

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 9, 2026
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/cem-nwfo-wwn

Audio: [+1 209-920-9275](tel:+12099209275) PIN: 805 033 289#

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 Report/Data Presentation
 - b. Letters and Information**
 - i. 2026-2027 General Assurances
- VII. GOALS**
- VIII. CIP PROJECT FUNDING**
- IX. YEAR-TO-DATE REPORTING**
- X. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
- XI. COMMITTEE REPORTS**
 - i. Technology
 - ii. Facilities
 - iii. Negotiations/Appoint Member
- XII. PUBLIC COMMENTS**
- XIII. SCHOOL BOARD MEMBER COMMENTS**
- XIV. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)**
 - i. Review the Nonpublic Minutes
 - ii. Personnel Matter
 - iii. Negotiations
- XV. ADJOURNMENT**

INFORMATION: Next School Board Meeting-June 23, 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.

JUNE 2026

School Board Report:
High School
Representative: Hannah
Hamilton

June 2026

End-of-Year Update:

May 29th Graduation Success

I am incredibly proud to report that we officially held our graduation ceremony on May 29th. It was a wonderful celebration of our students' hard work, resilience, and achievements. Seeing our graduates walk across the stage surrounded by family, friends, and staff was the perfect culmination of the school year.

Academic Wrap-Up:

In addition to the graduation festivities, we have successfully wrapped up all end-of-year testing. Our students and faculty worked diligently to cross the finish line strong, and the energy in the buildings is ecstatic as students eagerly look forward to a well-deserved summer break.

A Personal Note of Gratitude:

Finally, I want to extend my sincere thanks to the Board for granting me the opportunity to serve in this role once again. Your continued support, guidance, and trust mean the world to me. I am already looking forward to returning next year for what will be my final year, and I am committed to making it our best one yet.

Thank you for your ongoing dedication to our students and school community.

School Growth Student Input:

What WLC Students Value Most (Most Repeated)

The Tight-Knit Community: An overwhelmingly repeated theme across all grade levels was a deep appreciation for the "small school" environment, with students explicitly stating they value how well everyone knows each other and the sense of community it creates.

Supportive & Attentive Teachers:

Students consistently highlighted the faculty as a major source of pride, noting that WLC teachers are uniquely kind, welcoming, hard-working, and genuinely invested in helping individual students succeed.

Unified Sports & School Spirit:

Multiple responses proudly highlighted WLC's inclusive programs, specifically noting that offerings like Unified Sports successfully bring the school together and make everyone feel included.

Facilities & School Grounds (Most Repeated)

Outdoor Lunch/Seating:

Overwhelming consensus across all grades requesting picnic tables, benches, and permission to eat or sit outside during lunch.

Student Lounge:

Repeated demand for a dedicated indoor common space for students to decompress or study before/after school and during downtime.

Bathroom Repairs:

Consistent requests across multiple grade levels for functional locks on all bathroom stalls, urinal dividers, and better hygiene product stocking.

Curriculum & Electives

Earlier Life Skills/Financial Literacy:

While WLC offers Financial Literacy, students repeatedly requested these "adult life skills" (like doing taxes and money management)

Missing Sports Clubs:

Highly repeated requests to introduce Volleyball and Lacrosse teams.

New Elective Pathways:

Multiple requests for alternative languages (specifically French and American Sign Language) and career-focused classes (Nursing, Cosmetology, and Trades).

Academic Environment

Reduction of "Packets": A strong, repeated complaint from students regarding heavy reliance on worksheets and packets, with requests for more hands-on labs and interactive projects instead.

WLC School Board Report

June 9, 2026

Respectfully submitted by: Tom Ronning and Katie Gosselin.

WLC's staff were very busy and productive this year. We are proud to report the following accomplishments:

Overall School

- The music department has been gifted a new Steinway upright piano.
- We have a 93% teacher retention.
- WLC was selected as a site to install a magnetometer as part of Johns Hopkins Applied Physics Laboratory's EZIE-MAG citizen science project.
- Drama Club hosted two plays: Finding Nemo Jr. and Pippin.
- Fine arts department hosted two concerts and two showcases.
- School-wide Veterans Day Celebration.
- Art shows @ WLC and in the community
- Taryn Anderson started 3 new music clubs this year: Rock Band, A Cappella, and Orchestra.
- Book circulation has increased in the library, and nonfiction books have been aligned to class curriculum.
- Staff and faculty started a Book Club, reading and discussing 5 books throughout the year.
- Stephanie Erickson was accepted into the PolarSTEAM 2026-2027 Cohort, a National Science Foundation-funded program. She is also a part of the Department of Education Task Force for School Accountability and is a Teacher Evaluator for Cambium Assessment (who administers the state tests), she and other educators from across the country evaluate potential questions to be included in future science tests.
- With the assistance of Ms. Clark, and her program area, goodie baskets were provided to local emergency response agencies.
- Our school climate continues to improve with the number of discipline incidents decreasing for the 3rd year in a row.
- The staff continued to refine the curriculum and create assessments that are more rigorous which includes the application of knowledge learned.
- Erin Rosana was nominated for Social Studies Teacher of the Year in New Hampshire - Runner-up #3
- WLC has been chosen as 1 of 13; 2025-2026 Granite State Unified Champion Banner Schools.

Middle School

- WiltonNH250 Semiquincentennial artworks were created by 7th and 8th Grade and exhibited downtown Wilton for the May 9th Celebration.
- Grade 5 to Grade 6 transition was updated
 - Students remained with two teachers most of the day vs. constant class changes

- Middle School Unified Arts classes were updated to reflect one in the morning, one in the afternoon - reduced behavior incidents
- National Junior Honor Society inducted 12 new members
 - Hosted Red Ribbon Week to raise awareness to drugs - Say "No"
- Field Trips - Grade 6: Outdoor Classroom; Grade 7: Christmas Carol Play; Grade 8: Overnight to Boston
- Title I started an after school program, 2x a week for an hour, which provides additional support.
- ICAC presentation for online safety from the Internet Crimes Against Children taskforce with our Wilton PD
- Athletics
 - Both girls and boys middle school soccer made it to the Semi Finals for the D3 West soccer division.
 - Boys MS soccer won a penalty kick shootout in the first round of playoffs to advance them to the second.
 - Girls Middle School Basketball made it to D3 West Semi Finals
 - As of June 2nd; MS Baseball and Softball hosted the quarter final games

High School

- 65 Students enrolled in Early College classes this year receiving dual credit
- 11 High school students took college level courses through the online Community College System of New Hampshire.
- 54 students enrolled in our Nashua Community College Courses taught by 3 WLC teachers. (Early College Courses/Dual Credit)
 - Algebra II w/ Quantitative Reasoning - 10 students
 - College Comp 101 - 13 students
 - College Comp 102 - 11 students
 - Honors Calculus I & II - 3 students
 - Honors Pre-Calculus - 7 students
 - Statistics - 10 students
- 14 High school students took a total of 7 AP exams.
- 21 High school students took online courses through VLACS.
- 20 High school students took Milford CTE courses
- Average SAT scores for Juniors 2026 - 942
- 2 students continuing in the Firefighting Explorers Program
- 2 seniors received their LNA certification
- WLC Visual Arts brought students to The Currier Museum of Art in Manchester, NH
- Two high school students entered their artwork into the NH Scholastic Art Awards
- Art classes had numerous Art shows at the Town Hall and Library
 - 3D Multimedia Art Show in the Town Library Winter to Spring 2026, which the Monadnock Ledger covered in a written article.
 - The visual art department has enhanced their ceramic department with higher fire clay and glazes, enhancing the final products that students have been creating.

- Biotrek competitions- A team of four students were in the State Competition.
- Ninth grade biology students participated in the miniPRObio material loaner program: Food Truck Safety lab.
- 2 students will attend St. Paul's 5 week summer program.
- WLC was selected to receive a full scholarship for one student to participate in UNH's Summer Youth Music School this summer.
- National Honor Society inducted 9 new members.
 - Provided service to the community (babysitting during conferences and district meeting)
 - NHS & Junior class came together to work with PTO at the Penny Sale (over 30 students participated)
- Students had a 90%+ pass rate on the first attempt of the NH State Civics test.
 - WLC scored better than the state average. Out of 128 questions, WLC students answered 110 correctly vs NH State average of 102.
- Junior Eila O'Toole qualified for the National Geography Bee.
- HOBY - Hugh O'Brian Youth Leadership at St. Anselm College - Sydney Beam.
- Boys State & Girls State programs @ St. Anselm College for the week-long programs - Eila O'Toole & Jason Caragher.
- We took several (18) field trips during the school year. To name a few: High School students traveled to the United Kingdom and France; Ken's Burns film on the American Revolution, Math for the Trades trip to Kimball Union, Hampton Beach Cleanup with Blue Ocean Society, and the UNH-Animal Science Program.
- Athletics
 - First year with a full roster for Golf
 - JJ Benson and Camden Jones played in the State Championship Tournament against the top 70 golfers.
 - Camden Jones was one of three freshmen in the tournament and scored significantly higher than the other two.
 - Vito Anzalone was selected for the All Conference Team for D4 Boys Soccer, Southern Division.
 - Sydney Beam made it to the D4 State Championship for Cross Country.
 - Swim - Sydney Beam and Jack Bennett qualified for the New Hampshire State Meet. All three swimmers hit personal best times this winter.
 - We dedicated a basketball game to Morgan's Message bringing forth awareness to mental health in athletes.
 - We had 3 women who qualified for the D3 track championship.

2026 College Acceptances

Alfred University
 Bridgewater State University
 Colby-Sawyer College
 Franklin Pierce University
 Jacksonville University
 Keene State College
 Nashua Community College

Boston College
 Chaminade University of Honolulu
 Dean College
 Hartwick College
 Johnson & Wales University
 King State College
 New England College

New England Institute of Technology
Pennsylvania State University
Providence College
Rivier University
Roger Williams University
Shawnee State University
St. Anselm College
Stonehill College
University of Bridgeport
University of Maine at Farmington
University of Massachusetts-Amherst
University of New Hampshire
University of Southern Maine
West Texas A&M University

Palm Beach Atlantic University
Plymouth State University
River Valley Community College
Robert Morris University
Saint Joseph College
Southern New Hampshire University
St. Joseph College of Maine
University Massachusetts-Lowell
University of Maine
University of Massachusetts - Lowell
University of New England
University of Rhode Island
Vermont State University

Thanks to the generosity of our community and surrounding communities, 21 organizations presented 41 scholarships to WLC 2026 graduates totaling over \$84,000.

- Two graduates are entering the military (United States Coast Guard and United States Marine Corps).
- Seven graduates were acknowledged and presented with their New Hampshire Scholars Pins.
- SUMMA CUM LAUDE': Eight graduates were acknowledged. These seniors achieved an overall GPA of 3.7 or higher throughout their high school career.
- Nine graduates were acknowledged and presented with Senior Project Awards.
- One student was recognized and presented with the SIFMA InvestWrite Award.
- Five seniors were recognized and presented with certificates from the society of Women Engineers.

