attention.
- 1 of these was a bus referral
- These incidents involved 9 students out of 197, representing **4.6%** of the student body.

February 2026

- 14 discipline log entries required administrative attention.
- 3 of these were bus referrals
- These incidents involved 13 students out of 198, representing **6.6%** of the student body.

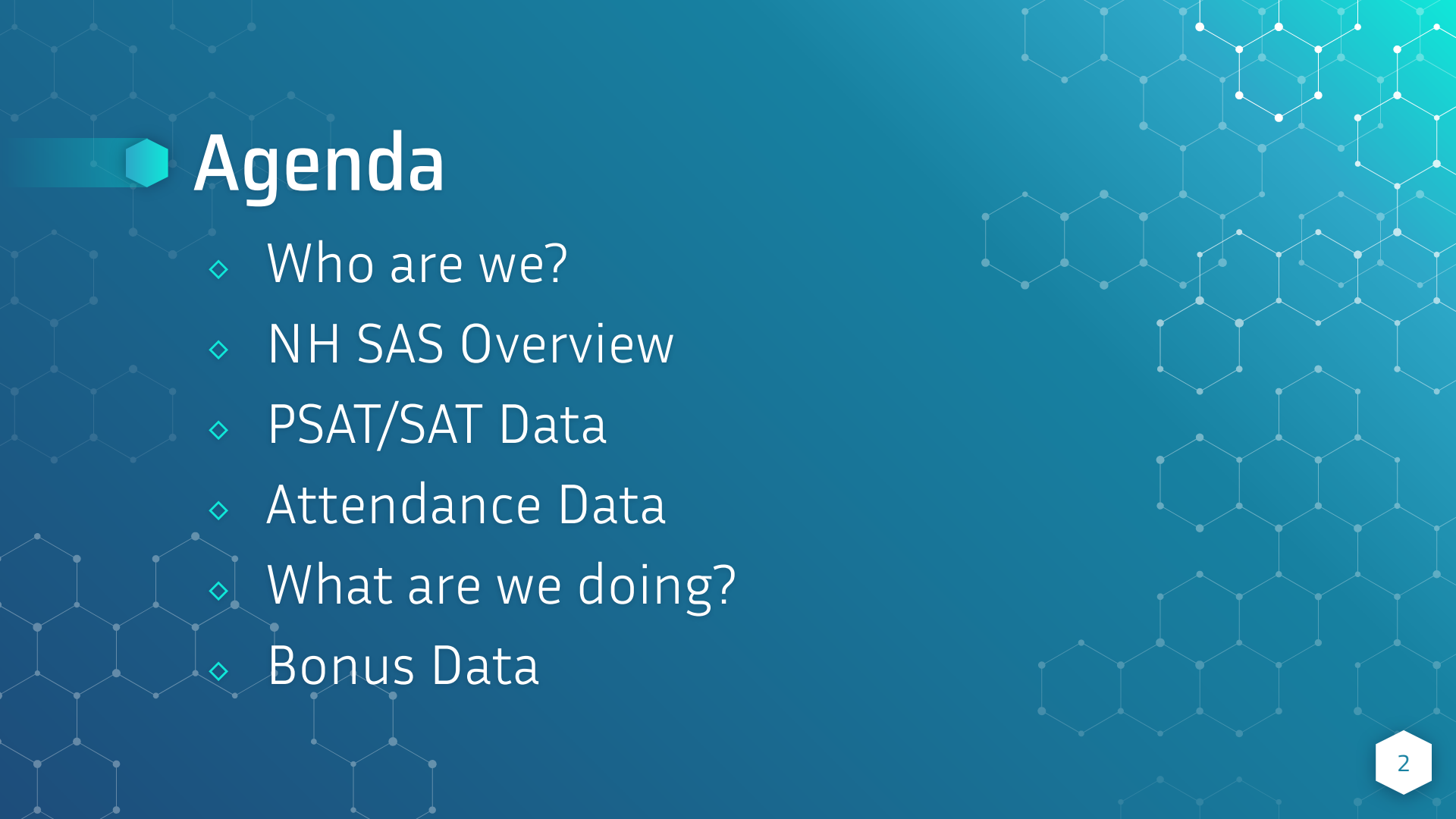
March 2026

- 2 discipline log entries required administrative attention
- 1 of these was a bus referral
- These incidents involved 2 students out of 198, representing **1%** of the student body.

FRES	August/ September	October	November	December	January	February	March
Total Log Entries	35	19	8	4	9	14	2
Total Bus Referrals	14	0	1	0	4	3	1
ISS	0	2	1	1	1	2	0
OSS	0	0	0	2	0	0	0
Loss of Privilege	3	0	0	1	2	4	1
Other	18	17	7	0	2	5	0



SAU 63 Winter '26 DATA



Agenda

- ◇ Who are we?
- ◇ NH SAS Overview
- ◇ PSAT/SAT Data
- ◇ Attendance Data
- ◇ What are we doing?
- ◇ Bonus Data



Who Are We?

Who are the students of WLCSD?



“

“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

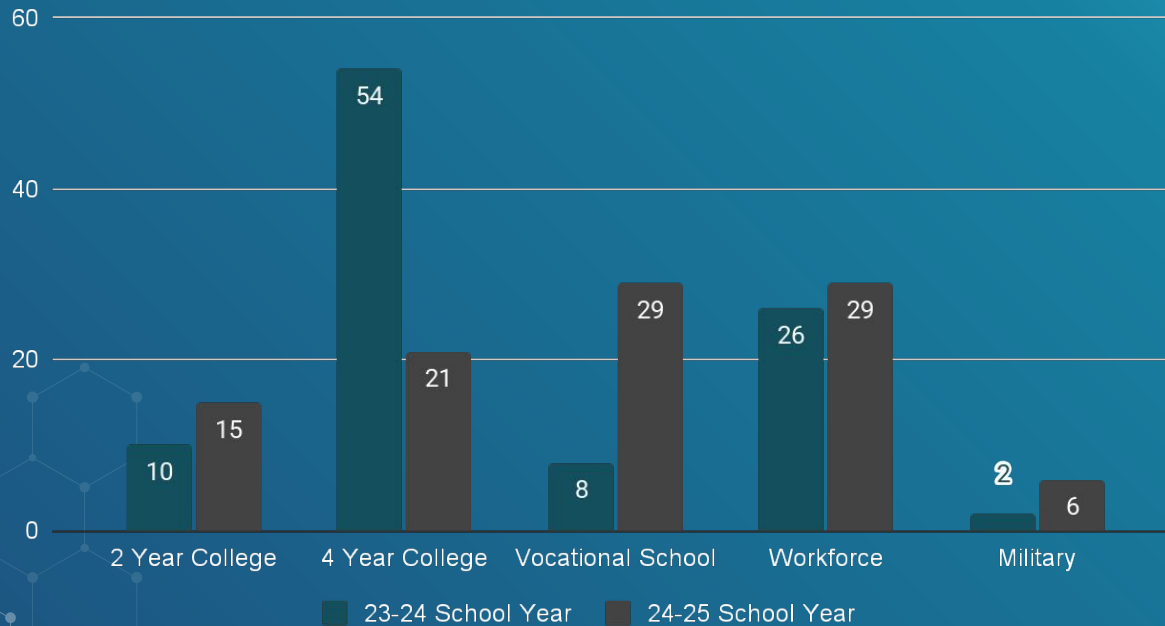
Vision of a Graduate

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



AFTER GRADUATION...

Winter 2026: After Graduation Plans



Co-Curricular

150

100

50

0

129

119

90

103

Athletics

Clubs

■ 24-25

■ 25-26



BIG TAKEAWAYS

- ◇ Our ELA scores across the district are our area of strength.
- ◇ We are currently engaged in a comprehensive review of our mathematics and are considering instructional and programmatic adjustments for the upcoming school year.



2

State Assessment

Let's learn a little more about NH SAS and the SAT

What is Proficiency? ELA

NH SAS English Language Arts/Reading Proficiency				
Grade	Performance Levels and Scaled Score Range			
	Below Proficient	Approaching Proficient	Proficient	Above Proficient
3	420-556	557-586	587-615	616-750
4	430-579	580-604	605-634	635-790
5	450-593	594-620	621-663	664-810
6	460-604	605-641	642-687	688-830
7	470-607	608-643	644-696	697-850
8	480-624	625-660	661-710	711-870

What is Proficiency? Math

NH SAS Mathematics Proficiency				
Grade	Performance Levels and Scaled Score Range			
	Below Proficient	Approaching Proficient	Proficient	Above Proficient
3	300-409	410-430	431-454	455-550
4	310-430	431-459	460-491	492-610
5	320-459	460-494	495-521	522-660
6	330-478	479-517	518-555	556-720
7	340-506	507-551	552-586	587-750
8	350-538	539-590	591-624	625-830

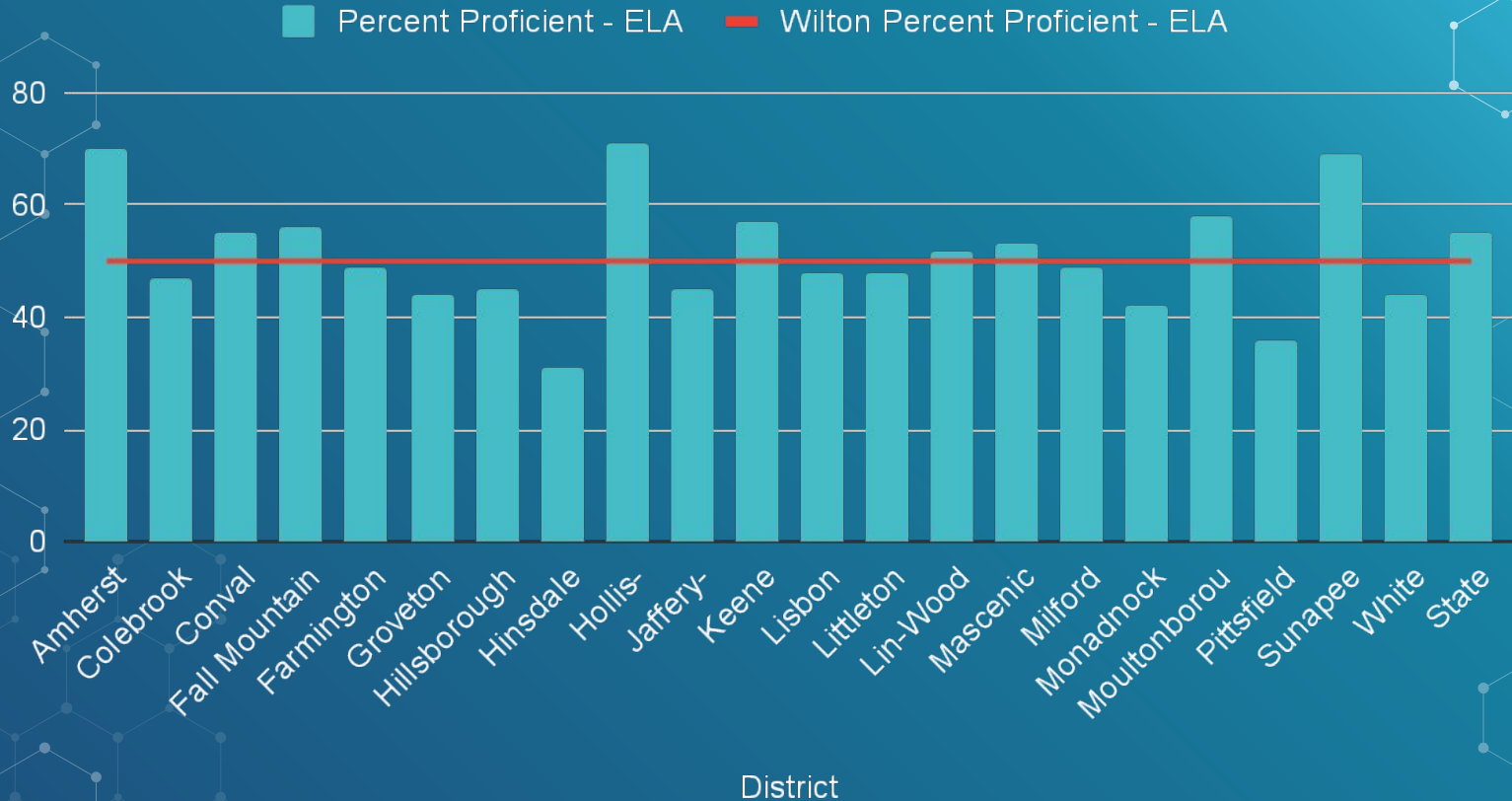
What is Proficiency? Science

NH SAS Science Proficiency				
Grade	Performance Levels and Scaled Score Range			
	Below Proficient	Approaching Proficient	Proficient	Above Proficient
5	500-543	544-553	554-565	566-600
8	800-844	845-853	854-869	870-900
11	1100-1145	1146-1152	1153-1175	1176-1200

Where do those numbers come from?

- ◆ Proficiency scores are determined by the Department of Education. They assemble panels of educators to review students work and test questions. Their role is to determine what skills students should be able to demonstrate at each performance level. This information then determines the “Cut Scores” for proficiency.
- ◆ These proficiency scores are based on the Common Core State Standards.

