

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 23, 2026
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/kjc-ifri-ksi

Audio: +1 331-256-5174PIN: 483 635 527#

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. ADJUSTMENTS TO THE AGENDA**
- IV. PUBLIC COMMENT-**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.
- V. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Superintendent's Report
 - ii. Business Administrator's Report
 - iii. WLC Discipline Report
 - iv. Facility Manager's Report
 - v. Director of Student Support Services Report
 - vi. Director of Technology's Report/Data Governance Plan
 - b. Letters/Information**
 - i. Joint Loss Management Committee
- VI. GOALS**
- VII. SCHOOL BOARD SELF-EVALUATION**
- VIII. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
 - b. July/August Appointments**
 - c. CIP Variance**
- IX. COMMITTEE REPORTS**
 - i. Strategic Planning
 - ii. Negotiations
- X. 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.
- XI. SCHOOL BOARD MEMBER COMMENTS**
- XII. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C) (I)**
 - i. Review the Nonpublic Minutes
 - ii. Cybersecurity
 - iii. Negotiations
 - iv. Personnel Matter
- XIII. ADJOURNMENT**

INFORMATION: Next School Board Meeting-August 11, 6:30 PM at WLC MS/HS

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.



Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

Superintendent Report
June 23, 2026

June has been very busy and productive. Our facilities department is consumed with deep cleaning, maintenance, and projects. Our summer staff are preparing for or have begun Summer Academy, Extended School Year (ESY), and competency recovery. Our Curriculum Coordinator has led us through a deep dive of FY 2026 assessment data, and we have begun to consider interventions, programs, resources, adjustments, and professional development. Samantha is also finishing the Federal Consolidated Application for our Title I, II, and IV grants which cover both SAU 63 and High Mowing. Stacy, Tom and Katie are reviewing and revising the parent student handbook for their schools among other things. We will have those ready for the board to review and adopt at our first FY 2027 School Board meeting. A number of teachers are working on curriculum and assessments, attending professional development, and participating in an Innovation Group. The business office is working to finish out FY 2026, open up FY 2027, and beginning to prepare for the start of the FY 2028 budget process. Also, the summer is the busiest time for our IT department!

Attached, please find:

- The **draft School Board/District Goals for 2026-2027**. The focus is on academic growth in mathematics and ELA, Fiscal Responsibility and Management, and a successful collective bargaining process and labor relations. This is in draft form, and we will have the opportunity to discuss and revise these prior to adoption.
- Also attached is the **draft Strategic Plan for FY 2027-2029**. The narrative is a broad vision, focused on improving the student experience, improving academic progress, and being responsible stewards of our budgets. The three broad areas are an extension of the Roadmap (see attached). This document is an FYI. Our hope is to finalize the document in August in the Strategic Planning Committee and present to the SB for discussion/adoption prior to the start of the school year.
- The 3rd attachment is the **Roadmap**. It is a much more detailed outline of goals and actions the district are/will take that supports the Strategic Plan. The five areas described in the Roadmap are: academic excellence, professional culture, curriculum/instruction/assessment, technology, and fiscal responsibility.

Tom and I will provide an overview. We look forward to discussing these goals with the board.

(Please see my letter printed on the back)

June 23, 2026

Dear Members of the School Board,

After six very rewarding years serving the Wilton-Lyndeborough school community, I am writing to announce my resignation at the conclusion of this upcoming school year. It is my hope that this early date will give us time to plan for this change and prepare for a seamless transition. My last day as Superintendent will be June 30, 2027.

The decision has not come easily. Serving this district has been one of the best privileges of my professional life. Together, we have celebrated successes, navigated challenges, and remained steadfast in our commitment to providing exceptional opportunities for our students. I am very grateful for the trust, encouragement, and support that I have received from our staff, students, families, school board, and the larger community of Wilton and Lyndeborough.

What I will remember most are the relationships that have been built along the way. I have been continuously inspired by the dedication of our educators and staff, the resilience of our students, and the kind support of our families and community members. It has been an honor to work alongside so many caring and talented individuals who place students at the center of every decision.