WLCTA School Board Report

June 2026

Lyndeborough Central School

- Kindergarten students from LCS visited FRES for their First Grade Step-Up Day. During their visit, they had the opportunity to tour the building, meet first grade teachers, and become familiar with their new environment. The students left feeling excited and well-prepared for their transition to first grade.

Florence Rideout Elementary School

- The Girls on the Run team wrapped up their spring season by participating in the statewide 5K in Concord. Despite the rainy and chilly weather, students had a wonderful time celebrating their hard work and perseverance alongside teams from across the state.
- Fourth grade students hosted their Economics Fair, where they created and sold bicentennial-themed items. Students had a great time applying their learning in a real-world context while raising funds to support their class and contribute to a charitable cause.
- 5th grade students completed their engaging “Volume Zoo” project. Students designed animals from various biomes using rectangular prisms, calculated their volume, and collaborated in groups to create presentations. Families were invited into the school to tour the zoo and celebrate student learning.
- 5th grade students also enjoyed their end-of-year celebration trip to Mel’s Funway and continued the cherished tradition of signing the rafters in the FRES attic. We look forward to celebrating them once more at the 5th Grade Promotion Ceremony on June 3rd.

WLC

Middle School

- **Boston Trip**
On May 26, Ms. Norton accompanied the 8th grade class on an overnight trip to Boston. Students enjoyed a full itinerary over two days, including tours of Fenway Park and TD Garden, a visit to the New England Aquarium, a private Boston Duck Boat tour, and a sunset dinner and dance cruise on Boston Harbor.
- Throughout the trip, students were respectful, responsible, and represented WLC exceptionally well. The tour guide shared that this was the most well-behaved, engaging, and respectful group he had worked with all year, and praised the positive culture of WLC students.
- **Genius Hour**
This week, 8th grade students are completing their middle school capstone project, Genius Hour. Developed by Ms. Norton, Ms. Brewster, and Mr. Sullivan, this project was inspired by the high school Senior Project experience.
 - Students selected topics they are passionate about and worked with a faculty mentor to research, write, create, and prepare formal presentations. On June 3, students will present their projects

to a panel of teachers, showcasing their creativity and learning.

- NJHS (National Junior Honor Society)
 - NJHS students have been actively engaged in leadership and service. They supported 5th grade students during Step Up Day by leading tours and helping them become familiar with WLC.
 - Members also participated in a Teddy Bear Picnic at FRES, where they partnered with first grade students to read together outdoors. This event fostered connection, mentorship, and a love of reading across grade levels.
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High School

- All juniors who took Civics/Government this year successfully passed the state-mandated Citizenship Exam. WLC students earned an average score of 110 out of 128, exceeding the state average of 102.
 - Seniors enjoyed a class field trip to Six Flags on May 15 with their advisors, Ms. Norton and Ms. Rosana. Prior to graduation, the class also participated in a senior breakfast following their final rehearsal. Special thanks to Mrs. Gosselin and staff for organizing this event.
 - Many WLC teachers volunteered their time to support a June 2 open house for Mason, providing information and answering questions for families.
 - Students in grades 8–12 are currently preparing for final exams, which will take place June 4, 5, and 8. The 8th grade semi-formal dance is scheduled for June 5.
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Additional Highlights

- The National Honor Society is planning a school supply drive for late summer/early fall to support students in the upcoming school year.
- WLC will also be supporting local community events, including the sale of Wilton Semiquincentennial Town Hall shirts. Proceeds will support student artists and the WLC arts program.

Respectfully submitted,

Jessica Radloff, WLCTA President

FLORENCE RIDEOUT ELEMENTARY SCHOOL
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Stacy Maghakian, Principal

Christina Gauthier, Admin. Assistant

Principal Report
FRES & LCS
June 9, 2026

May/June Highlights

As we reach the final day of the 2025–2026 school year, it is hard to believe how quickly the year has flown by. May and June were filled with learning, celebrations, and opportunities for students to showcase their growth. While state and local assessments continued throughout May, students and staff also enjoyed many memorable experiences that highlighted the strong sense of community that exists at both Florence Rideout Elementary School (FRES) and Lyndeborough Central School (LCS).

When we returned from vacation, we celebrated Teacher Appreciation Week and recognized the incredible dedication, commitment, and care our educators bring to their work every day. Also in May, our students participated in several field trips, providing authentic learning experiences beyond the classroom, including trips for Grades 1 - 5, as well as the LCS trip to Friendly Farm. We also held our monthly PTO meeting and observed Memorial Day as we honored those who gave the ultimate sacrifice for our country.

LCS & FRES students participated in a variety of engaging projects and events throughout the spring. Our 4th-grade students hosted a successful Economics Fair, demonstrating entrepreneurship, creativity, and problem-solving skills. Thank you to the families, staff members, and community supporters who helped make this event possible and supported the efforts of our creative fourth graders.

Grade 5 students completed their annual Volume Zoo project, applying mathematical concepts of volume while collaborating to design and construct unique structures representing various animal habitats and biomes. The creativity, teamwork, and attention to detail displayed by our students were truly impressive.

Our first-grade students enjoyed a Teddy Bear Picnic in partnership with members of the National Junior Honor Society. This special event provided opportunities for younger and older students to connect through literacy and shared activities. First graders were also delighted to receive t-shirts from graduating WLC seniors during the annual Senior Motorcade, helping strengthen connections across grade levels while inspiring students to think about their future educational journeys.

Our Kindergarten students also hosted a wonderful Authors' Tea, which was very well attended by families. This special event provided students with the opportunity to share their writing and celebrate their growth as young authors throughout the year. Families enjoyed listening to students read and discuss their work while reflecting on the tremendous progress they have made since the beginning of kindergarten. We are incredibly proud of our young authors, who did a fabulous job showcasing their creativity, confidence, and developing literacy skills.

As we transitioned into June, our focus shifted toward celebrating student accomplishments and preparing for the next chapter. LCS students participated in Move-Up Day at FRES, helping ease the transition for our future elementary students. Students at both schools enjoyed successful Field Days filled with teamwork, sportsmanship, and fun. We proudly celebrated our Grade 5 students during their Promotion Ceremony and wish them continued success as they begin middle school. Family barbecues, end-of-year classroom activities, and school-wide celebrations provided meaningful opportunities to reflect on a wonderful year together.

CARES Recognition Program

This year, our CARES program continued to recognize students who exemplify the character traits that contribute to a positive school culture. During May and June, we focused on the CARES value of **Empathy**, recognizing students who demonstrate kindness, compassion, understanding, and respect for the feelings of others.

During the month of May, students were also recognized for demonstrating the CARES value of **Self-Control**. These students exemplify the ability to manage emotions, make thoughtful choices, remain focused on learning, and positively contribute to their classroom communities. Their growth, perseverance, and commitment to making responsible decisions make them outstanding role models for their peers.

Empathy Rockstars:

Josie Benoit

Josie is a compassionate and thoughtful member of our classroom who truly shows empathy. She recognizes and manages her own emotions while also being aware of the feelings of others. Josie notices when classmates may be upset and gently helps them use strategies to calm down and return to learning. She includes others in her play and conversations, respects differences, and is mindful of how her words and actions affect others. Josie is a trusted and supportive partner, and her kindness makes her a strong example of empathy.

Willow Heaphy

Willow notices when a friend is upset and helps in any way she can. She uses kind words when speaking to others and encourages classmates when they are upset or struggling. Willow is a fantastic listener and can be counted on to help any classmate in need. She is a terrific role model for the C.A.R.E.S. value of Empathy.

Lulu Nunez

Lulu shows empathy by being kind and caring to her classmates and teachers. She takes the time to greet her friends in the morning, looks for ways to help her classmates, and is always willing to help when someone is in need. Her caring actions help make our classroom a happy place for everyone.

Lincoln Sullivan

Lincoln is very aware of the feelings of his classmates. He can always be counted on to ask if they are okay or if they need anything. When his own actions impact someone, he is quick to recognize it and apologize. Lincoln often compliments others and truly sees the strengths in his peers. He invites others to join him in what he is doing and wants to see his friends happy.

Isaiah Brissett

Isaiah shows strong empathy and a caring nature. He is always willing to help classmates and teachers and offers kind words when someone is feeling down. He notices when others are upset, even without being told, and responds by offering comfort through kind words or simply staying close. Isaiah has also made great progress in using positive language to support himself during challenging moments.

Bret Josef-Poirier

Bret consistently demonstrates empathy in his daily interactions with others. He shows a genuine ability to understand and respond to the feelings of his classmates, whether by offering support when someone is struggling or celebrating others' successes. Bret listens respectfully, values others' feelings, and treats everyone with kindness and patience.

Matthew Reindeau

Matthew consistently shows kindness and is helpful and understanding to those around him. He works hard and always checks to make sure his friends are okay, offering support when they need it.

Olivia Whitehill

Olivia shows empathy by being kind and including others. She treats everyone with kindness both in and out of the classroom and helps others feel welcomed and valued. Olivia notices when someone may need a friend and is quick to include and support them.

Charlotte Evans

Charlotte regularly shows empathy by offering support and speaking kindly to classmates and staff. She is thoughtful in her interactions and takes the time to notice how others are feeling. Her kindness helps create a positive and uplifting atmosphere in our classroom.

James Dewing-Baird

James consistently shows empathy by making sure everyone feels included and valued. He is kind and helpful to his peers. James shows an awareness of others' feelings, is very considerate, and is always willing to help out in class.

Roslyn Trombley

Roslyn consistently demonstrates kindness and understanding toward others and takes the time to make sure everyone feels heard. She shows compassion to her peers by respecting their feelings and being a friend to all. Her thoughtful actions help create a classroom environment that is caring, respectful, and supportive for everyone to thrive.

Zaahkari Beadle

Zaahkari shows empathy in everyday ways that reflect CARES. He notices when classmates feel left out or frustrated and steps in to include and support them. Whether helping a peer with a task or offering encouragement, he is kind and thoughtful without needing to be asked.

Sadie Heinstrom

Sadie regularly shows empathy by offering support and speaking kindly to classmates and staff. She is thoughtful in her interactions and takes the time to notice how others are feeling. She listens respectfully, values others' feelings, and treats everyone with kindness and patience.

Marlo Beam

Marlo demonstrates kindness and empathy every day. She shows an understanding of others' feelings by being kind, listening respectfully, considering different perspectives, and supporting classmates. Marlo notices when others may need help or encouragement and responds in a caring and thoughtful way.

Self-Control Ambassadors:**Sophia Bennett**

Sophia consistently demonstrates outstanding self-control in the classroom. She listens carefully, follows directions, and makes positive choices, even when faced with challenges. Sophia is patient, respectful, and thoughtful in her interactions with others, and she approaches each day with a calm and positive attitude. Her ability to manage her emotions, stay focused, and set a positive example for

her classmates makes her a wonderful role model. I am very proud of the growth and maturity she has shown throughout the year.