Spring Data 2025: Overall District Percent Proficient - ELA



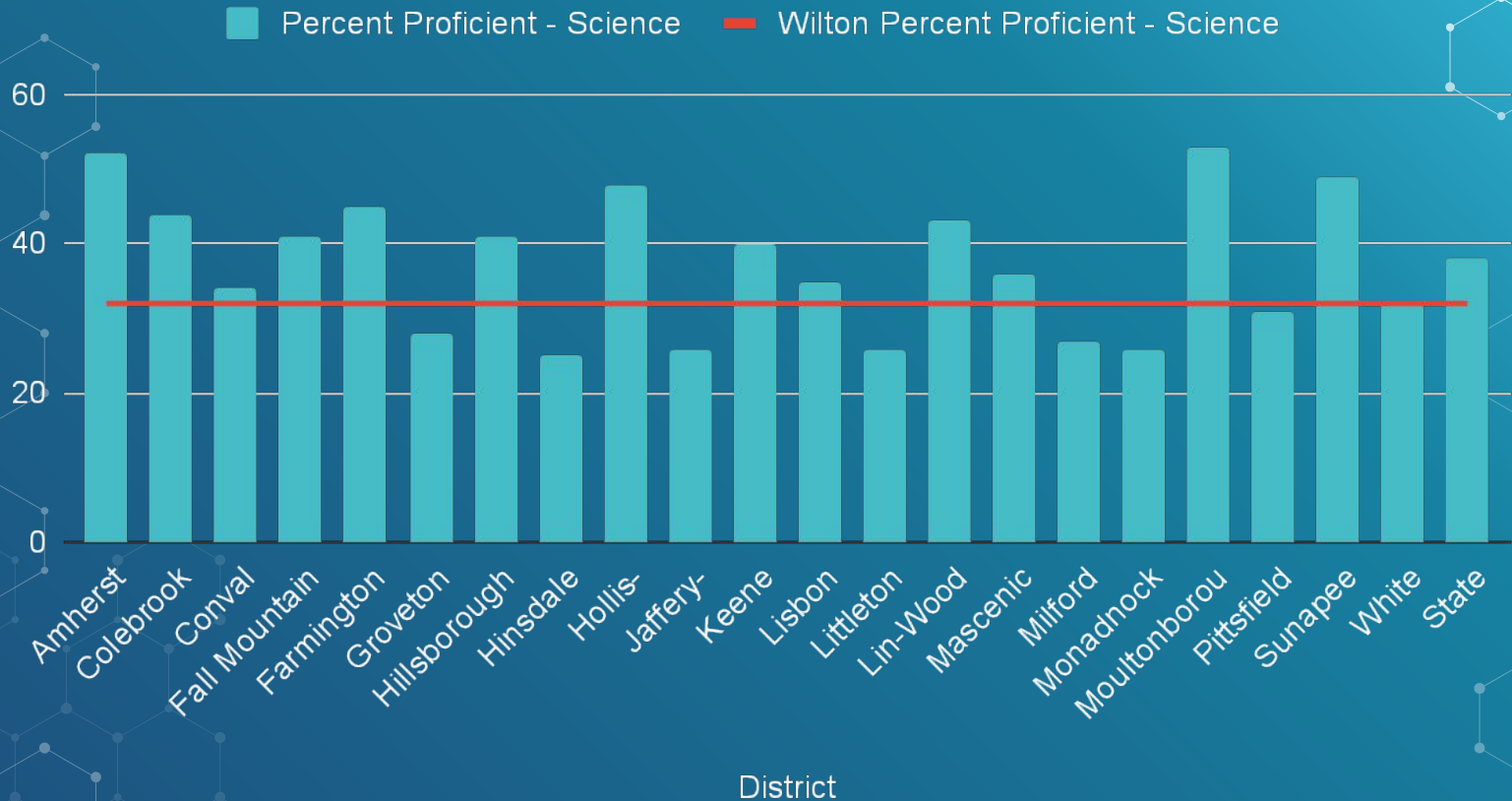
Spring Data 2025: Overall NH SAS Percent Proficient - Math

Percent Proficient - Math Wilton Percent Proficient - Math

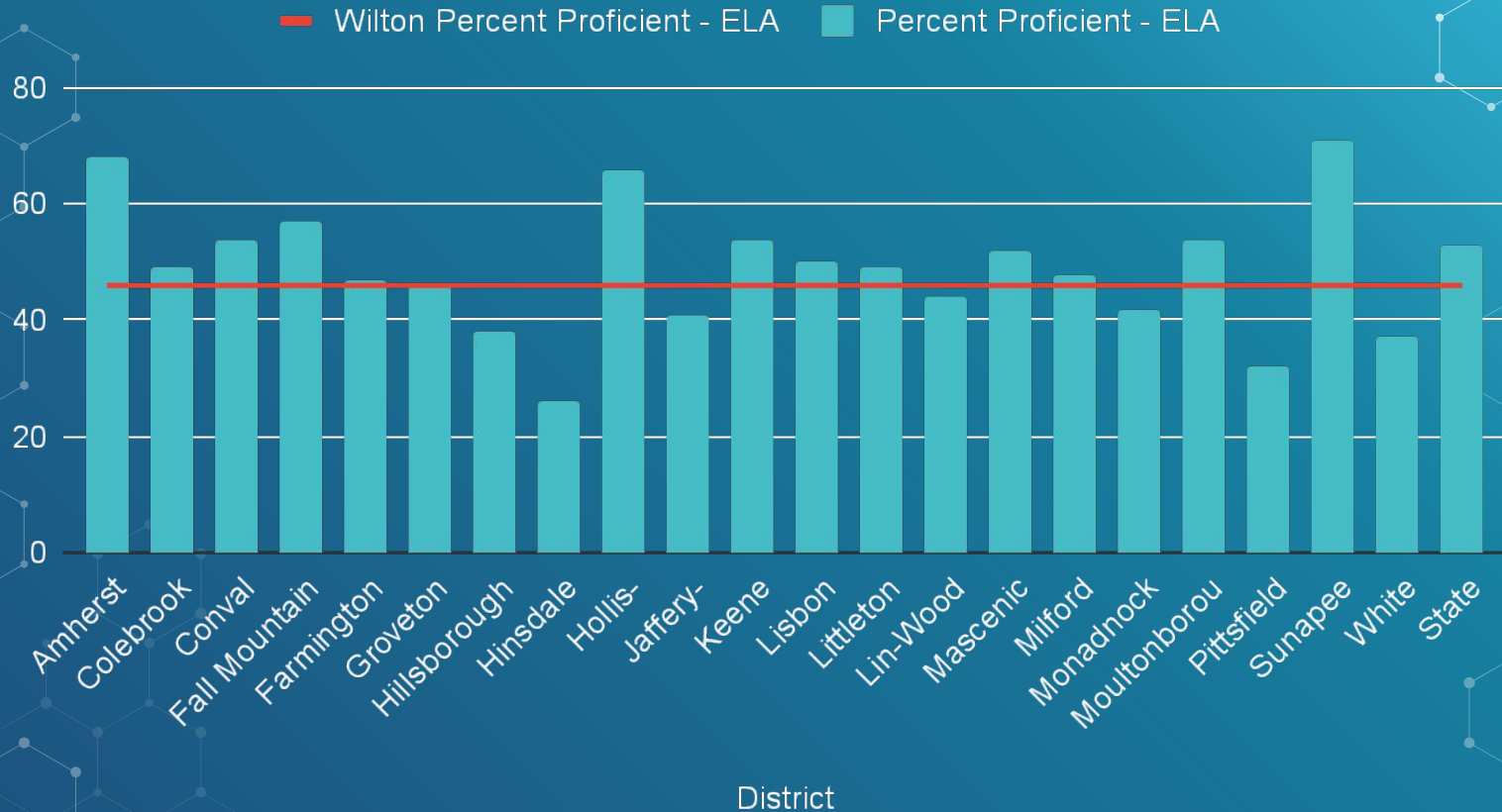


District

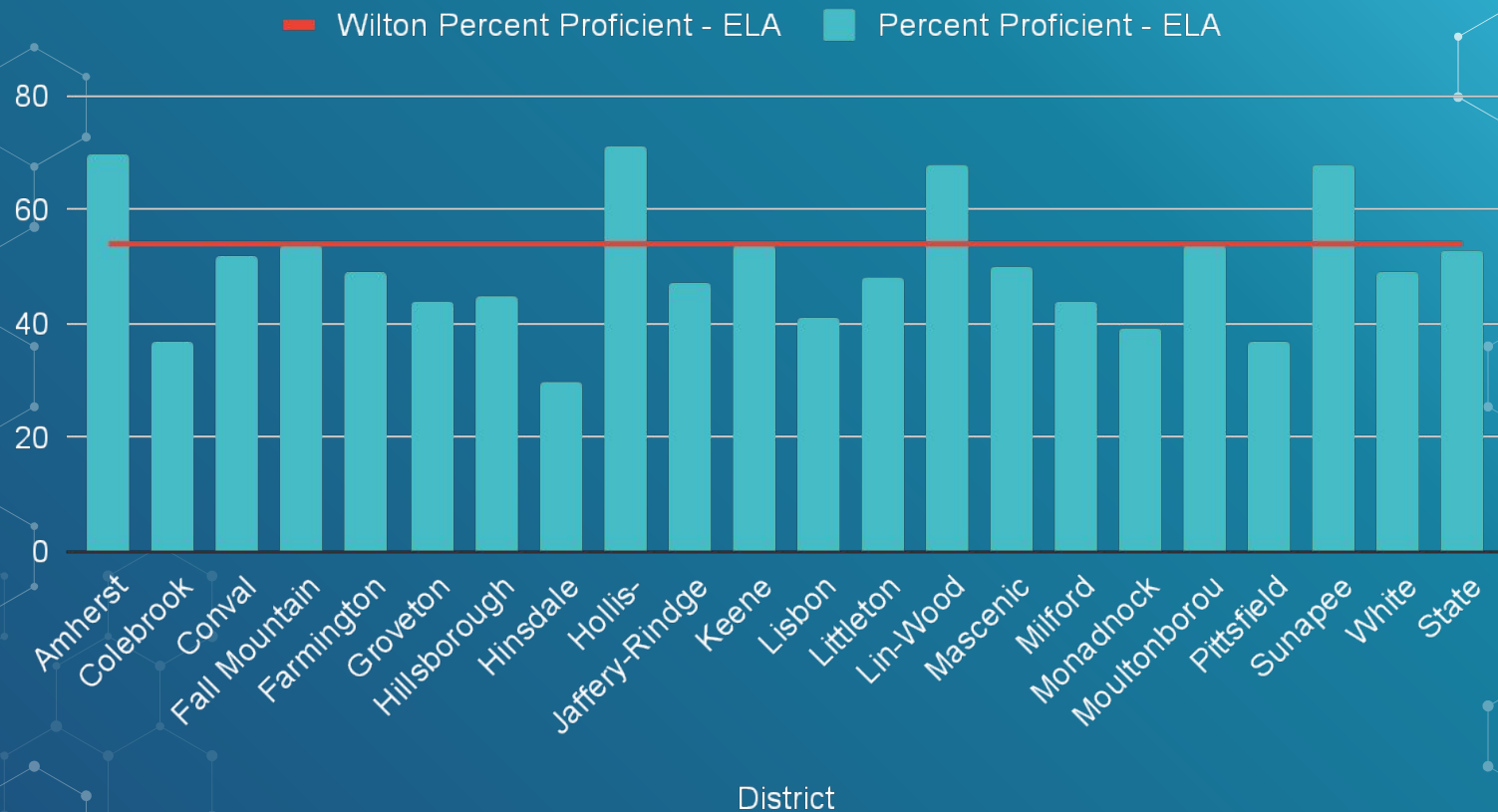
Spring Data 2025: NH SAS Overall Percent Proficient - Science