Bryn Conway

Bryn consistently demonstrates outstanding self-control by making thoughtful choices, staying focused during lessons and activities, and always following classroom expectations. She is an excellent role model for her classmates and exemplifies what it means to be a C.A.R.E.S. Self-Control Ambassador. I am very proud of her hard work and positive attitude.

Ethan Gamby

Ethan consistently demonstrates strong self-control by staying calm, making thoughtful choices, and being responsible with his words and actions. He shows patience, listens carefully, and perseveres when faced with challenges. Ethan sets a positive example for others each day, and we are proud of the effort he puts forth.

Logan Prue

Logan consistently stays focused and on task in the classroom, even during busy times. He is a wonderful role model for his classmates by raising his hand, listening respectfully to others, and keeping his body calm and safe. Logan also does a great job managing his emotions in positive ways.

Molly Morrow

Molly consistently demonstrates excellent self-control in all areas of the school day. She raises her hand before speaking, uses kind words, and is able to express her feelings in positive ways, even when she is upset. Molly makes thoughtful choices and serves as a wonderful role model for her classmates through her actions and behavior. I appreciate all that Molly does to set a positive example and show others what making good choices looks like.

Wes Diotalevi

Wes consistently demonstrates strong self-control by managing his emotions, making thoughtful choices, and staying focused on his work, even when faced with challenges. He follows classroom expectations, responds positively to feedback, and perseveres when tasks become difficult. Wes is respectful toward others, works through frustrations in a positive way, and takes responsibility for his actions. His calm, focused approach and commitment to doing his best make him a positive contributor to the classroom community.

Rylan Reynolds

Rylan has shown tremendous growth in self-control this year. She has made great progress in managing her emotions and interacting positively with others. Rylan has also improved her ability to work kindly and cooperatively with partners and groups. I am so proud of the growth she has made.

Sofia Hare

Sofia has shown tremendous growth in self-control this year. She has become more thoughtful in her actions, uses strategies to calm herself when upset, and consistently works hard to make positive choices. Sofia has also become more focused and puts forth great effort in class each day. I am so proud of how much she has grown this year.

Cedric Brissett

Cedric has shown great growth in self-control throughout the school year. He consistently follows classroom expectations, makes thoughtful choices, and responds positively to directions and requests.

Scarlett Borbridge

Scarlett consistently follows classroom expectations, makes positive choices, and demonstrates excellent self-control with both her body and emotions. She is patient, calm, and helps create a positive learning environment in the classroom. Scarlett is also a wonderful role model to her peers by

raising her hand before speaking and following directions promptly.

Addison Raymond

Addison has shown tremendous growth this year in managing her emotions and following classroom expectations. She has become more self-aware, responds positively to feedback, and consistently demonstrates improved self-control in a variety of situations. Addison should be proud of the progress she has made and the positive choices she continues to make each day.

Fynnlee Heaply

Fynnlee has shown tremendous growth in self-control this month. He has worked hard to listen carefully, follow directions, stay focused on his work, and allow others to focus on theirs as well. I am very proud of the effort and determination Fynnlee has demonstrated.

Lily Morrow

Lily consistently demonstrates exceptional self-control by staying focused, managing her emotions, and making positive choices throughout the school day. She leads by example, treats others with kindness and respect, and embodies the values of a C.A.R.E.S. Self-Control Ambassador.

Weston Mogavero

Weston consistently demonstrates excellent self-control by maintaining focus and following classroom expectations. He makes thoughtful choices throughout the school day and works hard to complete his work during appropriate times.

LCS/FRES Transition to Trimesters

As we begin planning for the 2026–2027 school year, FRES and LCS staff have expressed strong interest in transitioning from a quarterly reporting schedule to a trimester reporting schedule.

Earlier this year, we surveyed our teaching staff regarding this possibility, and there was unanimous support for moving to a trimester model. Teachers identified several benefits, including increased instructional time between reporting periods, improved alignment with district assessment windows, and the opportunity to provide more meaningful and accurate feedback to families regarding student progress.

Staff members noted that trimesters would allow additional time to teach, assess, intervene, and reassess before report cards are issued. Teachers also highlighted the strong alignment between a trimester schedule and our existing assessment practices, including Acadience, i-Ready, and CORE benchmark assessments. Specialists indicated that trimesters would provide greater flexibility for assessing student growth, while classroom teachers shared that parent-teacher conferences would benefit from having more comprehensive student performance data available.

Several staff members also noted that the beginning of the school year is heavily focused on establishing routines, building relationships, and administering baseline assessments. Under a trimester system, teachers would have additional time to gather meaningful evidence of student learning before reporting academic progress, resulting in a more accurate reflection of student achievement.

Administration recommends that the district consider transitioning FRES and LCS to a trimester reporting schedule beginning in the 2026–2027 school year.

Happy Summer!

As we conclude another successful school year, I would like to thank our students, staff, families,

Board members, and community partners for their continued support of Florence Rideout Elementary School and Lyndeborough Central School. Together, we have created meaningful learning experiences, celebrated student growth, and strengthened the sense of community that makes our schools such special places. We wish all of our families a safe, relaxing, and enjoyable summer! 😊

Upcoming Dates for Summer 2026

- **June 29 - July 31:** LCS/FRES ESY
 - **July 7 - August 6:** FRES Summer Academy
 - **August 24-25** New Teacher Orientation
 - **August 26-27** Teacher Workshop Days
 - **August 27** Meet & Greet
 - **August 31:** First Day of School for the 2026-2027 School Year!
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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.

April 2026

- 12 discipline log entries required administrative attention
- 4 of these were bus referrals

- These incidents involved 8 students out of 197, representing 4% of the student body.

May/June 2026

- 10 discipline log entries required administrative attention
- 1 of these was a bus referral
- These incidents involved 8 students out of 197, representing 4% of the student body.

FRES	August/ September	October	November	December	January	February	March	April	May/ June
Total Log Entries	35	19	8	4	9	14	2	12	10
Total Bus Referrals	14	0	1	0	4	3	1	4	1
ISS	0	2	1	1	1	2	0	2	1
OSS	0	0	0	2	0	0	0	1	0
Loss of Privilege	3	0	0	1	2	4	1	3	4
Other	18	17	7	0	2	5	0	2	4



SAU 63 Spring '26 DATA

Agenda

- Who are we?
- What Makes us Unique
- Data (iReady, P/SAT, Attendance, GPA, etc.)
- Summer Learning
- How are we moving forward?

2



BIG TAKEAWAYS

- WLC SD has many opportunities and types of learning for our students
- Overall, our data is trending in the positive

3

1

Who Are We?

Who are the students of WLCSD?



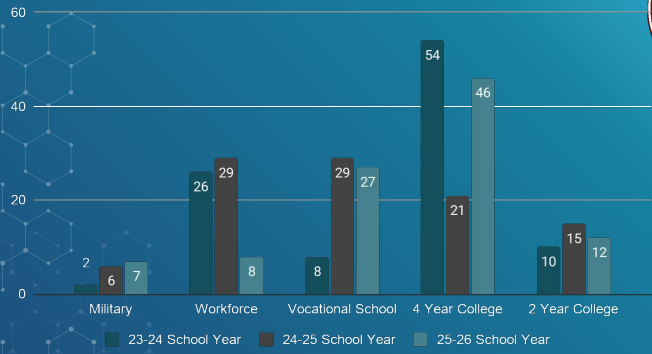
“Big things don’t always happen with a leap. Big things happen when we take the next best step over and over again.”
~Jill M. Siler

Vision of a Graduate

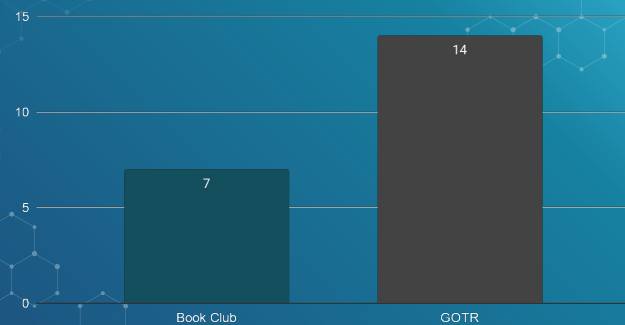
The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.



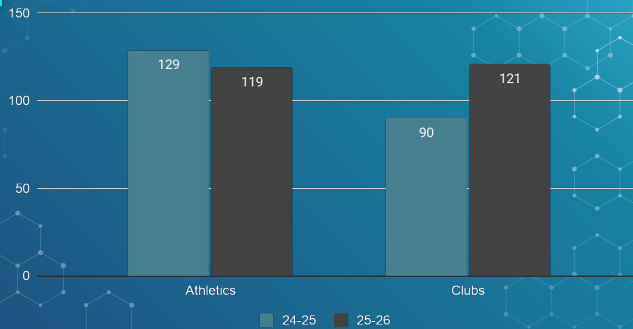
Spring 2026: After Graduation Plans



Spring 2026: FRES - Co-Curriculars



Spring 2026: WLC - Co-Curriculars



9

1

What makes us Unique?

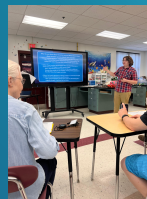
Only at WLC will you end your educational journey by giving a rose to your loved ones during the graduation ceremony.

Senior Project Extravaganza!

Senior Project is a culminating project students use to demonstrate the knowledge and skills they've acquired through their journey through the WLCSD.

Sample List of projects this year:

- ◇ Mixed Martial Arts
- ◇ Autism
- ◇ Ceramics
- ◇ Cattle Ranching
- ◇ Screenwriting



11

Field Trips/Learning Adventures

- ◇ Boston Trip - 8th Grade
- ◇ UK/France Trip - High School
- ◇ Washington DC- High School
- ◇ Environmental Trip - 6th Grade
- ◇ Monthly walking trips to Town Library - Kindergarten
- ◇ A Christmas Carol- 7th grade
- ◇ Monadnock Hike- Seniors
- ◇ Pats Peak- Juniors and Seniors
- ◇ NJHS collaborations with FRES for community building (teddy bear picnic, Earth Day, Motorcade etc)
- ◇ Grade level trips throughout the year at FRES

12

BioTrek

BioTrek is a project-based learning program where students learn about biofabrication, and gain a foundational understanding of business model around biomedical engineering.

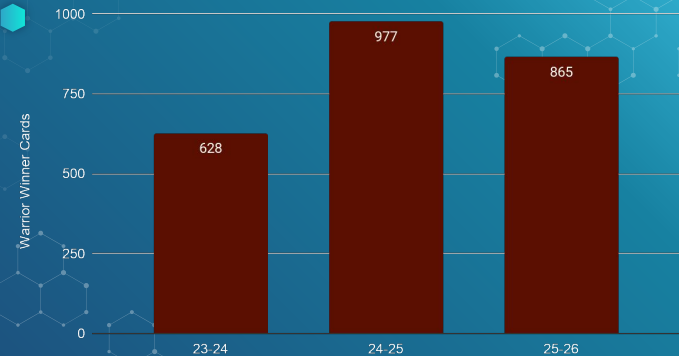
Sample list of projects this year

- ◊ 7th Cranial Nerve
- ◊ Cornea Replacement
- ◊ Achilles Tendon
- ◊ Vertebral Disc



13

Spring 2026: Warrior Winner Cards



14

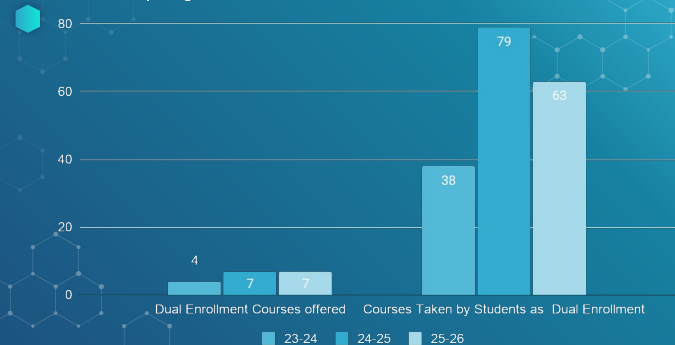
FRES - CARES Recognition

- ◊ CARES ideals are shared throughout the school year during daily announcements as well as classroom integration
- ◊ Students recognized as leaders, ambassadors, or rockstars throughout the school year

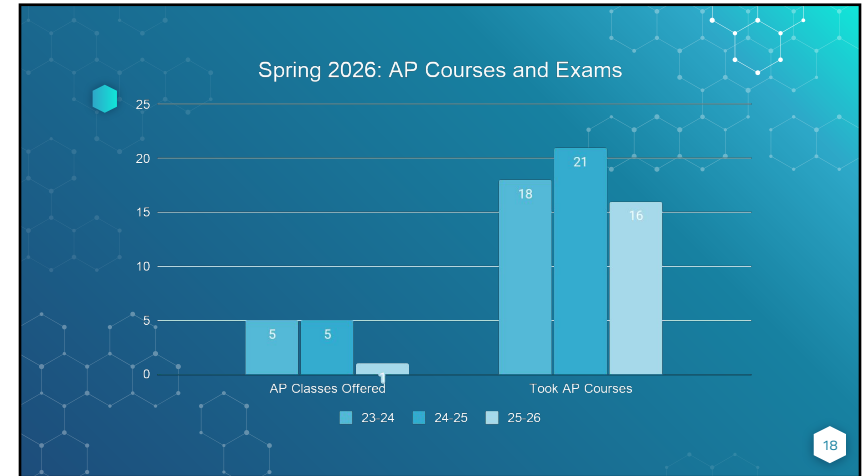
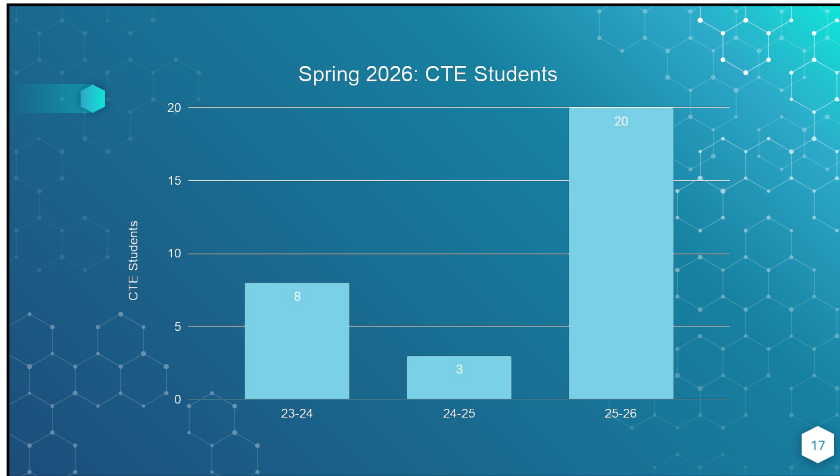


15

Spring 2026: Dual Enrollment Student Numbers



16

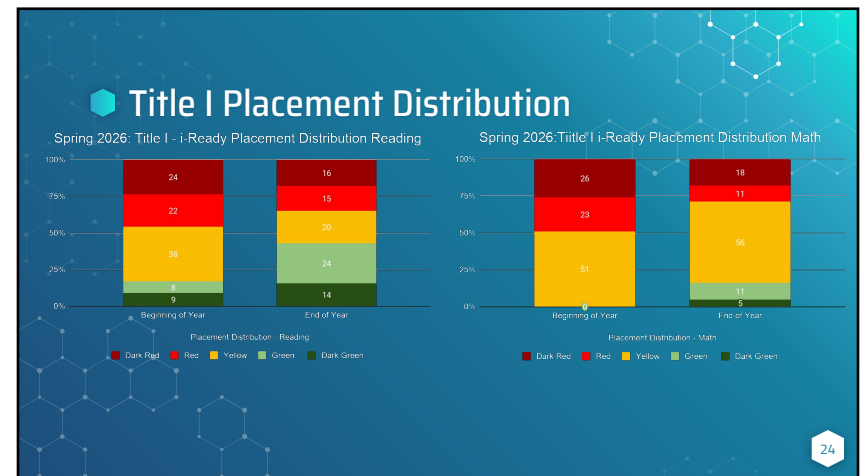
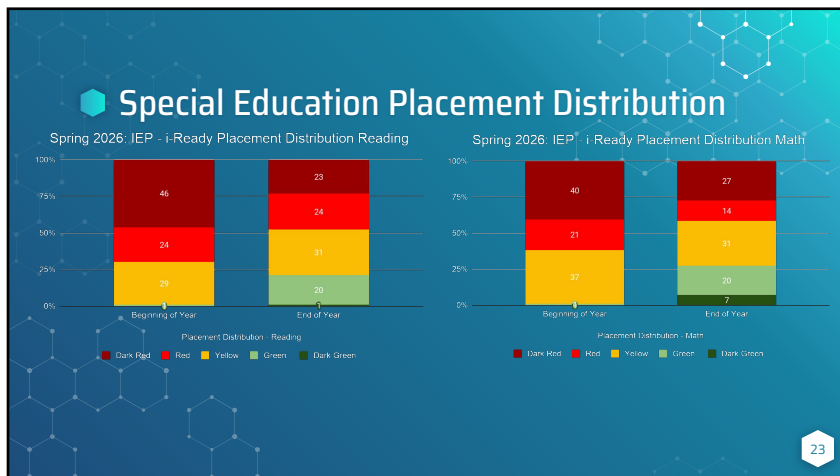
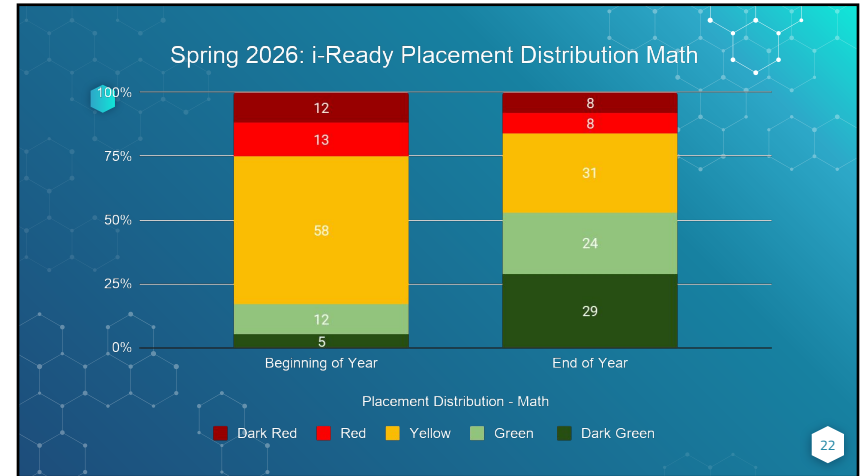
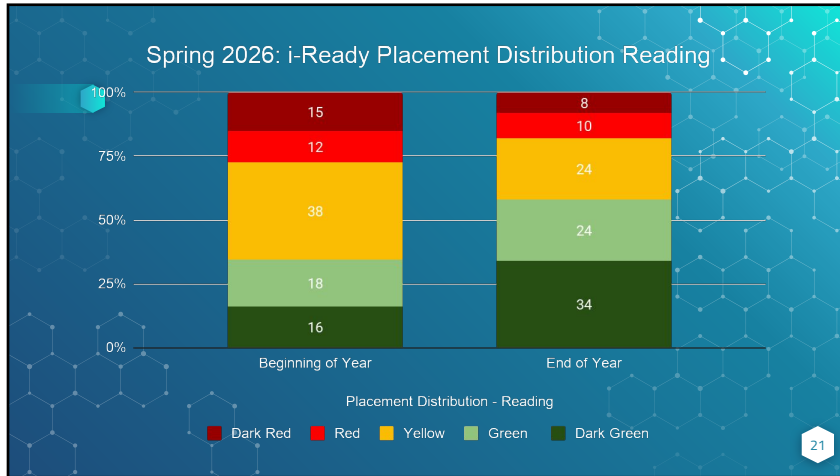


2 Data

- iReady Growth
- SAT/PSAT - Historical View
- Attendance
- GPA
- Graduation Rate
- USCIS

iReady Testing Windows

September 2025	January 2026	May 2026
iReady fall benchmark data is collected. Teams meet to analyze data and develop plans for students.	iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.	iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.



PSAT & SAT Timeline

PSAT 9

Taken annually in March by students in 9th grade.

PSAT 10

Taken annually in March by students in 10th grade.

PSAT/NMSQT

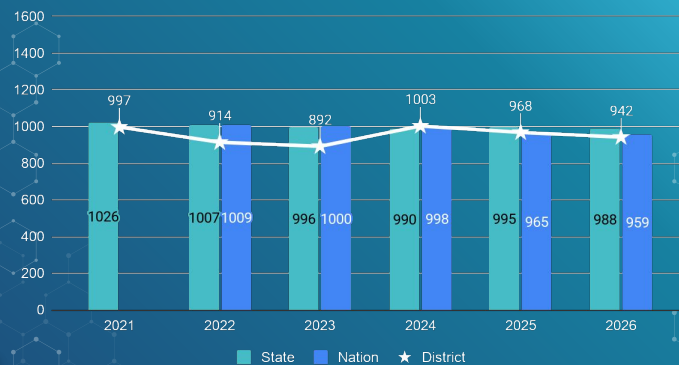
Taken annually in October by students in 11th grade.

SAT

Taken annually in March by students in 11th grade.