Spring Data 2025: Elementary School NH SAS Percent Proficient - ELA

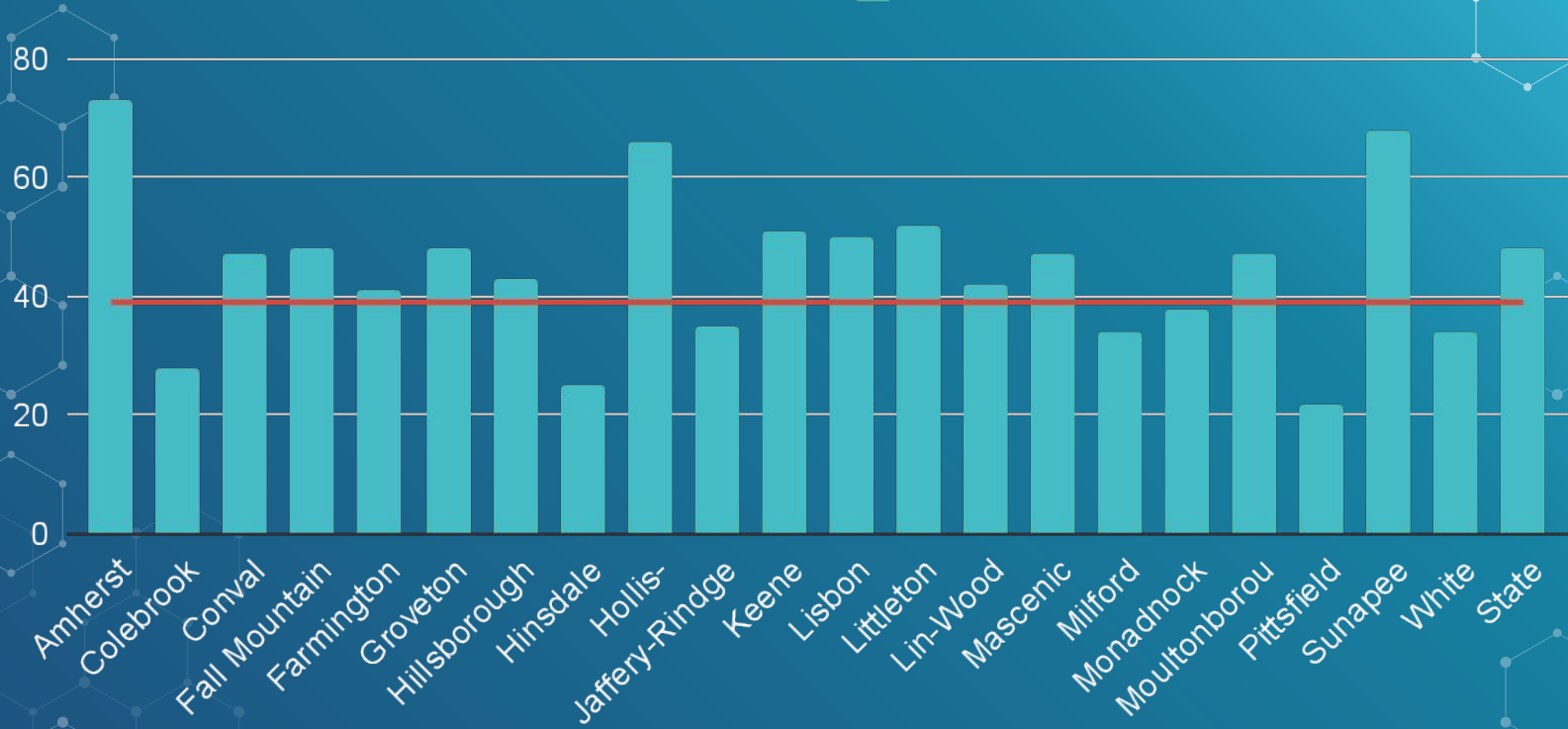


Spring Data 2025: Middle School NH SAS Percent Proficient - ELA



Spring Data 2025: Elementary School NH SAS Percent Proficient - Math

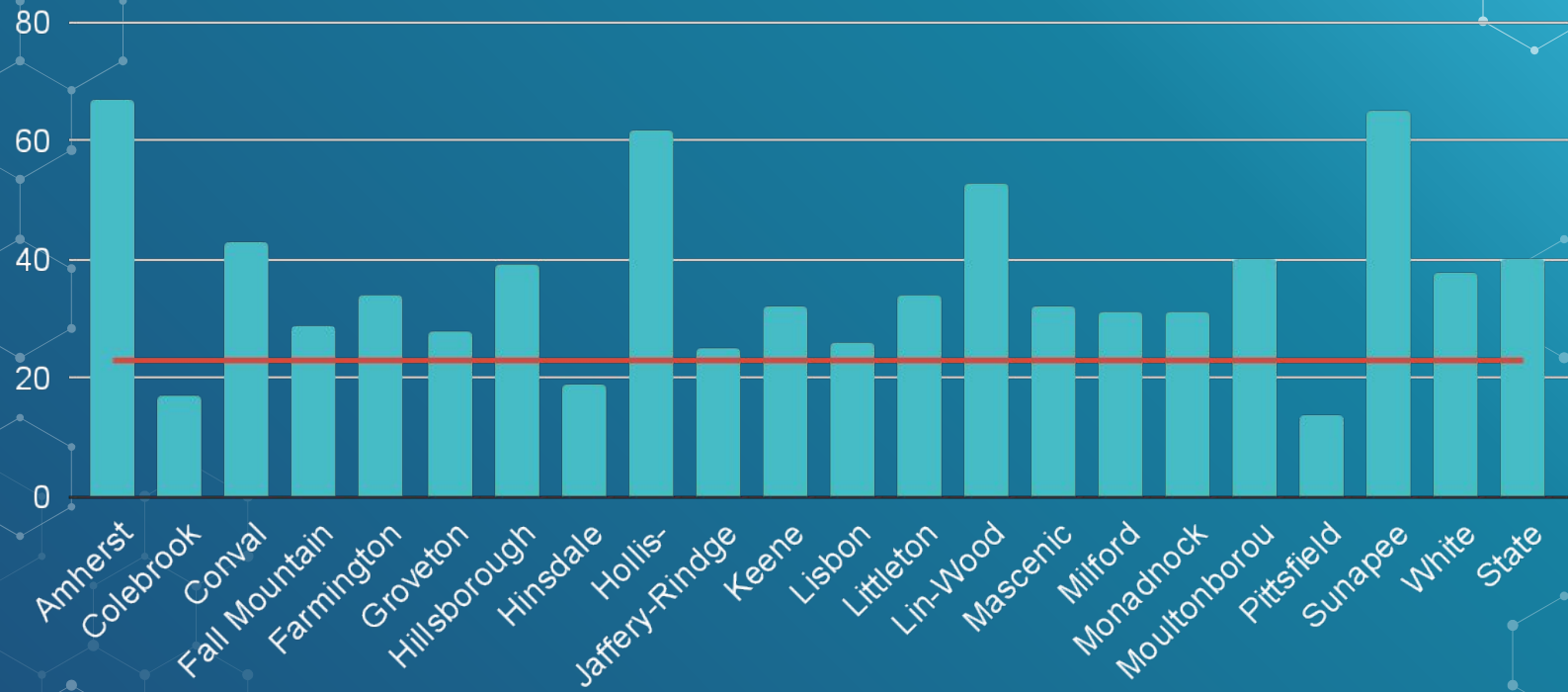
Wilton Percent Proficient - Math Percent Proficient - Math



District

Spring Data 2025: Middle School NH SAS Percent Proficient - Math

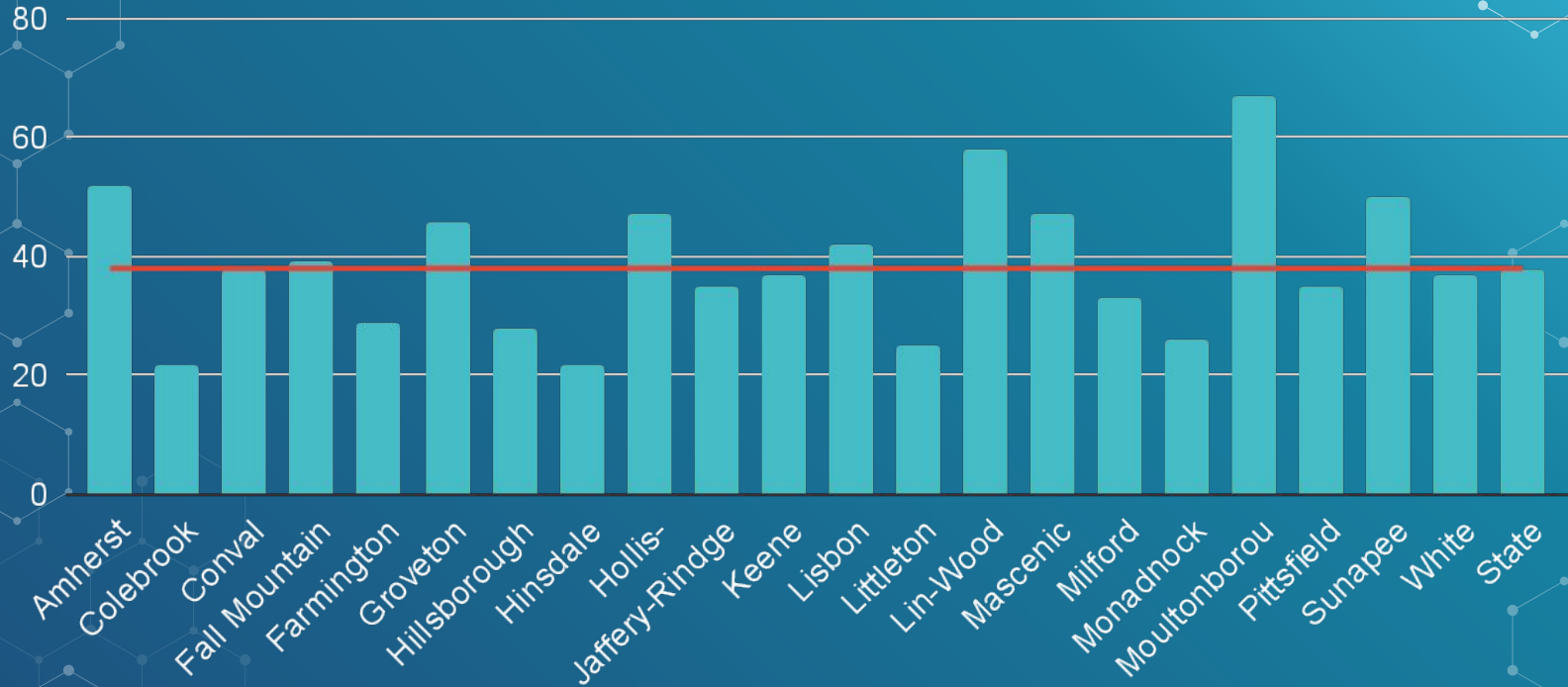
Wilton Percent Proficient - Math Percent Proficient - Math



District

Spring Data 2025: Elementary School NH SAS Percent Proficient - Science

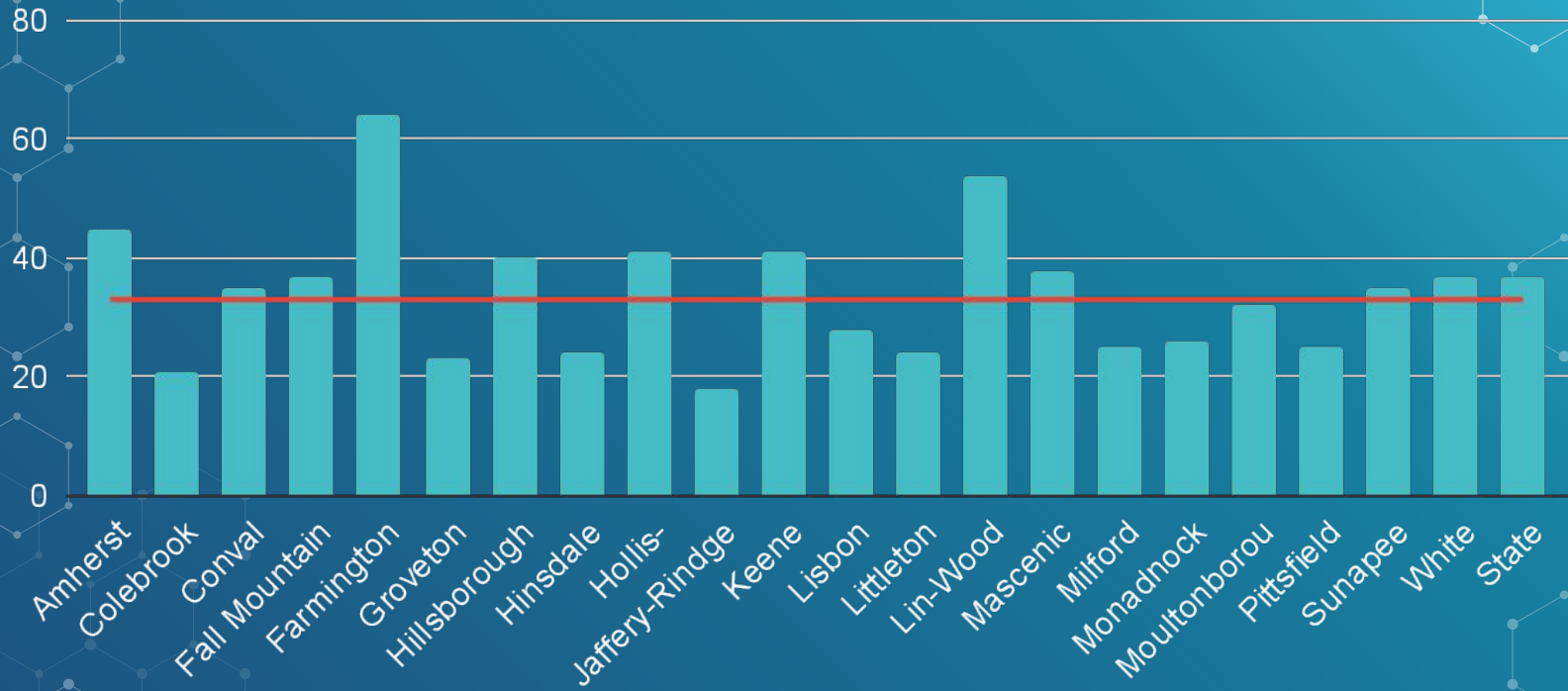
Wilton Percent Proficient - Science Percent Proficient - Science



District

Spring Data 2025: Middle School NH SAS Percent Proficient - Science

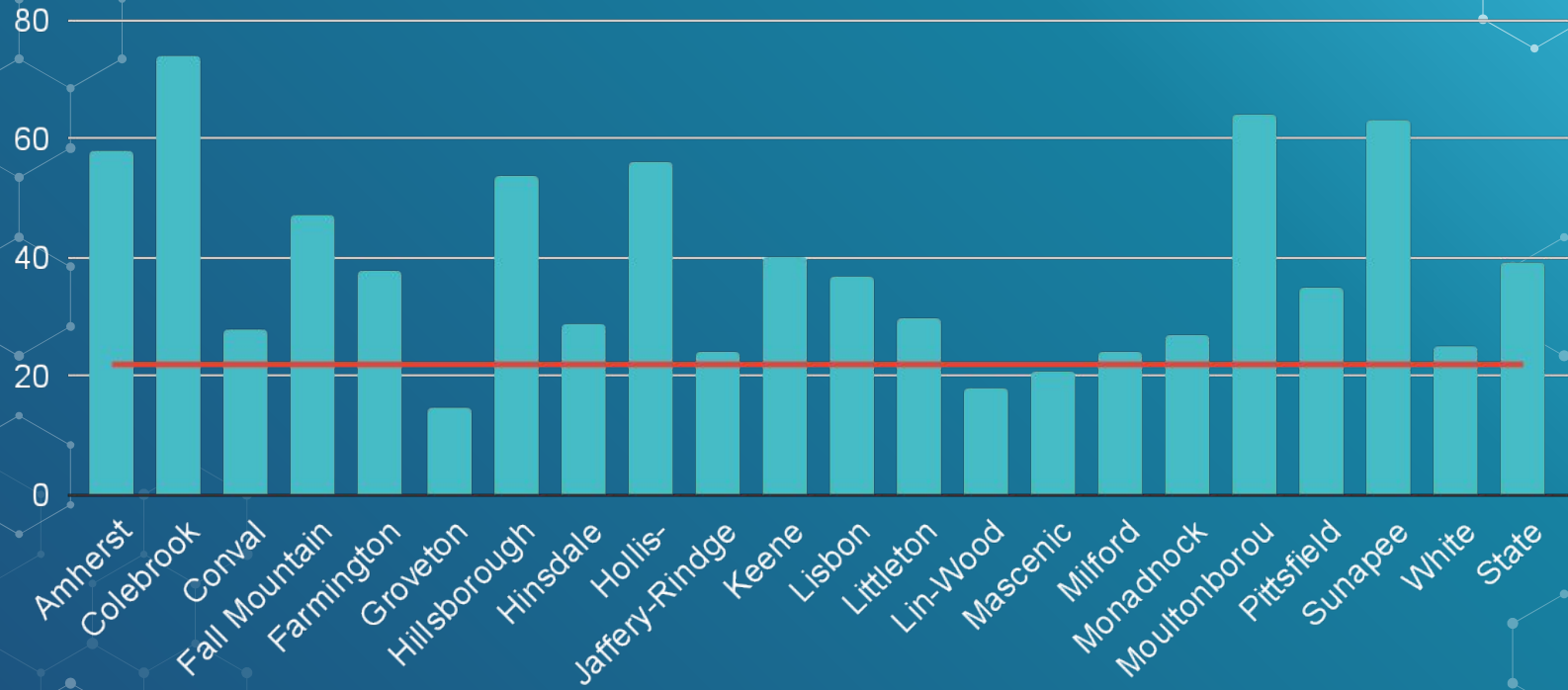
■ Percent Proficient - Science ■ Wilton Percent Proficient - Science