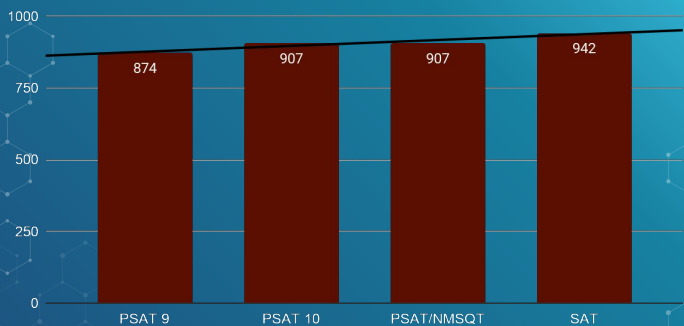
25

2026: SAT - District, State, Nation



26

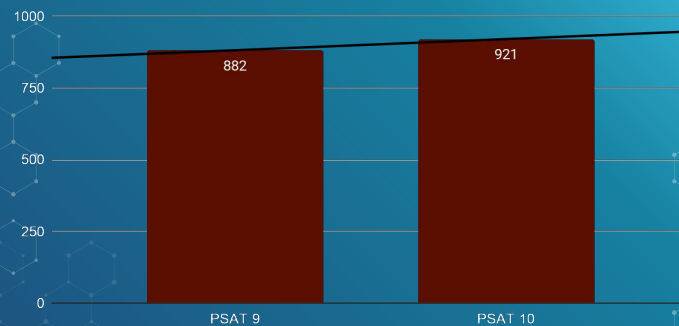
Spring 2026: Class of '27 PSAT



Current Juniors

27

Spring 2026: Class of '28 PSAT



Current Sophomores

28

Attendance Data

Coming Soon!

29

GPA 9-12

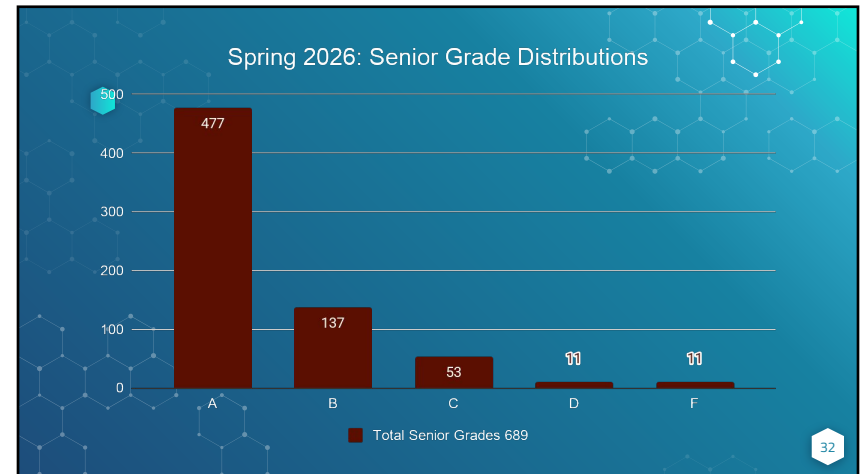
Coming Soon!

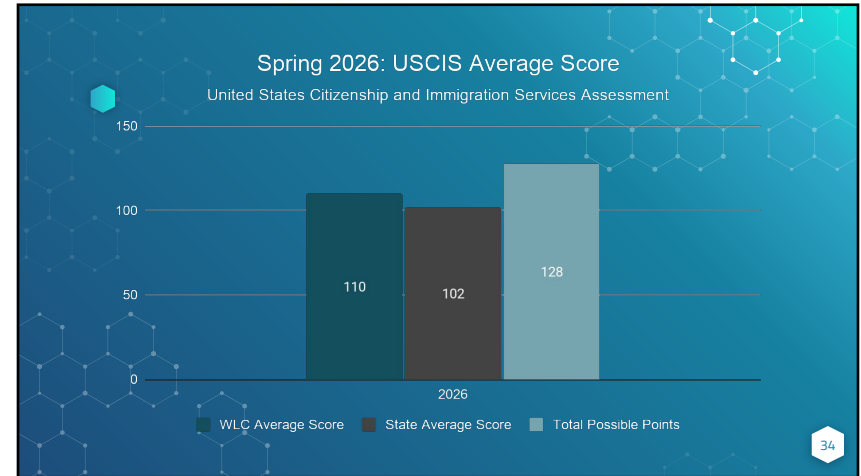
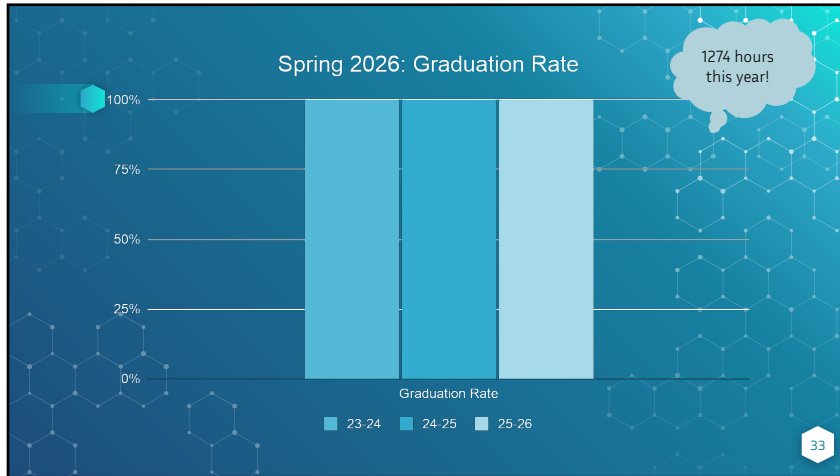
30

GPA Data by Grade

Coming Soon!

31





4 Summer Learning

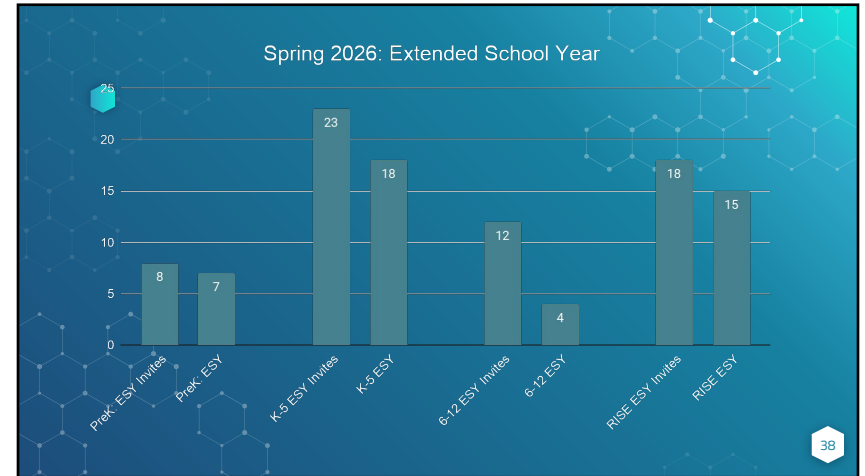
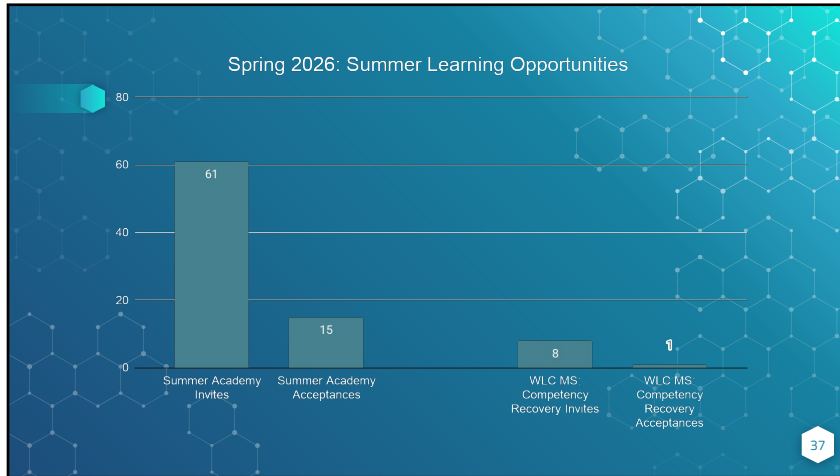
What are we offering for learning opportunities over the summer?

What is the acceptance rate for summer offerings?

Summer Learning Opportunities -Students

- WLC Middle School: Competency Recovery
- FRES: Incoming First - Fifth Graders Summer Academy
- AP Bio: Summer Reading
- District Wide:
 - Extended School Year (determined by IEP Services)
 - Summer Theater (pending grant approval)
- Optional:
 - WLC Bingo Card!
 - AP Biology Work

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Summer Learning Opportunities -Teachers

- ◊ Responsive Classroom Training - 3 Teachers, FRES/WLC
- ◊ JAU - Yearbook Training (pending grant approval)
- ◊ OpenSciEd Training - 2 Teachers, WLC
- ◊ Math Curriculum Writing
- ◊ Teachers transferring and working on curriculum over the summer
- ◊ Innovative Practices

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5 What are We Doing?

What ideas do we have to continue to move forward?

What have We Done?

- ◊ Reworked Middle School Teams
- ◊ Review and Improve transitions between buildings
- ◊ Modularity - using the data to inform instruction
- ◊ Focus on climate & culture
- ◊ Collaborative decision making
- ◊ Continued focus on enhancing instructional practice

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What Else are we doing?

- ◊ Aligned Math Program K-8
- ◊ Continue to review and improve our transition from one building to another
- ◊ Math Coach (FRES)
- ◊ Focus on Executive Functioning (Middle School)
- ◊ Innovative Ideas
- ◊ Reviewing our programming
- ◊ Adding recess within the middle school for more movement
- ◊ Focusing more on balance between technology and paper/pencil tasks
- ◊ Continuing to refine our exams to ensure grade-appropriate rigor
- ◊ Using modular data to inform our instruction

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New Hampshire Department of Education

2026-2027

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

A. Definitions (2 CFR 200.1)

- 1) **Audit finding** – Deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Community based organization** – The term “community-based organization” means a public or private nonprofit organization of demonstrated effectiveness that— (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.
- 3) **Local educational agency** – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
- 4) **Management decision** – The Federal awarding agency’s or pass-through entity’s written determination, provided to the auditee, of the adequacy of the auditee’s proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 5) **Pass-through entity** – A recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out of a Federal program. The authority of the pass-through entity under this part flows through the subaward agreement between the pass-through entity and subrecipient.
- 6) **Period of performance** – The total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.

Each subrecipient must fully execute these assurances by;

1. Initialing **each page** in the space provided (no initials required for the signature pages)
2. Execute the proper certification for your subrecipient type on the certification page. Your subrecipient type may require further certification by the local board.
3. **Local Educational Agency (LEA) subrecipients:** upload the document in its entirety to the LEA 2026-2027 homepage in the Grants Management System (GMS).
4. **Reporting Authority (RA) subrecipients:** if in GMS, upload the document in its entirety to the RA 2026-2027 homepage in GMS.
5. **Other subrecipients (not in GMS):** return this document to the appropriate Federal Program Manager.

Please note, other program specific assurances will still be requested by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during federal compliance monitoring. Annual audits by CPAs in accordance with the Single Audit Act may also include compliance checks.

These assurances must be uploaded or returned (as described above) no later than **July 1, 2026**, in conjunction with federal program application deadlines. These general assurances are a requirement of all federal program applications.

Additionally, local educational agency subrecipients, please note that the practice of the School Board authorizing the Senior Educational Official to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

General assurances must be uploaded and/or submitted for each subrecipient applying for federal funds.

If you have any questions regarding these general assurances, please contact Jessica Lescarbeau, Bureau Administrator, Bureau of Instructional Support at Jessica.L.Lescarbeau@doe.nh.gov.

Thank you,

Jessica Lescarbeau

Jessica Lescarbeau
Bureau Administrator

- 7) **Reporting authority** – An eligible entity for a subaward that does not meet the definition of local educational agency. Such as; public academies, non-public schools, child care centers, adult education centers, etc.
- 8) **Subaward** – An award provided by a pass-through entity to a subrecipient for the subrecipient to contribute to the goals and objectives of the project by carrying out part of a Federal award received by the pass-through entity. It does not include payments to a contractor, beneficiary, or participant. A subaward may be provided through any form of legal agreement consistent with criteria in with 2 CFR 200.331, including an agreement the pass-through entity considers a contract.
- 9) **Subrecipient** – An entity that receives a subaward from a pass-through entity to carry out part of a federal award.
- 10) **Senior Official** – The top executive in an organization who makes the key decisions on spending, staffing, and other education policies.

B. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will comply with the requirements regarding construction and real property within 34 CFR Part 75.600-75.684. The non-Federal entity is required to comply with any reporting requirements on the status of real property in which the Federal Government retains an interest pursuant to 2 CFR 200.330.
- 4) The subrecipient will establish safeguards to prohibit employees from using their positions for purposes that constitute or appear to present a personal or organizational conflict of interest, or for personal gain.

- 5) The subrecipient will initiate and complete the work within the applicable time frame after receiving approval from the awarding agency.
- 6) The subrecipient will comply with all Federal statutes, administrative rules and executive orders including provisions protecting free speech, religious liberty, public welfare, the environment, and those prohibiting discrimination. These include, but are not limited to:
- a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex.
 - c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made;
 - j) The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98); and
 - k) The requirements of any other statute(s), administrative rule, executive order, dear colleague letter, or non-regulatory guidance which may apply to the application.
- 7) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
- 8) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee

of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- 9) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
- 10) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
- 11) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 12) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, dear colleague letter, non-regulatory guidance and policies governing all program(s).
- 13) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
- 14) The subrecipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
- 15) The control of funds provided to a subrecipient that is a local educational agency, under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 16) Personnel funded by federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the

US Department of Education).

- 17) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303(a)). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303(b)(1)). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303(e)(1)).
- 18) The subrecipient will comply with the Stevens Amendment.
- 19) The subrecipient will comply with the Buy America Preference for Infrastructure Projects as required by 2 CFR Part 184.
- 20) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234(f), and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 21) The subrecipient will ensure compliance with 2 CFR 200.415(a) and (b).
- 22) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 23) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 24) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 25) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 26) The subrecipient will submit a fully executed and accurate FY26 Single-Audit Certification

(required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2026. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website.

- 27) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (non-procurement).
- 28) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 29) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 30) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 31) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction sub-agreements.
- 32) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 33) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 34) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 35) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 36) As appropriate and to the extent consistent with law, the subrecipient should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).
- 37) The subrecipient will comply with the Prohibition on Certain Telecommunications and Video Surveillance Equipment requirement per 2 CFR 200.216.
- 38) The subrecipient will comply with the Protection for Whistleblowers (41 U.S.C. §4712).

C. Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in section *B. General Assurances*. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions, and to trace funds to establish that such funds have been used in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets.

The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.

- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for (this list is not all inclusive):

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988	☒	N/A
Procurement Policy & Procedure	2 CFR 200.317-327	☒	☒
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)	☒	N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)	☒	☒
Travel Policy	2 CFR 200.475(b)	☒	N/A
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)	☒	☒
Time and Effort Policy & Procedure	2 CFR 200.430	☒	☒
Records Retention Policy & Procedure	2 CFR 200.334	☒	☒
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA Section 8546	☒	N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)	☒	N/A
Gun Free School Act	Gun Free School Act of 1994	☒	N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305	☒	☒
Nonsmoking Policy for Children's Services	ESEA Section 8573	☒	N/A

3. Internal Controls

The subrecipient must:

- a) Establish, maintain, and document effective internal controls over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should comply with the guidance outlined in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of

Sponsoring Organizations of the Treadway Commission (COSO).

- b) Comply with the U.S. Constitution, federal statutes, regulations, applicable executive order, and non-regulatory guidance, as applicable, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information (PII) and other types of information. This also includes information the Federal agency or pass-through entity designates as sensitive or other information the recipient or subrecipient considers sensitive and is consistent with applicable Federal, State, local and tribal laws regarding privacy and responsibility over confidentiality.
- e) Retain all Federal award records and other supporting documentation in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are:

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$1,000,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$1,000,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the

event that the subrecipient expends less than \$1,000,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities:

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509) and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards, in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan, in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) If an audit reveals the basis for a finding related to a federally funded program, upon request of the NHED, promptly submit a corrective action plan using the NHED template provided for audit findings related to the federally funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to NHED for findings related to all federally funded programs. NHED will review the subrecipient's submission and issue an appropriate management decision adhering to the same framework as set forth in 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: The Federal Audit Clearinghouse

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street**

Concord, NH 03301 Or via email to: federalcompliance@doe.nh.gov

- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate FY26 Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2026**. A copy of the forms will be provided to each subrecipient by the NHED via email.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified.

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
b) Have not within a three-year period preceding this application been convicted of or had a

civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace;
 - o The recipient's policy of maintaining a drug-free workplace;
 - o Any available drug counseling, rehabilitation, and employee assistance programs; and
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement; and
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
- o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The subrecipient assures that it shall comply with the provisions of RSA 193:13, IV.

Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.

The subrecipient assures that it shall timely file the report required by Ed 317.07.

The subrecipient assures that it has established policies on school discipline as required by RSA 193:13, XI and XII and Ed 317.03.

10. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under federal awards, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

11. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

12. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHED.

13. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, services performed by public utilities, travel, or the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel occurred, and/or when facilities were used (see 34 CFR 76.707).

14. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430 and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee;
- b) Account for the total activity for which each employee is compensated;
- c) Prepared at least monthly and must coincide with one or more pay period; and
- d) Signed and dated by the employee.

15. Protected Prayer in Public Elementary and Secondary Schools

The subrecipient certifies that the LEA has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools. (Section 8524(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act and codified at 20 U.S.C. § 7904).

16. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with

the standards of this section and 2 CFR 200.317 - 2 CFR 200.327 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Simplified Acquisition
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

17. Retention and Access to Records

The subrecipient certifies that it will comply with all federal regulations, including but not limited to, 2 CFR 200.334 – 2 CFR 200.338.

18. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

19. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure (RSA 193-D:8) to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public

elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.

- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

20. Compliance with FERPA and PPRA

The subrecipient certifies that it complies with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) by ensuring the following:

- a) The subrecipient has established and implemented effective internal processes to ensure that student's complete education records are maintained;
- b) The subrecipient has established and implemented effective internal processes to ensure that parents are provided with the opportunity to review their student's education records;
- c) The subrecipient has established policies and procedures that permit disclosure of personally identifiable information from a student's education records in order to address safety issues in a manner that complies with FERPA;
- d) The subrecipient provides parents and eligible students annual notification of their rights under FERPA consistent with 34 CFR § 99.7; and
- e) The subrecipient, if applicable, has established procedures to provide military recruiters the same access to secondary students as provided to postsecondary institutions or to prospective employers and require that schools provide student information to military recruiters, when requested, unless the parent has opted out of providing such information (schools are required to provide to military recruiters include student names, addresses, electronic mailing addresses, and telephone listings. See Section 8528 of the ESEA, as amended, 20 U.S.C. § 7908 and 10 U.S.C. § 503(c)).

CERTIFICATION

Instructions: The Senior Official **must** consult with the Board (School Board, Board of Trustees, Board of Directors, etc.) of the subrecipient by informing said Board about the subrecipients participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Senior Official and the Chair/President of the Board **must** sign this certification page (and initial all other pages) as described below and return it to the NHED. **No subawards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.**

Senior Official Certification:

We the undersigned acknowledge that a person is guilty of a violation of R.S.A. § 641:3 if: (a) He or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named subrecipient hereby apply for participation in federally funded education programs on behalf of the subrecipient named below. I certify, to the best of my knowledge, that the below subrecipient will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 19 inclusive). I further certify, as is evidenced by the Minutes of the Board Meeting held on , that I have informed the members of the Board of the federal funds the subrecipient will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the subrecipients participation in said programs.

Subrecipient Name (must match applicant name): _____

Typed Name of Senior Official

Signature

Date

Board Certification:

I, the undersigned official representing the Board, acknowledge that the Senior Official, as identified above, has consulted with all members of the Board, in furtherance of the Board's obligations (including those enumerated in RSA 189:1-a for local educational agencies), and pursuant to the Board's oversight of federal funds the subrecipient will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Typed Name of Board Chair/
President (on behalf of the Board)

Signature

Date

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, May 19, 2026
Lyndeborough Central School
6:30 p.m.**

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

Present: *Dennis Golding, Brianne Lavallee, Paul White, Erin Collins, Darlene Anzalone, Anna Meigs, and Craig Chandonnet*
Superintendent Peter Weaver, Principal Tom Ronning Technology Director Nicholas Buroker, and Clerk Kristina Fowler

I. CALL TO ORDER

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

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. ADJUSTMENTS TO THE AGENDA

Superintendent requested to add a resignation for an IT Technician, an appointment of Ms. Annabel Oleson, Social Studies Teacher, under “Resignations/Appointments/Leaves” and a discussion of the sound system for the gym under the “Superintendent’s Report”.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Collins to accept the adjustments to the agenda which include a resignation and appointment, under section 10, (Resignations/Appointments/Leaves) the sound system for the gym, under section 5 (Superintendent’s Report).

Voting: all aye, motion carried.

IV. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Adam Lavallee, Lyndeborough, introduced 2 student athletes, Mr. Matt Caragher and Mr. Colby Kenney. The students voiced their appreciation by thanking the Board for the new items received for baseball and it would be used for the next 5 years. Mr. Lavallee informed the group that the team is pretty good this year if you can make it out. A student threw a no hitter; the margin of victory has to be around 20 rounds. There is a home game Thursday; we may win our division this year!