District

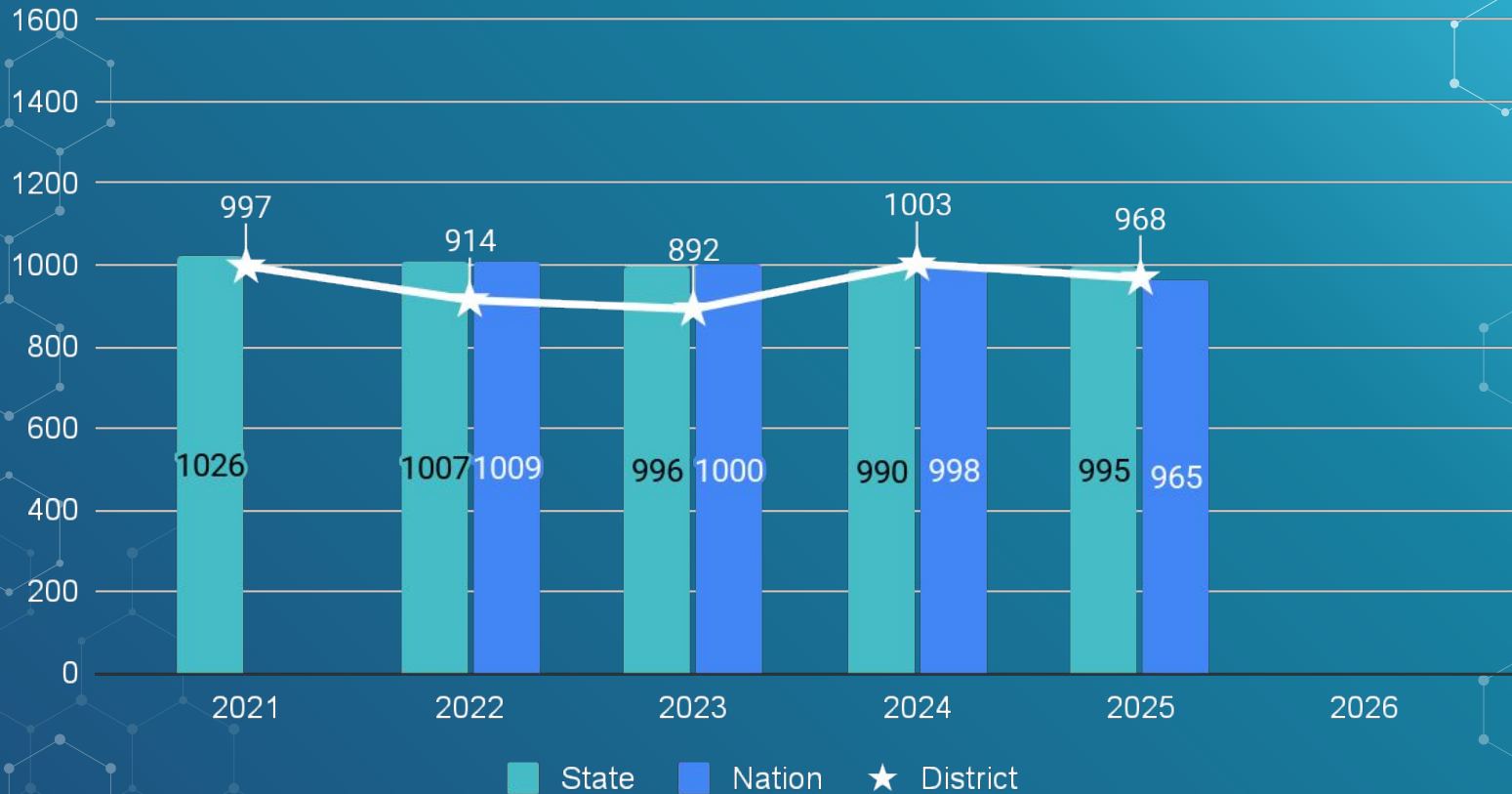
Spring Data 2025: High School NH SAS Percent Proficient - Science

Percent Proficient - Science Wilton Percent Proficient - Science



District

2026: SAT - District, State, Nation





3

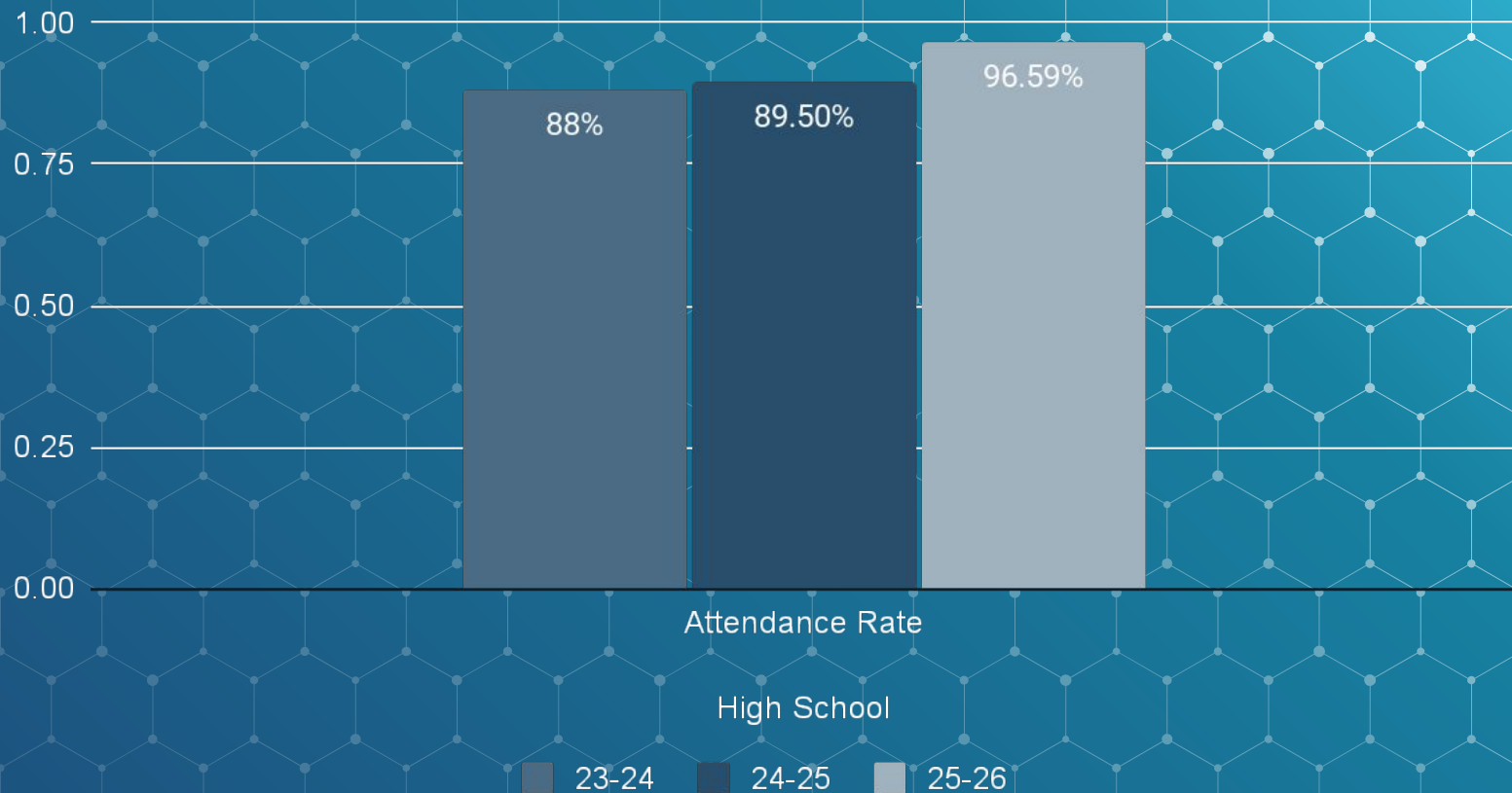
Attendance

High School Attendance Data

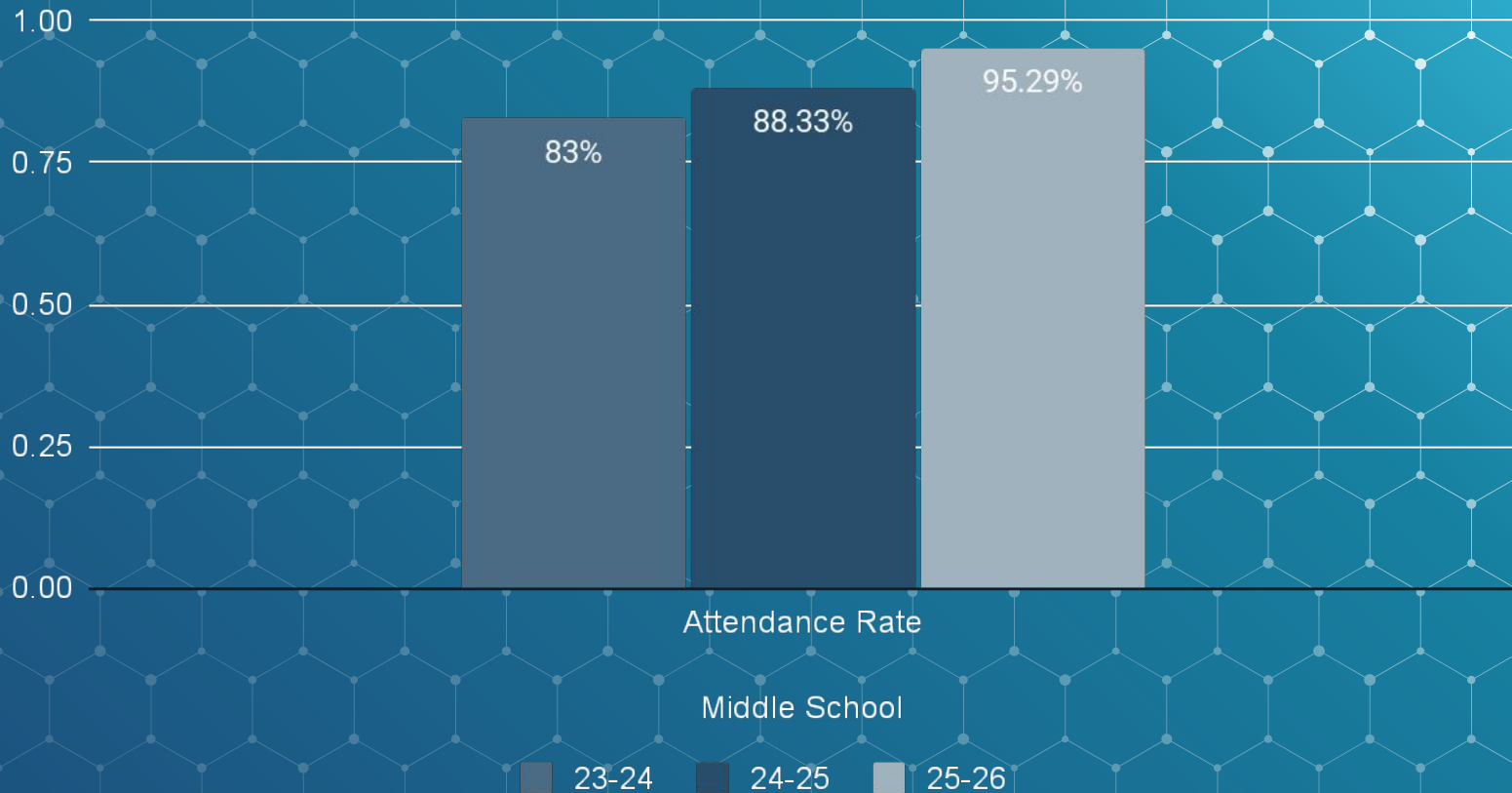
Middle School Attendance Data

Elementary Attendance Data

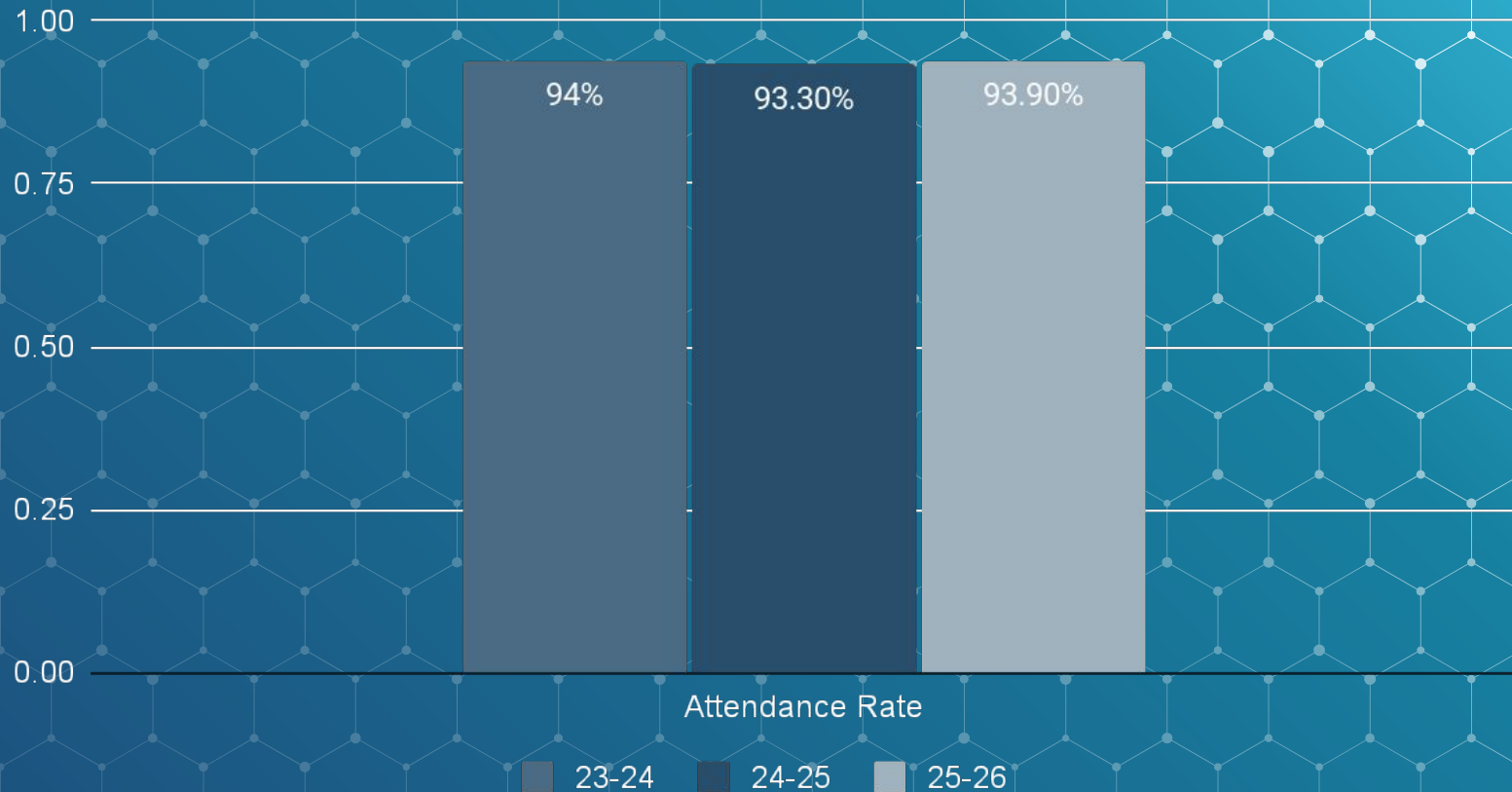
Winter 2026: WLC High School Attendance Rates



Winter 2026: WLC Middle School Attendance Rates



Winter 2026: FRES Attendance Rates





4

What are we doing?

What do we plan to implement this year to support our students in making progress?

What are we doing to move forward?

- ◇ Students in grades 3-8 are taking the NH SAS modular assessments.
- ◇ Teachers are analyzing this data to make instructional decisions.
- ◇ iReady to benchmark student progress
- ◇ Other progress monitoring tools as appropriate by grade-level.
- ◇ Modifying our daily assessments to use consistent terminology with the NH SAS and SAT.



5

Bonus Data

How much have our students grown this year?

Winter 2026: K-8 iReady Reading Growth

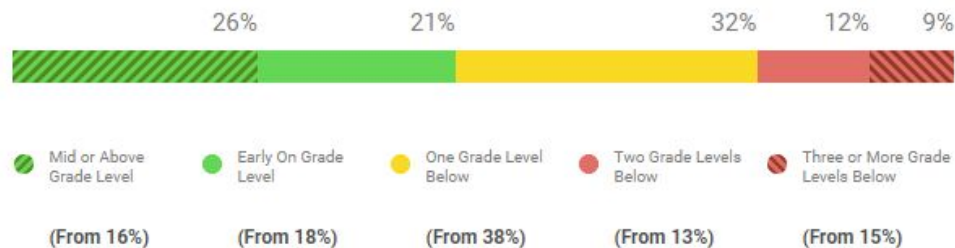
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 61%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Winter 2026: K-8 iReady Math Growth

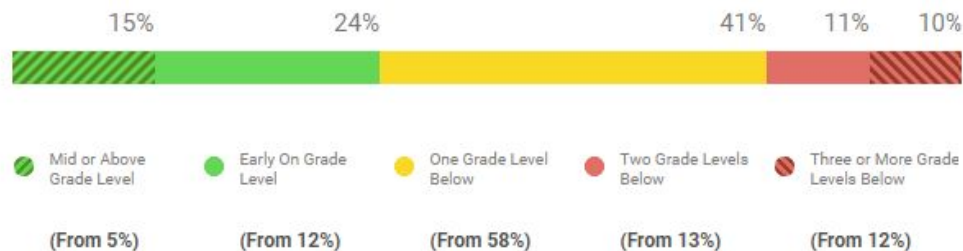
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 52%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

BBBE - VACANCIES AND UNEXPIRED TERM FULFILLMENT

Category: Recommended

Related Policies: BBBC

A. Definition and Occurrence of a Vacancy. A vacancy on the School Board or other District office is defined in RSA 652:12, and occurs when subsequent to election but prior to the expiration of that person's term, the office holder/office holder elect, either:

- i. Resigns (see Board policy BBBC for resignation process);
- ii. Dies;
- iii. Ceases to have domicile in the district or town from which he/she was elected;
- iv. Is determined by a court to be mentally incompetent;
- v. Is/has been convicted which disqualifies him/her holding office (e.g., bribery, willful violation of election laws) or sentenced while in office after conviction for a felony;
- vi. Has the election voided by a court or the ballot law commission; or
- vii. Fails to take the oath of office within 30 days of the election, or fails to give/renew a bond required by law

Although a formal resignation best serves the district when possible, many of the reasons cause a vacancy to occur by operation of law (e.g., death or relocation). In circumstances that are unclear (e.g., relocation out of district), the Superintendent and/or Board Chair should consult with counsel.

A temporary absence does not constitute a vacancy.

B. Authority to Fill Vacancy.

1. Vacancy on School Board. In the event of a vacancy on the school board the remaining school board members representing the same town or towns as the departed member shall fill the vacancy, provided that there are at least 2 such members. At-large seats and members are considered to be "representative(s) of the same town or towns." If there are less than 2 remaining members on the cooperative school board representing the same town or towns as the departed member, or if the remaining members are unable, by majority vote, to agree upon an appointment, then the Select Board or Select Boards representing the same town/towns as the departed member may make the appointment, failing which the District Moderator will make the appointment. RSA 671:33, II(b).
2. Vacancy of Any Office Other than School Board, Budget Committee or Moderator. The entire school board shall fill vacancies occurring in other district offices, except that of budget committee member, and moderator, until the next annual meeting of the district. RSA 671:33, II(a) and RSA 197:26.
3. Moderator Vacancy. Vacancies in the office of moderator shall be filled by vote at a school meeting or election, provided that, until a replacement is chosen, the school District Clerk shall serve as moderator or shall appoint a moderator pro tempore. See RSA 671:33, III and RSA 197:20.

BBBE - VACANCIES AND UNEXPIRED TERM FULFILLMENT

4. Budget Committee Vacancy. In the event of a vacancy on the cooperative budget committee, the remaining budget committee members representing the same town or towns as the departed member shall fill the vacancy, provided that there are at least 2 such remaining members. At-large seats and members are considered to be “representative(s) of the same town or towns.” If there are less than 2 remaining members on the cooperative school board representing the same town or towns as the departed member, or if the remaining members are unable, by majority vote, to agree upon an appointment, then the Select Board or Select Boards representing the same town/towns as the departed member may make the appointment, failing which the District Moderator will make the appointment. RSA 671:33, IV.

C. Duration of Appointment. For positions normally elected by the voters, a person appointed to fill a vacancy will serve only until the next election, at which point the voters will vote for a replacement to serve for the remainder of the original holder’s term. For non-elected positions (i.e., those ordinarily appointed by the board), the person appointed to fill the vacancy will serve until the expiration of the original holder’s term. See RSA 671:33.

D. Vacancy Arising During Filing Period. Other than a seat that is already open (for election or re-election) as of the beginning of the filing period, a vacancy which occurs between the beginning of the filing period and the district election shall be filled by appointment. See RSA 671:33, V.

E. Process to Fill Vacancies by the Board. The Board will employ the following process when there is a vacancy on the Board, or in another office for which the Board has authority to fill the vacancy. Except as required by RSA 91-A:2 and 3, the Board reserves the right to waive, supplement or otherwise amend any part of the process.

Discussion by the Board of the process to be used to fill a vacancy, and the appointment process itself, including candidate interviews, shall occur in public session during the next regularly scheduled school board duly noticed meeting. The only possible exception could be a limited discussion regarding a potential candidate wherein that part of the discussion is likely to adversely affect the reputation of a person other than a board member. See RSA 91-A:3, II(c).

Once the Board has confirmed or acknowledged the vacancy, the Board will advertise/post notice of the vacancy on the District web-site and in such other manner as the Board deems appropriate. Among other things, the notice shall invite interested persons to submit a letter of interest to the Board Chair, with a copy to the Superintendent. All such letters shall be included in the public meeting materials for the meeting at which the appointment is to be considered.

Interviews of candidates for vacant positions will take place in a meeting open to the public.

After motion and second, a vote shall occur by voice or show of hands in a public session (secret ballots are not allowed under RSA 91-A:2, II).

BBBE - VACANCIES AND UNEXPIRED TERM FULFILLMENT

District Policy History:

Revised: August 2006

Revised: February 2004

Revised: November, 1999

Revised: July, 1998

New Policy First Reading: October 26, 2011, January 23, 2024

Second Reading: November 8, 2011, February 6, 2024

Final Adoption: November 8, 2011, March 5, 2024

District revision history: March 5, 2024

Legal References:

Pt 1, Art. 11

New Hampshire Constitution, Elections and Elective Franchises

RSA 197:20

Clerk

RSA 197:26

Vacancies

RSA 607-A:2

Rights Lost

RSA 652:12

Vacancy (applicable by way of RSA 652:1, Elections).

RSA 671:33

Vacancies

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

WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL DISTRICT
CALENDAR FOR 2026-2027 - 174 days (includes 3 early release days) + 6 Professional Days

AUGUST	M	T	W	T	F		FEBRUARY- 15 days	M	T	W	T	F
	17	18	19	20	21			1	2	3	4	5
Aug. 24-25 New Teacher Orientation							Feb. 10- Early Release Teacher Workshop	8	9	~~10~~	11	12
Aug. 26-27 Teacher Workshop	24	25	26	27	28			15	16	17	18	19
	31						Feb. 22-26 Mid-Winter Break	22	23	24	25	26
SEPTEMBER- 20 days	M	T	W	T	F							
September 1-First Day of School		1	2	3	4							
Sept. 4- No School	7	8	9	10	11							
Sept. 7- Labor Day	14	15	16	17	18		MARCH- 22 days	M	T	W	T	F
	21	22	23	24	25		Annual District Meeting 3/6/27	1	2	3	4	5
Sept. 30- Early Release Teacher Workshop	28	29	~~30~~				March 9- Teacher Workshop	8	9	10	11	12
								15	16	17	18	19
OCTOBER- 19 days	M	T	W	T	F			22	23	24	25	26
				1	2			29	30	31		
Oct. 9- Teacher Workshop	5	6	7	8	9							
Oct. 12- Columbus Day	12	13	14	15	16							
*Oct. 28-29 Parent/Tchr. Conferences	19	20	21	22	23		APRIL- 17 days	M	T	W	T	F
Oct. 30 No School	26	27	28*	29*	30						1	2
								5	6	7	8	9
								12	13	14	15	16
NOVEMBER- 17 days	M	T	W	T	F			19	20	21	22	23
	2	3	4	5	6		April 26-30 Spring Break	26	27	28	29	30
Nov. 11- Veteran's Day	9	10	11	12	13							
Nov. 24 - Early Release	16	17	18	19	20							
Nov. 25-27- Thanksgiving Day Recess	23	~~24~~	25	26	27		MAY- 19 days	M	T	W	T	F
	30							3	4	5	6	7
								10	11	12	13	14
DECEMBER- 17 days	M	T	W	T	F			17	18	19	20	21
		1	2	3	4		May 28- Teacher Workshop	24	25	26	27	28
	7	8	9	10	11		May 31-Memorial Day	31				
	14	15	16	17	18							
Dec. 24- Jan. 1/ Holiday Recess	21	22	23	24	25							
	28	29	30	31			JUNE- 9 days	M	T	W	T	F
							June 4-Potential Graduation		1	2	3	4
2027								7	8	9	10	11
JANUARY- 19 days	M	T	W	T	F		*June 18 - Last day of school	14	15	16	17	18
Holiday Recess/New Years Day					1		with 5 snow days	21	22	23	24	25
	4	5	6	7	8			28	29	30		
	11	12	13	14	15							
Jan 18- Martin Luther King, Jr. Civil Rights Day	18	19	20	21	22							
	25	26	27	28	29							
AUGUST through DECEMBER (73 Days)							JANUARY through JUNE (101 Days)					
Aug. 24-25	New Teacher Orientation						Jan. 1	Holiday Recess/New Years Day				
Aug. 26-27	Teacher Workshop Full Day						Jan. 18	Martin Luther King, Jr. Civil Rights Day				
Sept. 1	First Day of School						Feb. 10	Early Release-Teacher Wkshp.				
Sept. 4	No School						Feb. 22-26	Mid-Winter Break				
Sept. 7	Labor Day						March 9	Teacher Workshop Full Day				
Sept. 30	Early Release-Teacher Wkshp.						April 26-30	Spring Break				
Oct. 9	Teacher Workshop Full Day						May 28	Teacher Workshop Full Day				
Oct. 12	Columbus Day						May 31	Memorial Day				
*Oct. 28-29	Parent/Teacher Conf. After School						*June 18	*Last Student Day w/ 5 Snow Days				
Oct. 30	No School											
Nov. 11	Veteran's Day											
Nov. 24	Early Release											
Nov. 25-27	Thanksgiving Day Recess											
Dec. 24-31	Holiday Recess											

Wilton-Lyndeborough Cooperative School District
2026-2027 School Board Meeting Dates
All Meetings to Begin at 6:30 PM

Meeting Dates	Location
August 11, 2026	WLC MS/HS
August 25, 2026	WLC MS/HS
September 8, 2026	WLC MS/HS
September 22, 2026	WLC MS/HS
October 6, 2026	WLC MS/HS
October 20, 2026	FRES
November 3, 2026	WLC MS/HS
November 17, 2026	WLC MS/HS
December 15, 2026	LCS
January 5, 2027	WLC MS/HS
January 19, 2027	WLC MS/HS
February 2, 2027	WLC MS/HS
February 16, 2027	FRES
March 2, 2027	WLC MS/HS
March 16, 2027	WLC MS/HS
April 6, 2027	WLC MS/HS
April 20, 2027	WLC MS/HS
May 4, 2027	WLC MS/HS
May 18, 2027	LCS
June 8, 2027	WLC MS/HS
June 22, 2027	WLC MS/HS

Dates and locations subject to change

FF - NAMING FACILITIES

Category: Optional

A. PURPOSE AND GENERAL POLICY

The purpose of this policy is to establish a process and guidelines for the naming of Wilton Lyndeborough Cooperative School District school buildings or facilities, and dedication of areas of buildings or facilities.

The naming of a building or facility, or the designation of an area of a building or facility, is an extraordinary and rare event falling within the authority of the School Board as the District's governing body. The Board should not consider such actions lightly nor base them on recent notable events.