No online comments can be heard due to the availability of technology.

V. BOARD CORRESPONDENCE

a. Reports

i. Superintendent’s Report

Superintendent spoke regarding the chair options listed in his report. Back on April 21, Ms. LaPlante informed the Board she estimates about \$500,000, 3%-3.2%, in unspent funds. We looked at the needs of the district and were able to fill many. He spoke about the blue chairs at WLC and having to tie them together, so they don’t fall over. They are about 20 years old and need to be upgraded. The first option is the traditional metal-folding chairs, the second option is the most expensive and we don’t recommend this option also because they are harder to store and the vinyl will tear easily. The third option is recommended. The total cost with chairs and shipping plus heavy carts needed to move them is about \$21,206.48. The upholstery would be on the seat pad and back of the chair. If the Board would like us to continue to look further, we can do that. He confirms they will make room for them; we will have additional space in the locker rooms to fit these long carts. He doesn’t think we would have them in time for graduation. We can also replace 200 vs. the 400 and do the rest down the road. Comments were made that the current chairs are horrible. He confirms the \$21,206.48 includes shipping. He confirms the current carts would not work with new chairs. He reviewed the cost, \$13,224 for the chairs and shipping chairs, cost for the carts is \$5,982.48 and cost to ship the carts is about \$2,000 but that is an estimate to ship the carts, total of \$21,206.48.

A MOTION was made by Mr. White and SECONDED by Ms. Anzalone to authorize administration to use unspent funds of up to \$23,000 to replace 400 chairs and carts at WLC.

Voting: all aye, motion carried.

Superintendent spoke about wanting Board support to purchase a second van from Grappone. They have one available. He listed the other vendors he contacted and only one other vendor had one available, both are new. The one at Grappone is good, 2025,

and the out the door cost is \$60,000. Ms. Lavallee spoke of other districts doing the same thing, it will not just save money but time as well.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Collins to allow administration to purchase a 2025 van, \$60,000 from Grappone.

Voting: all aye, motion carried.

A question was raised whether the driver of the van is on their own insurance or the districts. Superintendent confirms it is the district's insurance. He confirms the driver has to have a driving record check through the DMV to be allowed to drive it. When asked, he confirmed he did not talk about the warranty; it is the standard warranty and did not discuss an extended warranty as that costs more.

Ms. Lavallee gave a shout-out to LCS regarding the author's tea. It sounds like it was amazing and I can't believe we had over 100 parents/guardians and grandparents attend. If they do it next year, she would love to attend.

Superintendent was asked if he knew the outcome of the legislative session today. He did not but it is all coming to a head at this point. He is hoping to watch it later.

Questions were raised regarding the open house for Mason School District parents. Principal Ronning confirms that some teachers, some MS and HS students, the PTO is coming and hopes Board members attend. There will be a presentation and a movie slide show about what it means to be a Warrior. We will talk about the different areas of the school and students will take parents on a tour of the school. He has reached out to the Superintendent there to see if she can provide the number of parents coming. There has been one parent tour already. The Superintendent at Mason has said they would pay for 3 students who want to attend WLC. Ms. Lavallee spoke about looking at policies for open enrollment. Superintendent added we have a tuition form from another district; we will tweak it and have that conversation with the Board as well as we need a rate. We have charged \$8,000 tuition previously. We will have it on an agenda, open enrollment, and make a suggestion of cost. It is advantageous for us to promote our schools and having a culmination of kids wanting to come here and also have a little bit of savings for districts that are sending their kids here. There are other districts competing for their students. This district is where every teacher knows your child. He thinks the parents who toured left with a sense of community and family here at WLC. Ms. Lavallee spoke of needing to project enrollment and see what grades they want to accept students in. Work will be done on the first draft for that and hope to bring something forward to the Board in June. She added we can bypass the Policy Committee if needed and do that work at a board meeting like was done for the parental rights policy.

Principal Ronning informed the group he has finalized the application and shared it with Principal Maghakian who modified it for her school. We can share that with the Board. We want to be sure students are coming who will fit into our community. Ms. Lavallee added, we want to make sure all students can flourish here.

Principal Ronning spoke regarding the sound system that came up at the last board meeting. He spoke to the PTO, they don't have the funds to complete it, and he informed them he would bring it to the Board. He has quotes from Boston Sound Works in Massachusetts for \$24,500 and MAT Productions, which is the same group that did the lighting in the cafeteria. The quote is \$15,524 which is much less. He believes it covers pretty much all the same things as the more expensive quote and fits with our current system to enhance it. He confirms he has written quotes from each company. He believes the difference in quotes is that one company does this on a regular basis, it is in Massachusetts and in a lot of cases, it is just the name. The other company is in NH. He confirms they are happy with the work done in the cafeteria. Ms. Lavallee expressed since we had a group come to us and speak about a sound system, we wanted them to raise the money which they did of about \$73,000, she would support doing our part to get it completed.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to accept the proposal from MAT Productions for \$15,524 for the gym sound system.

Ms. Lavallee AMENDED her MOTION, Ms. Collins SECONDED to use unspent funds to fund the sound system in the gym for \$15,524 from MAT Productions.

Superintendent confirms we have about \$300,000-\$319,000 of unspent funds after the Board supported some significant things, he thinks we will sit at about this. Ms. Lavallee felt this is good to be in the middle, we funded some things we needed but still are giving back to the town.

Voting: all aye, motion carried

VI. DISTRICT GOALS

Chairman Golding reviewed at the last meeting members were tasked with coming up with goals. There was a presentation from administration. His suggestion is focusing on math. Some ideas brought up included some type of outdoor classroom at all

schools or at least at one. Parents have said they want more outside time. Another was to provide real world math and professional writing especially for HS students. Principal Ronning confirms WLC has an economics class, consumer math, personal finance and math for the trades, but it has low enrollment. Superintendent Weaver spoke of narrowing down the list to 3-5 more strategic goals tied to cost items for example, like increasing math scores with a math coach which has a budget piece. The Strategic Planning Committee will meet on June 16 and have priority areas. He will list them out; it will be aligned with the roadmap which may be presented on June 23 if ready. Principal Ronning reminded the group that Ms. Hannah Hamilton, Student Board Representative, was asked to obtain feedback from the students regarding goals. She will have the survey back tomorrow and will share that at the first meeting in June. Ms. Lavallee reviewed that the Budget Committee wanted to have a joint session on June 9. She informed the Budget Committee that the Board would be talking about goals, some for the budget and some for the district that may not be financial. They are asking for more specific guidance. They threw out the idea of providing them with a percentage increase for the budget. She let them know it had been handled differently over the years, some years a percentage and some not. She explained to them the Boards are about reaching educational goals and not based on keeping it under a certain percentage. She asked them if it would be okay to provide a range of percentage which was acceptable to them. They also want to be able to ask questions about our goals, and she feels since we won't have Ms. Hamilton's information before the 9th it may be best to push the joint meeting off until June 23. Chairman Golding agreed and will notify the Budget Committee Chair. Ms. Lavallee informed the group the committee didn't vote on anything. One member commented (paraphrasing) that last year they felt they didn't receive enough direction and would like to know where they should come in for a percentage. Ms. Lavallee spoke about wanting to look at the Technology Plan and rework it as we had discussed moving away from 1:1. It may not cost us money unless there is PD (professional development) involved. The other goal is to move forward with open enrollment and focus on attracting students like we are starting to do now. She spoke of wanting to improve parent engagement. The more she reads about it, it is one of the biggest indicators of how well a student does. They have better attendance, better grades, etc. She has received some feedback regarding executive functioning particularly at the MS and this goes back to real-world skills. She looked at data from the Department of Education (DOE) and looked at our state testing scores; there are ways to break that down into subgroups of a school community. She noticed we had some weakness regarding special education with our performance vs. state average. Superintendent Weaver confirms that the data on the DOE website includes all our students. Ms. Lavallee thought it may be helpful to extract out the subgroups to see specific data for programing. Superintendent Weaver added that the data is already broken out by state, there are no names of students, and some students are where they are supposed to be and some may need help. In terms of cost items, we need to fully train our special education staff around the Wilson Reading Program. We are also talking about a math coach for teachers. If they tell us not to increase the budget over a certain amount there may be things we could lose. We were given a directive early in the previous year and started working on it in June of last year. We spent over 6 months on the budget and things were still being changed up until the public hearing. In terms of guidance, he thinks it was clear. We thought we provided the best budget for kids and then some things happened that we had to fund which were unexpected. Ms. Lavallee noted being concerned with the budget process this year, the cost of fuel and some contractual obligations for us to come in at a certain percentage we may need to take away things, and she is not averse to doing that if the program is not benefiting students. She does not want to look at removing things just because of a price tag, we need to do our due diligence and prioritize the education especially if we want to attract students to the district. Superintendent spoke of looking at priorities with measurable numbers at the Strategic Planning Committee on June 16 and identifying cost items. Math scores went up 17% proficient tentatively at FRES. He did some comparisons with other districts, and he is very happy about what he is seeing. On the 23rd, they will have some goals for the Board to approve. He doesn't want folks to think that every item in the budget will have a goal attached to it. Ms. Lavallee noted that she had spoken to the Budget Committee about not having specifics on an action plan because of time, they understood. They want to sit with us and ask questions and get guidance. She added that the Board would need to do a straw poll vs. just one person saying it. Ms. Anzalone questioned if we have ever looked at having an afterschool program. Superintendent Weaver responded the transportation is the biggest cost. Ms. Anzalone was thinking of having the parents pick them up. She understands there is a cost, but could we look at offering it at lower cost, is it something we can look at. Superintendent spoke of the Boys and Girls Club doing that now. We could do that and focus on real world math and make it fun and educational, it would be something different. Ms. Anzalone suggested having HS students' volunteer. This was discussed including having a couple teachers from FRES oversee it, have volunteers, it has worked in other districts and parents are grateful to have time after school, but the key is the parent pick up. Superintendent Weaver will investigate that. It will certainly have a cost and goal to support students with real world skills. We could use Summer Academy as an estimate which he thinks is budgeted for \$15,000 for 15 days and we would have to push that out and maybe include another custodian. Next year the goal is to look outside of the box, we are increasing scores but not enough. We need to focus on what we are missing. We will look at how we deliver education and see if there is something we can do differently over the summer. A discussion was had regarding parent engagement including what would make parents able to be more involved. The PTO had hosted a parent night years ago with different speakers, maybe talking about behavior management at home and perhaps having volunteers provide a 5-minute video of information. Parents want the same thing for their kids: to succeed. As a parent there is so much information, they may feel more confident if it comes from school. Ms. Collins suggested a paint and learn session for example. Superintendent agreed we can look at that and maybe make it a priority; we don't know what the cost would be. He gave the example of spaghetti night and maybe we talk about scholarships etc. We can work on it and talk about planning in July, build a parent calendar, promote our games and maybe a cookout on the grill before a game and get the PTO involved and map it out and have an estimated cost. Mr. Chandonnet spoke of being impressed with the MS games, the gym is packed every time, it is very cool to see. Ms. Collins added the 1st grade parents are very involved. Ms. Lavallee suggested the teachers may have some insight as to what works and what doesn't. Superintendent spoke of one of the things they

had talked about is whether the staff are properly trained and do they have the proper skills for the students who learn differently. We are having hard conversations and there is a cost to that, making our staff better. Chairman Golding reminded the group if we are working on goals for the Budget Committee, we will need a version of expense, and it can be a range. He has heard some staff asking for PD in house vs. one person going out and bringing it back. He has heard iReady is not working and there is a need to move away from it. He heard iReady themselves are having issues. There are concerns about iReady and NH SAS being back-to-back. He suggests taking a hard look at it and maybe we need to move away from technology in grades 1-3 and have teachers teach with more hands-on and less screen time, more book time. That helps with both reading and math. If we use math as a goal, we should look at that. Mr. White added that kids don't like iReady and would rather do NH SAS. Superintendent spoke of iReady and it is done 3 times a year, the data builds a baseline for students, it shows gaps of learning, and we do it again to see if there is progress. It is information for teachers to see if kids are growing. It is not the only program that does this. He believes we moved away from STAR360 is for the same reason. He spoke of pressure, whether artificial or real to prep kids for tests, it has not really worked for us. It helps us track our progress but has not necessarily given us what we were hoping for. Do we scale it back and do we go back to STAR360 and then NWEA before that. We have to have some internal testing in place to show where we are and how we make progress. A question was raised if we get teachers together and ask them what they have seen and noticed. Principal Ronning responded we have those conversations all the time and one ends up being that the month of May is a blur. We talk more about the differences between iReady and NH SAAS and especially with math, it is a reading test, it is all word problems. At almost every PLC meeting at the MS level, it involves NH SAS in one way or another. Chairman Golding added if it is not working for us, we need to move on. When it was sold to us it was sold as an adaptive tool and he doesn't think it is. If kids are doing well, we should be giving them something more challenging. The questions were supposed to get harder; it is not doing that. Superintendent spoke of needing to identify what is out there that is effective and we have a lot of colleagues we can ask. The 3 programs we mentioned are pretty much the ones being used. We will be talking about moving away from iReady and hope to have a recommendation in August about what we can move to. Chairman Golding reviewed having a more comprehensive list on June 9 prepared as much as we can and have something for the joint session on June 23rd for the Budget Committee to come and ask questions.

VII. PROPOSED DC TRIP

Principal Ronning spoke of wanting to provide students with experiences such as going to Europe a few weeks ago and going to D.C. He doesn't have the cost for this trip, however, believes it will be similar to 2 years ago. He is asking now for support for it because summer is coming and it would give students a chance to make some money to put toward it. He would like the Board's support; Assistant Principal Gosselin is ready to put it into action. This would be for grades 11 and 12 and if there wasn't enough participation it would be open to the 10th grade, etc. Next week the 8th grade is going to Boston. He believes the D.C. trip will be either right after or before April break. We tried to get it during April break but could not. He believes it will be a Wednesday, Thursday and Friday. It was noted it would be better if it could happen before April break because of sports starting right after April break and some student athletes may not want to go. The cherry blossoms may be out too. Chairman Golding thinks we should have some version of it annually. He adds, since we don't have any specifics, a vote is not needed, we just need to know if the Board supports it. There was no objection heard regarding the Board's support for the trip to D.C. Ms. Collins offered to arrange a meeting with a congressman if they would like.

VIII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. White, SECONDED by Ms. Anzalone to approve the minutes of May 5, 2026, as written.
Voting: all aye, motion carried.

b. Appoint Policy Committee Member

Chairman Golding reviewed that Mr. Chandonnet agreed at the last meeting to be on the Policy Committee, we just need to formally appoint him.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to appoint Mr. Chandonnet to the Policy Committee.
Voting: all aye, motion carried.

Chairman Golding informed the group we needed a third member to join the negotiations committee for this contract negotiation with the ABA/RBT group. Ms. Alley will not continue due to scheduling and will start back for the WLCTA negotiation. He directed Ms. Fowler to send the members the dates and times of the meetings. Members should look to see if it fits into their schedule.

IX. COMMITTEE REPORTS

i. Strategic Planning Committee

Ms. Anzalone reported that the Superintendent presented the roadmap, and they decided to take the draft home and come up with questions for the next meeting on June 16. They hope to present goals to the Board on June 23 but if they are not ready that will be moved to the following meeting. There was a lot of good discussion among the group. Superintendent Weaver added the committee wanted the Board to support the document we drafted and on June 9 will pass it out. It is more of a roadmap vs. strategic plan. The committee wants to extract some goals, there is a lot of detail in the roadmap, he thinks it will segway

discussions on district goals. It was a good meeting; Mr. Crouse was impactful with some of the comments he made speaking as a community member. We sometimes forget that our audience is not all educators and some of the jargon is unnecessary.

ii. Budget Liaison

Ms. Lavallee reported at the last meeting they discussed a draft of budget committee rules of procedure and conduct. It was sent out in the afternoon of the meeting. Ms. Lavoie put it together, there was a lot of information nicely done and it will be completed and brought forward. Mr. Newton presented a memo with suggestions on how the committee can improve the process, and a new perspective on how to look at the budget. The committee discussed it and didn't act; they wanted to read it, some of it was opinion-based. The goal is to look at it and as a committee agree on what information they will request from Administration and the Board. The last page of the memo was a lot of things Mr. Newton wanted to ask for, and the committee needs to determine that and then it goes to administration and Board if needed. She requested that both Chairman and Vice Chair who are splitting the role of Budget Committee Liaison be copied when the agenda goes out. Ms. Lavallee asked for the entire Board to be copied on the agenda and materials as the Budget Committee does with the Board's documents. Chairman Golding will email the Chair to push out the joint session. Their next meeting was going to be on June 9. It was agreed that since the board liaison is no longer a voting member, when both Boards are meeting at the same time, the board member will determine if they attend the Board meeting vs. Budget Committee meeting. A question was raised if the committee was looking to make the rules document a policy, Ms. Lavallee confirms no not a policy. Ms. Lavallee explained a lot of the information is pulled from the RSA. At one point, she did direct the group to the Board's policies on vacancies as that was in there. There was a discussion over electronic communication. She looked at our policy and noted the Board should look at that because there is a piece that is out of date. The document is agreed upon meeting norms and how communication will take place, for example, all will go through the Chair then to Administration. Superintendent noted that was the process we had last year. It was noted Ms. Lavoie is laying out the process for new committee members.

X. RESIGNATIONS / APPOINTMENTS / LEAVES

a. Resignation-Dustin Scott-WLC Technology Education Teacher

Superintendent informed the members that Mr. Scott will leave us at the end of the year; he is our industrial arts teacher. Principal Ronning has been working on filling that position. It is kind of a combination of those traditional arts skills (woodshop) and technology skills and hopefully we can have robotics too and find someone.

• Resignation-Marisa Abasto-WLC IT Technician

Superintendent reviewed Ms. Abasto's resignation. He read her email to staff regarding her resignation. She came from outside of the district and had an opportunity to come to WLC and spoke honestly about it. He read it out loud for the record. "Some of you have already seen from the school board packet that I'm leaving WLC at the end of the year, so it's time to break the news. I've accepted a position at Bedford School District where I'll be working as an IT Support Coordinator. Leaving WLCSD was a very difficult decision to make. I've worked in several different school districts, but Wilton-Lyndeborough's community has felt the most like family by far! You all are such hardworking faculty, and I've seen the impact you make on the students' lives every day. Thank you for being great friends and coworkers for the past two years! Thank you especially to Nick, who brought me on as a tech with limited experience, then supported my professional growth every step of the way! Two years ago, I definitely didn't think I'd become a tech admin, but Nick's answers to my unlimited questions helped me make that a possibility." Superintendent Weaver gave Ms. Abasto a shout-out and to Mr. Buroker for being a great mentor. Mr. Buroker is working with Ms. Fowler to have it posted. Mr. Buroker spoke of his plan for replacing her. The technician at FRES has been here a year and will transition to WLC. The FRES position is 190 days and that will be the position he will interview for. Ms. Lavallee commented on the excellent job of Mr. Buroker. She is sorry to see Ms. Abasto go. She will take the knowledge she has learned, and it will reflect well on us. She hopes Ms. Abasto shares that with everyone there. It is good for us to have that reputation in other schools.

• Appointment-Annabel Oleson-WLC MS Social Studies Teacher

Superintendent Weaver reviewed Ms. Oleson is the nomination for MS Social Studies Teacher and will teach one section of science in 8th grade. She comes in with a bachelor's degree, step 3 at \$52,000 which is \$9,000 less in terms of salary. She has 2 years' experience in Merrimack School District and is excited about the 8th grade.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Collins to accept nomination of Annabel Oleson, as MS Socials Studies Teacher, salary of \$52,000, Bachelors, Step 3.

Voting: all aye, motion carried.

XI. PUBLIC COMMENTS

There were no public comments to report and no online comments due to technology.

XII. SCHOOL BOARD MEMBER COMMENTS

Ms. Collins commented that it is sad to see these wonderful superstars go. She remembers being impressed with our "tech ed" department. She wishes the best of luck filling the positions and thanked those leaving for their service.

Ms. Meigs commented on being impressed with the time and care that is put into these positions.

Ms. Lavallee gave a shout-out to administration for the discussions we had tonight. We have a number of big projects, and we do not highlight all the hours that go into all the meetings. All the projects that go on are in between running the schools. She really appreciates it. It is very exciting we are at this precipice of how we can be better and going out and doing the work to get it done.

Ms. Anzalone is glad we are starting with the D.C. trip now to help parents and students plan for it.

Mr. White hopes the year goes as smoothly as this year and adds, get rid of the computers!

Mr. Chandonnet commented it is really nice to see how everyone is really dedicated. He is excited to get to work and continue building what you all have done.

Chairman Golding thanked the 2 gentleman who came to the meeting with their coaches. We are here to give these students and athletes all that they need to be successful and don't usually get any version of appreciation, and it is nice to see that. It shows what great men they will be and that's great to see.

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

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Collins to enter Non-Public Session to review the non-public minutes and discuss personnel matters RSA 91-A: 3 II (C) at 8:07pm.

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

RETURN TO PUBLIC SESSION

The Board entered public session at 8:36pm.

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

Voting: all aye, motion carried.

XIV. ADJOURNMENT

A MOTION was made by Ms. Anzalone and SECONDED by Mr. White to adjourn the Board meeting at 8:37pm.

Voting: all aye, motion carried.

*Respectfully submitted,
Kristina Fowler*