For purposes of this policy, "buildings and(or) facilities" shall mean and include every school, school district building, athletic field, playground, or other real estate owned or leased by the District, or otherwise under the jurisdiction of the School Board.

"Area of buildings or facilities" refers to identifiable spaces/core areas within a building or facility, including but not limited to such spaces as media centers, gymnasiums, auditoriums, hallways, wings, etc.

The Board retains the authority in its sole discretion to name, rename or change, in whole or in part, the name of any building or facility, or the designated name of any area of a building or facility. Such naming, renaming, or changing may be considered at any time the Board so chooses, including, without limitation, naming proposals recommended prior to construction, when construction is in progress, or after being acquired, by the district.

B. GENERAL GUIDELINES FOR NAMING OF BUILDINGS OR FACILITIES OR FOR DEDICATION OF SPACES.

1. The naming of school buildings or facilities or dedication of building/facility spaces is the ultimate responsibility of the School Board. Individuals or groups may submit a written naming or dedication proposal to the Superintendent. Naming or dedication proposals should include any information relating to the guidelines below, along with any other information the person/group making the proposal deems appropriate to enable the Board to make an informed decision.
2. The Superintendent will place the proposal on a Board meeting agenda, with his/her recommendation as to how to proceed.
3. If the Board determines that further study is required, or if the naming/dedication is at the Board's own initiative, the Board may establish a committee or may delegate to the Superintendent the responsibility of evaluating the proposal, or for

FF - NAMING FACILITIES

determining a process for naming a specific building or facility, or dedicating an area of a building or facility.

4. Whether included in an original proposal or not, the Board will consider required fiscal or personnel resources that might be associated with the naming/renaming or dedication.
 5. Before making any final decision regarding naming/renaming or dedication, the Board shall solicit input from the students and staff of the particular building or facility as well as from the public at large.
 6. The final decision to name/rename a building or facility, or to dedicate/re-dedicate any building or facility area shall be made by the Board by way of formal resolution, which may simply be an approval of a written proposal or recommendation.
- C. GUIDELINES FOR NAMING OF BUILDINGS, FACILITIES, AND/OR AREAS OF USE

A name for building or facility shall be that of:

1. The community, location, road or street where the public school building is located;
2. A significant and distinguishable landmark or geographical feature which will identify the school's location;
3. An educational practice, concept or aspiration;
4. A deceased person who made significant contributions to the nation, the State of New Hampshire, the Towns of Wilton and/or Lyndeborough, taking into account the following criteria:
 - a. Outstanding and exceptional support of and service to or on behalf of public school students or schools;
 - b. Outstanding citizenship and character;
 - c. General service to the community;
 - d. Superior ethical standards; and/or
 - e. Philanthropic or financial contributions made by the person to the school district.

FF - NAMING FACILITIES

5. The person shall have been deceased, or the Board may also recognize the outstanding service of a living school district employee, school district official, volunteer or community leader.
6. The mascot of a District school.

District Policy History:

First reading: March 17, 2026

Second reading/adopted:

District revision history:

IHBCA - ACCOMMODATION OF PREGNANCY AND RELATED MEDICAL CONDITIONS: STUDENTS

Category: Recommended Related Policies: ACN, ACAA-R, JLF

A. Policy Purpose.

This policy is intended to enable students who are pregnant or who have related medical conditions to receive the accommodations to which they are entitled under Title IX of the Education Amendments of 1972 (Title IX) and state law NH RSA 193:38.

The District does not treat students differently concerning current, potential, or past parental, family, or marital status on the basis of sex. The District does not discriminate against any student based on the student's current, potential, or past pregnancy or related conditions.

B. Definitions.

1. Pregnancy. "Pregnancy" refers to the pregnancy of the specific student in question and include, but are not limited to, current pregnancy; past pregnancy; termination of pregnancy; potential or intended pregnancy (which can include infertility, fertility treatment, and the use of contraception); labor; and childbirth (including vaginal and cesarean delivery).
2. Related Medical Conditions. "Related medical conditions" are medical conditions relating to pregnancy. This includes prenatal/antenatal, and postpartum medical conditions, recovery from pregnancy as defined above, as well as lactation and related conditions. See Policy ACN for lactation accommodations.

C. District and Employee Responsibilities Upon Notification of Student Pregnancy or Related Condition.

When a student, or a person who has a legal right to act on behalf of the student, informs any District employee of the student's pregnancy or related medical conditions, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's educational programs and activities.

Pursuant to Title IX, any staff member who learns that a student is pregnant or is informed of such by the pregnant student will immediately inform the Title IX Coordinator.

Consistent with RSA 186:11, IX-e, no employee of the District, including the Title IX Coordinator, may withhold from a parent/guardian information regarding a student's pregnancy unless such employee reasonably believes, and a reasonably prudent person would believe, that such disclosure would result in abuse, abandonment, or neglect. If information indicating abuse, abandonment or neglect exists, the employee is mandated to report such information as described in policy JLF and RSA 169-C:29 and 30.

D. Specific Actions to Prevent Discrimination and Ensure Equal Access.

When the student, or a person who has a legal right to act on behalf of the student, informs the Title IX Coordinator of the pregnancy or related condition, the Title IX Coordinator shall act to prevent sex discrimination and ensure equal access to the District's educational programs and activities. The Title IX Coordinator must inform the person of the District's obligations and provide adequate notice of nondiscrimination.

Based on the student's individualized needs and in consultation with the student, the District will make reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the District's educational programs and activities. The

IHBCA - ACCOMMODATION OF PREGNANCY AND RELATED MEDICAL CONDITIONS: STUDENTS

Title IX Coordinator will help the student access these rights.

The student may accept or decline each reasonable modification offered by the District. If the student accepts an offered reasonable modification, the District must implement it.

Examples of reasonable modifications may include, but are not limited to, the following:

1. breaks to attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom;
2. intermittent absences to attend medical appointments;
3. access to extended learning opportunities, such as online or homebound education;
4. changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests and examinations;
5. allowing a student to sit or stand, or carry or keep water nearby;
6. counseling;
7. changes in physical space or supplies (for example, access to a larger desk or a footrest); elevator access;
8. other changes to policies, practices, or procedures; or
9. breaks during class to express breast milk or breastfeed in an appropriate lactation space (i.e., a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and which may be used by a student for expressing breast milk or breastfeeding as needed). See Policy ACN regarding lactation.

E. Voluntary Leaves of Absence.

The student may voluntarily take a leave of absence from school for, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. If the student qualifies for a longer period of leave under another District leave policy, the student is permitted to take voluntary leave under that policy instead, if the student so chooses. Upon return to school, the student will be reinstated to the academic status and as practicable, the extracurricular status that the student held when the voluntary leave began.

F. Supporting Documentation.

The District will treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions. The District may not require supporting documentation for activities that are generally available to students without documentation.

The District will only require supporting documentation when it is necessary and reasonable for determining reasonable modifications to make or whether to take additional specific actions. Supporting documentation is not necessary and reasonable when the student's need is obvious, such as when a student who is pregnant needs a bigger desk, water nearby, or restroom breaks, or when a postpartum student has lactation needs.

The District may not require a student who is pregnant or has related conditions to provide certification that the student is physically able to participate in class, programs, or extracurricular

IHBCA - ACCOMMODATION OF PREGNANCY AND RELATED MEDICAL CONDITIONS: STUDENTS

activity unless such certification is required of all students participating in the class, program, or extracurricular activity.

G. Complaints or Reports.

Complaints or reports regarding violations of this policy should be made in the first instance according to the procedures found in policy ACAA-R

District Policy History:

First Reading: September 14, 2010, March 17, 2026

Second Reading: October 12, 2010

Final Adoption: October 12, 2010

District revision history:

Legal References:

NH Statutes	Description
RSA 169-C	<u>Child Protection Act</u>
RSA 186:11, IX-e	<u>Notice to Parents/Guardian Required</u>
RSA 186:11, XXXIII	<u>Discrimination</u>
RSA 193:38	<u>Discrimination in Public Schools</u>
RSA 354-A:1	<u>(Human Rights) Title and Purposes of Chapter</u>
RSA 354-A:27	<u>Opportunity for Public Education without Discrimination a Civil Right</u>

Federal Statutes	Description
20 U.S.C 1681, et seq	<u>Title IX of the Education Amendments of 1972</u>
29 U.S.C. 794	<u>Rehabilitation Act of 1973 (Section 504)</u>

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

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, March 17, 2026
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 Lavallee, John Zavgren, Michelle Alley, Paul White, Erin Collins (online), Darlene Anzalone, and Anna Meigs*

Director of Student Support Services, Ned Pratt, Business Administrator Kristie LaPlante, Principals Tom Ronning and Principal Stacy Maghakian (online), Assistant Principal Katie Gosselin, Curriculum Coordinator Samantha Dignan (online), and Clerk Kristina Fowler

I. CALL TO ORDER

Mr. Pratt called the meeting to order at 6:30pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. ELECTIONS

a. Elections

i. School Board Chair

Mr. Pratt asked for nominations for School Board Chair.

Ms. Lavallee nominated Mr. Golding as Chairman and Mr. White seconded the nomination. Mr. Pratt asked for any other nominations, none heard. Mr. Pratt asked Mr. Golding if he would like to articulate why he would like to serve as Chairman. Mr. Golding expressed he has done this before for the last 3 years. He thinks we have a great Board that has done a lot for the schools. He believes in continuity and would enjoy serving another term as your chairman and accepts. Mr. Pratt asked for any additional Board discussion. None heard, he asked for a vote. Ms. Lavallee noted "point of order" as Ms. Collins in online and a roll call vote is needed.

Voting: via roll call vote, all aye unanimous.

Mr. Golding is elected Chairman of the School Board, and the meeting has been turned over to him.

ii. School Board Vice Chair

Chairman Golding asked for nominations for School Board Vice Chair.

Ms. Anzalone nominated Ms. Lavallee and Mr. White seconded the nomination. Chairman Golding asked for any other nominations, none heard. Chairman Golding asked Ms. Lavallee if she would like to speak to this. Ms. Lavallee accepts the nomination and spoke about enjoying the role as Vice Chair, particularly when she visits the schools and especially on the 1st day of school. She has enjoyed being the face and voice of the School Board when people email the Board. She feels she has a pretty good understanding of the policies and procedures, allowing her to answer factually and not opinion based. She thanked the group. Chairman Golding asked for any discussion from the Board, none heard.

Voting: via roll call vote, all aye, unanimous.

Ms. Lavallee is elected as Vice Chair of the School Board.

IV. 6:45 PM PUBLIC HEARING-ACCEPTANCE OF GIFTS RSA 198:20, POLICY KCD

Chairman Golding opened the hearing at 6:34 PM. He reviewed this hearing is for the acceptance of goods and services according to RSA 198:20-b and policy KCD. We are here today to accept a gift from the Performance Tech Committee in the amount of \$62,300. There was no one from the Performance Tech Committee present. He asked for any Board questions, comments or discussion. None heard.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Zavgren to accept the gift of \$62,300 from the Performance Tech Committee for the purchase and installation of performance lighting and sound system at WLC.

Ms. LaPlante believes the projects are ready to go. Superintendent Weaver has worked with Ms. Crotty to get the rigging up and their goal is to have it in time for Pippin but cannot say with 100% certainty it will be ready.

Ms. Lavallee thanked the Performance Tech Committee. When they came to the Board a couple of years ago, they came just 2 meetings late to be able to allocate those funds as they had already been allocated, which was disappointing. She spoke of seeing how they came together, the hard work they did on Wilton Homes Days and all the other events since raising the money to do this; she is very proud of all the students that participated, the PTO and everybody that really gave this their all. It shows how a community can come together and do something wonderful for our schools. Thank you to everybody that participated.

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

The hearing closed at 6:37 pm and returned to the board meeting.

V. ETHICS POLICY

a. Ethics Policy

i. BCA-School Board Ethics

ii. BCA-R-Acknowledgement of Ethics Form

Chairman Golding asked Ms. Lavallee to read BCA out loud for everyone to hear as they may not have had time to read it. Ms. Lavallee reviewed, we do this on a yearly basis and policy BCA is the school board member ethics policy. It outlines what we should strive to do as board members. She read the policy. Chairman Golding reviewed members have the acknowledgement form, BCA-R, and asked members if they had any questions and if not, print, sign and date the form and turn those in.

VI. ADJUSTMENTS TO THE AGENDA

Mr. Pratt requested the following adjustments, add a resignation, move the data presentation and student support services report to April. Chairman Golding reviewed the request for the data presentation to be moved to April 7, 2026, Student Support Services Report to April 21, 2026, and add a resignation. Mr. Pratt confirms.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to table the student support services report until April 21, 2026, table the curriculum coordinator's data presentation until April 7, 2026, and add a staff resignation after the committee report on this agenda.

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

VII. PUBLIC COMMENTS

The public comment section of the agenda was read.

Ms. Kacey Coyne, Wilton parent spoke of being deeply concerned and frustrated by the decisions being made for our children. She spoke regarding larger class sizes, fewer teachers and fewer supports despite decades of research showing that smaller class sizes improve outcomes especially in the early grades. She spoke of the lack of transparency around the decision to reduce staff which gave parents no meaningful opportunity to respond. A copy of her complete comments are included with these minutes. She asked the Board if the letter that was signed by the majority of the 1st grade parents was received. Chairman Golding and Ms. Lavallee confirm this is the first they have heard of it. Ms. Coyne reports it was given to Ms. Lavoie at a budget committee meeting.

Ms. Cathy Blaise, WLC Science Teacher, informs the Board she has been teaching for 20 years in different states and has been fortunate to experience different management systems. She reminded the group that she sent an email informing the Board that the BioTrek competition is being held tomorrow, 10 AM in the library. We have 3 teams and they are all fantastic! Seeing the students and how hard they've worked is incredible. We have a team called Paralysis Preventor who are biofabricating a C7 nerve, another team called the Cornea Crew who wants to

110 biofabricate a cornea and Biocushion, they are biofabricating an intervertebral disc. This is a wonderful program and
111 it's rigorous and they've done a phenomenal job. She hopes the board members have a chance to attend, 10 AM
112 tomorrow in the library. The winner will move on to the state championship. She spoke briefly about where WLC is
113 at right now, noting these are her personal feelings and is not talking for anyone else. She specifically is talking about
114 WLC being in a wonderful place right now, meaning that we have come so far in 8 years. When she first came here 8
115 years ago, students asked her why she would want to teach here. We now have a great partnership between Principal
116 Ronning and Assistant Principal Gosselin, she is worried about that changing and does not want to go backwards,
117 she knows others feel the same. She is hoping we can make the right choice and think outside the box. We have
118 imposed a discipline program that is effective and she believes it's the reason our attendance record or our rates have
119 increased because the kids are happier here, they feel safer here and that is huge. At many board meetings we discuss
120 data, it is important to show growth, but she wants to challenge us to start thinking about the kids in the sense of
121 helping them by providing opportunities because the focus is on and rightfully so, the kids who aren't at grade level.
122 Her passion and what she would like to see is a place where we can start challenging the kids with things they're
123 interested in. She spoke of the BioTrek program and how she saw how hard the students worked at a topic that they
124 were interested in, so interested that they would come for extra help and FaceTime each other at home and she never
125 told them to do that, they wanted to practice. She spoke of being concerned about the change in administration and
126 where education would go. She asked what we want the future for our kids to look like. She thinks there are lots of
127 opportunities for growth and to go somewhere different and there is no reason we can't. Let's push the limits and get
128 these kids investigating in something that they really want to learn about because she has seen it happen. She asks
129 that all of you think about where we want to go with our education, where do we want to be. The data points are
130 important, so are the kids who just want to have fun and learn. That is her challenge, to step outside our comfort zone
131 and ask that question, and for you to think about it and we will miss Principal Ronning. She hopes to bring the
132 winning BioTrek team to a board meeting in April or May.

134 Ms. Rebecca Raymond, Wilton, spoke that at the district meeting there was a vote on the budget, and she recently
135 found out that part of the budget was cutting a FRES teacher and cutting 2 WLC teaching positions. That was never
136 mentioned at the meeting. There was not an opportunity for discussion which she felt a little taken aback because that
137 is what the meeting is for. We're supposed to have an open and honest discussion about what the budget is doing and
138 why things are being added and taken away. She feels that it was kind of robbed from us and teachers are so vitally
139 important to our children. She spoke of her children and without the paraprofessionals and student support services
140 they would not thrive and would not flourish. There is no education without them by taking the positions away
141 without even mentioning it and that is not okay. She is upset about that and spoke of concern regarding class sizes.
142 She spoke of one of her children in a classroom with a one-on-one all day with other children who have
143 paraprofessionals coming in and out and it being cluttered. Smaller class sizes make less clutter and more time for
144 education. A class of 12 may seem small to other residents who don't have children like some of us and may not see
145 why they're so small because there are many behaviors, many special needs and the typical student who is there and
146 learning, but they can't with the other added distractions too. She spoke of everyone struggling and suggested rather
147 than 2 class sizes of 18 and 15 to have 3 classes of 11 students which would allow more time for the teacher to
148 actually educate rather than handling behaviors and trying to navigate all these distractions and people in the
149 classroom.

151 Ms. Morgan Kudlich, Wilton, teacher at LCS and FRES, spoke of being very concerned about the effects that the
152 reduction in force will have at the elementary school and how it will impact the learning of her students. She has
153 been in the district for 6 years, which means all the students she has seen since kindergarten. She has watched them
154 learn and grow and observed their successes and struggles. She spoke of having countless discussions with classroom
155 teachers, SPED teachers, ABA's, and paraprofessionals trying to meet every student where they are at so that we can
156 get them where they need to go. She has seen every single adult that she works with bend over backwards and grind
157 themselves into the ground trying to help kids because that's why we all show up every day, it's for the kids. She
158 understands that some of our class sizes look very small on paper but implored the Board to come in and spend a day

with these classes before you presume that they could be successful in a larger class. Even in smaller class sizes it is a nonstop struggle to get through class because of behaviors. Reducing positions at the elementary level would be counterproductive toward this purpose. She asks the school board to reinstate the positions so that all of our students can get the education they need and deserve.

Mr. Pratt called out all the phone numbers and names joined in the meeting asking if they wanted to comment, none heard.

VIII. BOARD CORRESPONDENCE

a. Reports

i. Superintendent's Report

Mr. Pratt reviewed the Superintendent is not present, but the Board should have received his report and asked for any questions. Ms. Lavalley thanked Mary-Jane Ryan for all the years she put in as School District Clerk and hopes we can find someone that will fill her shoes.

ii. WLCTA Report

Ms. Jessica Radloff, WLCTA President and Ms. Morgan Kudlich, WCTA Vice President reviewed the report. Ms. Radloff reported:

FRES/LCS (K-5) Updates

- First grade students will soon celebrate the 120th Day of School, integrating counting, reflection, and community-building activities. Last Friday they also met with their 5th grade buddies to build leprechaun traps. Unfortunately, we did not trap any new leprechauns, but maybe next year.

- “Winter Bear” has begun traveling home with students as part of literacy and science learning. This experience ties into nonfiction writing and the study of animal adaptations.

- As a culminating activity connected to their Geodes learning, first grade students will be making paper following February break.

- Fourth grade students will be creating Rube Goldberg machines as a culminating activity in their science unit on stored energy and energy transfer, applying problem-solving and collaboration skills through hands-on learning.

- On March 11, second grade students will travel to the Colonial Theater in Keene to attend “The Magic School Bus Explores the Solar System,” supporting connections to their space science curriculum.

- The K-2 Concert will take place on March 11 at 6:00 PM.

- The Grades 3-5/Band Concert is scheduled for April 23 at 6:00 PM.

Students and staff are excited for these opportunities to showcase musical growth and creativity.

- Read Across America Week will be celebrated March 2-6 at LCS and FRES, with this year's theme centered on America's 250th Anniversary.

- Students will participate in themed dress-up days and will each be assigned multiple U.S. states to research using informational texts. Classes will contribute facts such as state capitals, abbreviations, governors, flags, birds, flowers, geographic locations, and additional discoveries to a large collaborative map displayed in the hallway.

- Guest readers throughout the week will include community members from local Police and Fire Departments, School Board representatives, WLC students and staff, WLCSD educators, Nick Buroker from IT, building principals, and Superintendent Weaver. Staff extend appreciation to all volunteers supporting literacy and fostering a love of reading.

- Staff at FRES experienced a persistent hammering noise coming from classroom sinks, which caused repeated instructional interruptions. After I communicated the concern to Ben Hofstetter and Stacy Maghakian, Weatherbee Plumbing responded promptly and resolved the issue. Classrooms report improved focus and continuity of learning, and appreciation is extended to Ben Hofstetter, Stacy Maghakian, and Weatherbee Plumbing for their quick response.

- Some elementary staff shared that they miss opportunities such as a Celebration of Learning event. While understanding the reasons for past changes, teachers expressed that these experiences provided valuable opportunities for students to demonstrate leadership, showcase their growth, and share their learning with authentic audiences. Perhaps there is a way to include opportunities for this in the future which align with our calendar.

Ms. Kudlich reported:

WLC (6–12) Updates

- WLC students participated in Spirit Week (February 16–20), promoting positive school culture and engagement across grade levels.

- The event was organized by Senior Class Officers, with support from senior class advisors Melissa Norton and Erin Rosana, highlighting student leadership

Ms. Radloff added that at a prior meeting the Board asked about the 1st grade cow, if they visited her at the farm. She informs the group it is not the farm that they visited but the cow was adopted as part of Discovery Dairy. The program assigns calves to classrooms to connect students with dairy farming and learning opportunities. Amelia, the cow is from MacGlaflin Farm in Claremont, NH. If they would like to see Amelia, they can call ahead and make arrangements. Ms. Lavallee commented that she agrees about the celebration of learning, she thinks it is a great opportunity. She asked if they still do the volunteer lunch and asked if they still do it, the students used to put that on around Thanksgiving time. Ms. Kudlich does not recall this in the last 6 years. Ms. Lavallee asked how much teacher participation are we seeing with the PTO meetings from FRES and WLC. Ms. Kudlich confirms FRES has dedicated teachers who go to the meetings pretty much every time and are the go between for communication. She believes WLC has the same situation where at least a few teachers attend each meeting.

Mr. Pratt asked to revisit the Superintendent's Report to address 2 items, the last day of school and graduation for this year. The last day of school without any additional snow days hopefully would be Tuesday, June 9, a half day and graduation is tentatively scheduled for May 29. The Superintendent is requesting to finalize the graduation date.

A MOTION was made by Ms. Anzalone and SECONDED by Ms. Alley to accept the graduation date for seniors as Friday, May 29, 2026.

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

Mr. Pratt reviewed the next approval requested from the Superintendent is the last day of school.

A MOTION was made by Mr. White and SECONDED by Ms. Lavallee to make the last day of school June 9, 2026, and will be a half day.

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

iii. Business Administrator's Report

Ms. LaPlante reported now that the FY 27 budget is being wrapped up and doing all the button-up stuff that we have to do she is able to pick up projects that sat idle. She is very thankful to the Board, the community, and the Budget Committee for your patience and the time and grace extended during this process. She doesn't want your support of us to go unnoticed. We really appreciate what you do to support us. She is working on the contract for Butler Bus with Ben Keeler (Milford Business Administrator) and with Butler Bus to get it finalized. She intends to bring it to the Board for a formal vote and signature at one of the April meetings. We have spoken about the last several years and the Board has authorized use of what we call unspent funds at year end. Surplus, unspent funds, excess revenues etc. to complete other projects that maybe we didn't put into the subsequent year's budget or things that we've identified along the way. As of right now, it looks like we have about \$500,000 in unspent funds and excess revenues. With the Board's support we would like to go through that process again to look at some of those things that we weren't able to fund, some needs that have come up and come back to the Board to see if you'll support us pursuing those projects in April. Ms. Lavallee spoke regarding the bus routes; parents have reached out to her regarding this and how we've had a lot of temporary bus routes this year and are things going to be stabilized. She asks if Butler followed through with that and if so, what did they say. She believes it was in December that they said they were going to set the bus routes and if they have not what is the timeline for that. She spoke of concerns signing a contract if they have not followed through on this contract. Ms. LaPlante responded that she made outreach to our local hub as well as Butler as well as their top finance people asking when we can get our routes adjusted for this seven-month long temporary thing and she still has not heard anything. She has asked them 3 times and when she made outreach this week, she informed them she didn't know if she could bring a contract to the Board with an unresolved issue. She is working on this and is hoping for progress but has identified that concern as well. Ms. Lavallee asked, given that Ms. LaPlante has made outreach with no response should perhaps the email be sent from

the Board as a collective or from the Superintendent. Ms. LaPlante responded that Superintendent Weaver has made phone calls, without response but absolutely we can craft one that can come from the Board if you wish. The Board was asked if they support this and authorize Ms. Lavallee to work with Ms. LaPlante to get this done. No objection heard.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to advise administration to bring forth some ideas for how we can utilize the unspent funds within our district.

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

iv. Director of Student Support Services Report

Moved to April 7, 2026.

v. Curriculum Coordinator's Data Presentation

Moved to April 21, 2026.

IX. YTD REPORTING

Ms. LaPlante reviewed we are looking at just over \$500,000 of unspent funds at this point, specifically \$504,878.88. She spoke of what makes that up noting we budget tightly. We currently see the majority of our surplus comes from unfilled positions. Our physical education teacher for example and LCS nurse we were unable to fill. Those are positions (expenses) then reappear elsewhere on the other side as a contracted service provider. We have had a change in employee enrollment with our health insurance. The bulk of that is now within wages and benefits. We are over budget in SPED because of some tuitions that weren't budgeted and not known, which is fine. We are over budget because of our contracted service provider for LCS and a reading specialist. Again, those savings that we are seeing on the wages and benefits side are offset by hard costs for contracted services. We're over budget in maintenance because of contracted service providers. We're showing the reserve on the wage side. SPED transportation is currently over budget by about \$75,000 because of students that weren't know when we built the budget but have been able to absorb that within the totality of the budget. We don't feel at this time we would need to tap into the SPED capital reserve fund. It looks like right now we have about a \$65,000 savings in our regular ed transportation and that is because Butler was not able to fill that 5th bus due to having no driver which we are not paying for so that could be an opportunity. We are looking at the van that we've talked about for a long time and purchasing another, those are the projects we are looking for Board support on. That is a brief overview of where we are at with the budget right now. She confirms even with the overages she spoke of we still have unspent funds of \$500,000. Ms. Lavallee reviewed some questions, line 1, MS teacher salaries looks like we still have an excess of \$157,000, she knows of the gym position not being filled and asked what other positions were open and have we filled them partially through the year. Ms. LaPlante will need to look into this to be sure what we budgeted for is, for example, if she budgeted them in MS and now, they are getting paid through the high school. What she wants to look at is the aggregate between MS and HS and figure out what we have left for surplus wages and benefits and better assign that. She will get back with that specific. Ms. Lavallee wanted the question to be on the public record and would like the response at our April 7th meeting on public record. The next areas are all basically SPED related. She asked about lines 118 and 119, the SPED teachers at the MS and HS totals about \$50,000, did the need change? Ms. LaPlante responded last year we had a reading specialist who was not able to recertify as a reading specialist and that position is now filled by a contract service provider. Ms. Lavallee asked about lines 177, 178 and 180, SPED aide salaries for MS, HS and LCS. It looks like we had about \$85,000 left in that. Ms. LaPlante responded that we have 3 unfilled paraprofessional positions. Ms. Lavallee asked about line 449, ABA Therapists at LCS and FRES. Ms. LaPlante responded that if we take ABA across all schools, we have 1 only filled at halftime but when we built the budget last year the anticipated heaviest need was at FRES. With those students moving up to the MS the funding shifted to WLC. Ms. Lavallee spoke that she knows the need changes depending on IEP changes, students coming in and students going out etc., we built the budget last year and approved last March, she wants to be sure we are still meeting needs through the IEP for all of the kids and if we're not because there was a problem finding staff, what can we do to fix that. Mr. Pratt responded that we tried to fill all the positions at the elementary school which we did. The openings right now are 3 paraeducators with 2 at the middle high school. There has been some juggling there, but we've been able to meet the needs. We did have an issue in our preschool that we needed to bring in a contracted service provider for a paraprofessional. He spoke about advertising for the openings as many other districts are doing the same and we are not getting applicants. He spoke of last year needing a lot of contracted services and it put us in a precarious situation where we're overspending. We are trying to meet the need to get someone in when it becomes an IEP need. Because of the great work going on across the district we had inquires in the ABA world from prior employees who want to come back to us, and we are saying we don't have openings today, but they are kind of hanging on with us to hopefully come back as of July 1. The outlook is good for staffing, and we will have a hard

look at the paraprofessional world and try to figure out how we can best get candidates into the district as that seems to be where we are falling a little short. He does hope the new CBA will help with that, it is pretty attractive and we are very flexible with hiring in terms of paraprofessionals. He made a plea for any interested community member or friends or neighbors that want to come in please reach out, we would be happy to talk with them. Ms. Lavallee asked Ms. LaPlante about seeing multiple lines related to staff development and curriculum that show savings. Ms. Dignan is not here but knows sometimes she or other teachers in the district provided training (vs. outsourcing) and asks if that may be why we are seeing the savings. Ms. LaPlante will ask Ms. Dignan, but notes that lines 528-531 we are contractually obligated to provide through the WLCTA CBA \$450 per year for teacher workshops. There have been a lot of opportunities to get PD offerings for free or for much cheaper cost so we are not spending as much, but we choose to continue to budget that in the offset that there's a significant need that we need to provide our teachers to really help them in the classroom. Chairman Golding asked about line 536, we are over \$19,000. Ms. LaPlante responded that our software is double encumbering Ms. Dignan's wages. She has made outreach to the company as it is not something we can identify on our own. Once it is corrected, we may have an additional \$100,000 in savings. A question was raised whether it would be the same for lines 665 and 684. Ms. LaPlante responds, it is a different situation, there was a pay rate adjustment for an employee after the budget was made and then when the SPED director went down to 3/5 the rigidity kicked in on January 1. There was more wiggle room through December 31 that was not in our original budget. Line 684 is the example she was giving about where it is double encumbering. Chairman Golding asked about line 656, (legal) that we talked about raising awhile back to about \$25,000. Is this something looking forward that we should talk about raising to \$30,000 because it seems like we are using legal services a lot more. Ms. LaPlante responded that what is increasing legal services this year was a lot of confusion or a lot of the questions that surrounded open enrollment and then having to have our attorneys come in for negotiations. We had some higher dollar expenditures that we don't typically have. She will make a note to follow up as we plan to have the attorney come for negotiations.

X. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Anzalone to approve the public minutes of February 17, 2026, as written.

Voting: via roll call vote, seven ayes, one abstention from Ms. Meigs, motion carried.

Ms. Fowler noted that an amendment was needed to the start time of the nonpublic minutes of February 17, 2026, to 7:17pm from 7:21pm.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Anzalone to approve the nonpublic minutes of February 17, 2026, as amended with the adjusted starting time to 7:17pm from 7:21pm.

Voting: via roll call vote, six ayes, two abstentions from Ms. Meigs and Ms. Alley, motion carried.

b. Reimbursement from Building & Roadways Capital Reserve

Ms. LaPlante reviewed the school board are the agents to expend from the capital reserve fund. She spoke regarding the art room renovation project in 2023. That was finally completed with some final plumbing work in 2025. The project was budgeted at \$40,000 and the facilities crew was able to complete most of the manual labor which reduced the cost down to \$25,585.31. She is asking the Board for approval to authorize the withdrawal and reimbursement of \$25,585.31 from the Building/Equipment & Roadways Capital Reserve Fund previously established for this project.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to authorize the withdrawal/reimbursement of \$25,585.31 from the Building/Equipment & Roadway Capital Reserve fund that was previously established.

Ms. Anzalone asked for clarification, we are under budget, are we replacing the money? Ms. LaPlante confirms we are asking for \$25,585.31 only and the rest is reapplied to next year's request. It was noted that is why we were able to reduce it (warrant article) from \$236,000 to \$190,000, through project savings.

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

XII. POLICIES-1ST READ

i. FF-Naming Facilities

Ms. Lavallee reviewed this is a new policy, we didn't have one in the district. It was created under the direction of the school board last year to have a clear process when it comes to naming facilities. She asked for questions or comments, none heard. This policy will return for a 2nd read without changes.

ii. IHBCA-Pregnant Students

Ms. Lavallee reviewed this policy has had significant updates. The last one was done in 2010. This policy is a recommended policy, but it is good practice to have it because it facilitates compliance with both federal and state non-discrimination laws. It includes the Title IX protections in it and makes sure there is no harassment, discrimination against pregnant students or with students with pregnancy related medical conditions. She asked for any questions or comments, none heard. This policy will return for a 2nd read without changes.

XIII. COMMITTEE REPORTS

i. Policy Committee

Ms. Lavallee reviewed she provided a written report in the Board packet. She highlighted we are still on hold with the Title IX policy and policy JJIC. It is still in limbo because we can either comply with executive order and federal law or we can comply with the latest NH Supreme Court ruling. Since it is one or the other, we are keeping the policy we have as written until we can get more guidance from either the state or federal government. We are in the process of reviewing or finishing the final details on our chemical safety and chemical hygiene administration procedure. That is just a procedure, it is not a policy. The policy is already in place. We discussed policy EAA which is the video and audio surveillance policy that does require updates but again we are waiting to find out what the newest legislation decision is because the Parental Bill of Rights made it difficult for schools to uphold. We discussed the fall policy update, and all policies have been assigned to people if they're going to continue to be on the committee, we have not appointed members yet. We reviewed some of the state and federal requirements regarding regular policy reviews. There are certain policies under both state law and federal law that we as a Board have to just sign off on either every year or every other year. She is working with Ms. Fowler to go through it and try to create a schedule that can be followed going forward to make sure that we are reviewing them in accordance with the law. Chairman Golding noted the committee assignments will be on the next agenda.

• RESIGNATION

Mr. Pratt reviewed that Superintendent Weaver received a resignation from HS English Teacher, Isabelle Lanzlinger. The email was received on March 9, and the resignation is effective June 11, 2026.

XIV. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Bill Crouse, Lyndeborough, commented regarding the public comment "blurb" the Chairman goes over before public speaks, historically he has seen in other towns the 2nd public comment is open to addressing the regarding items that are off the agenda of common concern. He would like to verify that maybe that could be the case and not limiting. Chairman Golding responded he would look into it.

Mr. Pratt called out all the phone numbers and names joined in the meeting asking if they wanted to comment, none heard.

XV. SCHOOL BOARD MEMBER COMMENTS

Mr. White welcomed Ms. Meigs and congratulated her. He thinks we have a good group and is looking forward to another year.

Ms. Alley is grateful to be back for another year serving the town of Wilton. She thanked the parents and teachers who came to speak today, it is always good to hear from you. She is grateful for spring sports starting and looks forward to and appreciates the efforts of teachers and coaches who help our kids.

Ms. Anzalone welcomed Ms. Meigs and congratulated her. She is looking forward to continuing to serve on the Board and looking forward to working with everyone again.

Ms. Lavallee is thankful that Ms. Meigs threw her name in the hat at the end of the day, and to have another position filled. She thanked her and welcomed her aboard. She spoke regarding some of the public comments that were

received tonight. She is grateful they came in to speak tonight. She thinks it is important for us to get feedback from families especially. She did also have some concerns about this and had shared that at a school board meeting prior to the vote and that was one of the reasons why she did not vote to support the budget at the time. She would like to express from the Board and thinks everyone up here feels this is that anytime people have letters or concerns that they want to send, please email us, we will respond, we see the email if you send it to sau63-schoolboard@sau63.org. She will be the one responding but they all do see those emails. She asked if they could forward the letter they had sent to the Budget Committee to the Board, she would appreciate it. She heard their concerns and at the next meeting we will be discussing the district meeting as a whole.

Ms. Collins thanked the group for holding down the fort this evening. She is glad that Ms. Lavallee thanked the parents for coming in and expressing their concerns because she echoes that a thousand percent. She knows it is not always easy to come in and say your peace in front of the group and everything but it's important to hear from you. She also has a 1st grader; she is right there with you. She welcomed Ms. Meigs aboard.

Chairman Golding thanked the group and notes he also didn't vote for the budget for those reasons. He thinks he expressed those at the time but also expressed the same concern that Ms. Lavallee had about the letter. Anytime you have questions, comments, or concerns please email us because if we don't know what's going on, then we have no way of knowing how to help. He thanked the parents and teachers for coming.

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

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to enter Non-Public Session to discuss personnel/student matters RSA 91-A: 3 II (A) (C) at 7:43pm.

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

RETURN TO PUBLIC SESSION

The Board entered public session at 8:34pm.

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

Voting: all aye, motion carried.

XVII. ADJOURNMENT

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Zavgren to adjourn the Board meeting at 8:35pm.

Voting: all aye, motion carried.

*Respectfully submitted,
Kristina Fowler*

Good evening,

I am here tonight as a parent, but also as someone who is deeply concerned—and frankly frustrated—by the decisions being made for our children. We are being asked, again, to accept larger class sizes, fewer teachers, and fewer supports, despite decades of research—including large-scale randomized trials and recent national data—all showing that smaller classes improve outcomes, especially in early grades. The lack of transparency around this decision is extremely telling, and it gave parents no meaningful opportunity to respond. That is not just poor communication—it is a failure in leadership, and it is unacceptable.

In my opinion, eliminating teaching positions is not just a budget decision—it is a reflection of priorities. And right now, it does not feel like our children—or our teachers—are the priority. You can always revise a budget, but you cannot undo a missed opportunity in education. So I have to ask: What are you doing with the money from the positions being cut? How will you prevent further cuts in the future? And what happens if the budget continues to be strained? What specific factors led to these cuts, and were alternative solutions considered? How does the board plan to ensure transparency in decisions that significantly impact students and staff?

The fact that eliminating teachers is even being considered makes this situation worse. We already have first grade classrooms with 15 to 18 students, and instead of correcting that by giving these children the opportunity for smaller class sizes, you are signaling that this is acceptable—that this level of support is “good enough.” But it’s not. Instead of improving conditions as students move forward, you are choosing to carry those same limitations into next year. Because let’s be honest—reducing teachers means reducing support. It means less time per student and more pressure on teachers.

You are intentionally reducing the amount of time a teacher can spend with each student. Additionally, the workload you are placing on these teachers—while simultaneously absolving yourselves of any additional responsibility—is not only unfair, it is profoundly irresponsible. You are asking fewer teachers to meet more needs with less time, fewer resources, less flexibility, and less ability to support individual students. That is not realistic, it is not sustainable, and it is setting people up to fail.

My child is in first grade, and I am already paying out of pocket for a tutor outside of school—at 6 years old. First grade is where children learn to read, and reading proficiency by third grade is one of the strongest predictors of long-term academic success, high school graduation, and even lifetime earnings. If we are failing children at this stage, you are not just creating short-term gaps—you are potentially creating long-term consequences for every one of these children.

And to be clear—this is not a matter of opinion. Decades of research and peer-reviewed studies show that smaller class sizes lead to better academic outcomes. Students in smaller classes perform better, are more engaged, and are less likely to fall behind. Larger classes *reduce individualized instruction, delay intervention, and widen learning gaps*. These are known consequences—and by reducing the number of teachers, you are choosing them.

As parents, we care deeply about our children and our schools. We live in a small town with taxes increasing every year—we should be able to better serve these children and strive to provide for them. There is no reason we should not be outperforming surrounding districts. ~~And yet, our district does not perform at the level of nearby communities where~~ families see stronger outcomes, better support systems, and more investment in the classroom. And then, despite all of this, someone makes the intentional decision to cut teachers—with full knowledge of how critical class size is.

And we do not have the option to simply go elsewhere. That makes decisions like this even more serious, because they directly limit the opportunities available to our children.

Our school should be something we are proud of—something we invest in and protect. So I have to ask: ~~where is the pride in this decision? Where is the commitment to doing better?~~ Early education is where everything begins, and decreasing the number of teachers makes learning harder for everyone involved.

The data is clear. The outcomes are predictable. The only question is whether you are willing to take responsibility for them.

Is the class of 2037 going to be the guinea pigs here in Wilton?

We are not asking for anything unreasonable. We are asking for what is supported by research and common sense: smaller class sizes, adequate support, and real investment in education.

We are not asking for more than what our children deserve—but we are asking you to stop giving them less.

Thank you.

CLASS SIZE & EARLY EDUCATION — REFERENCE SHEET

Core Point

- Smaller class sizes in early grades (K–3) are consistently linked to:
 - Higher academic achievement
 - Better long-term outcomes
 - *Improved teacher effectiveness*
-

Key Research Evidence

Project STAR (Tennessee Class Size Experiment)

Nye, Hedges, & Konstantopoulos (2000)

- Large-scale randomized controlled study
 - Students in smaller classes (13–17 students):
 - Performed significantly better academically
 - Showed strongest gains in early grades (K–3)
 - Experienced long-lasting benefits
-

Raj Chetty et al. (2011)

“How Does Your Kindergarten Classroom Affect Your Earnings?”

- Findings:
 - Smaller classes linked to higher college attendance
 - Higher adult earnings
 - Early classroom experience impacts lifelong outcomes
-

Alan B. Krueger (Princeton University)

- Key conclusion:

- Class size is one of the few school factors with a proven causal impact on student achievement

Peter Blatchford et al. (2016)

- Findings on larger class sizes:
 - Less individual attention per student
 - More time spent on classroom management
 - Reduced instructional quality
-

Jackson, Johnson, & Persico (2018)

Published in Quarterly Journal of Economics

- Findings:
 - Increased school resources (including teachers):
 - Improve graduation rates
 - Improve long-term life outcomes
 - Effects strongest in early education
-

Sims et al. (2020)

Published in Learning and Instruction

- Findings:
 - Teachers are more effective in smaller classes
 - Better instruction and stronger student relationships
-

Early Reading and Long-Term Outcomes

Annie E. Casey Foundation

- Key finding:
 - Students not reading proficiently by 3rd grade are:
 - 4 times more likely to drop out of high school

What This Means (Plain Language)

- Early grades are the most critical period for learning
 - Larger class sizes lead to:
 - Less individual attention
 - Delayed support for struggling students
 - More students falling behind
 - Smaller class sizes lead to:
 - Better academic performance
 - Earlier intervention
 - Stronger long-term success
-
-



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

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

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

TO: Joseph Wedge
FROM: Peter Weaver
DATE: April 2, 2026
RE: Resignation

In accordance with Policy GCQC:

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

I am in receipt of your letter that you intend to resign your position as Science/Social Studies Teacher effective March 27, 2026.

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