As I reflect on the district today, I do so with great pride and optimism. Our schools are supported by outstanding teachers and staff, strong leadership team, effective programs, a firm mindset of continuous improvement, an engaged school board, and a community that deeply values public education. We have a lot of work to do ahead of us, but I am confident the district is well positioned to continue to grow and thrive in the years ahead.

Thank you for your kindness and partnership that have made this journey so meaningful and worthwhile.

Regards,

Peter

High School Behavioral Referrals:

- For the 2025-2026 school year there were a total of 60 log entries (including phone violations, this number increases to 116 entries). Compared to the 2024-2025 school year, there were 71 log entries. This is a reduction of 11 log entries not including cell phone violations.

<u>Category</u>	<u>Aug/ Sept 2025</u>	<u>Oct 2025</u>	<u>Nov 2025</u>	<u>Dec 2025</u>	<u>Jan 2026</u>	<u>Feb 2026</u>	<u>March 2026</u>	<u>April 2026</u>	<u>May 2026</u>	<u>June 2026</u>	<u>Total 2026</u>	<u>Total 2025</u>
Total Log Entries	10	7	9	14	13	17	25	13	6	2	60 (including phone = 116)	71
Detention	0	2	1	0	0	0	1	0	0	0	4	14
ISS	3	1	1	2	3	0	0	0	0	1	11	10
OSS	1	0	2	1	2	2	0	2	0	0	10	9
Restorative Practice	1	0	0	0	0	0	0	0	0	0	1	10
Other	5	4	5	11*	8	15*	24*	11	6*	1	34 (90 including phone violations)	28

Middle School Behavioral Referrals:

- For the 2025-2026 school year there were a total of 96 log entries. Compared to the 2024-2025 school year, there were 135 log entries requiring administration's attention. This is a reduction of 39 incidents.

<u>Category</u>	<u>Aug/ Sept 2025</u>	<u>Oct 2025</u>	<u>Nov 2025</u>	<u>Dec 2025</u>	<u>Jan 2026</u>	<u>Feb 2026</u>	<u>March 2026</u>	<u>April 2026</u>	<u>May 2026</u>	<u>June 2026</u>	<u>Total 2026</u>	<u>Total 2025</u>
Total Log Entries	7	7	8	6	8	12	21	14	6	7	96	135
Detentions	0	2	0	2	0	0	4	0	0	2	10	33
ISS	2	0	1	0	2	4	2	3	0	1	15	40
OSS	0	2	1	0	0	0	1	1	0	4 (3 were same incident)	9	22
Restorative Practice	3	1	4	0	0	0	0	0	0	0	8	20
Other	4	1	2	4	6	8	13	11	6	2	57	17



Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
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Benjamin Hofstetter
Facilities Manager

Facilities Manager Report - June 23, 2026

The facilities crew at SAU 63 has been moving right along in the past couple months. Between keeping everything running normally and preparing for the summer projects we're actively involved in at this point, we have only gotten stronger as a team. With the arrival of our newest recruit, Todd Bates, we are fully staffed for our regular operating crew. We have also taken on Alex Golding, Tyler Oulette, Ariel Desfosses and Bridget Jasper as extra summer help. We are so very grateful for all the help to get the work done this summer!

With changes to staff and an ever-updating schedule of chemical regulations, I have started an initiative to get all of our custodial staff a chemical safety training session with both of our chemical suppliers over the summer months. For some it will be a refresher course, but for others it will be an opportunity to learn more about what chemicals we have available and how and when to use them. This is above and beyond our normal chemical safety training that they receive when onboarding, giving them the chance to see the 'why' of certain chemical choices or applications. With regulations on chemicals in school custodial use getting stiffer, this will also give us an opportunity to see some more green friendly alternatives to what we use, keeping us on the good side of compliance.

Between major projects like flooring getting replaced and other CIP projects, and small projects like some outdoor picnic tables being produced and bathroom details being updated, we in the facilities department are working across all facets to ensure a clean and safe environment for all of our students and staff to enjoy. We appreciate all of your support and care as we strive to take the district from good to great!

Thank you,
Ben Hofstetter
Facilities Manager



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Superintendent of Schools

Nicholas Buroker
Director of Technology

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June 2026 SAU63 Technology Report

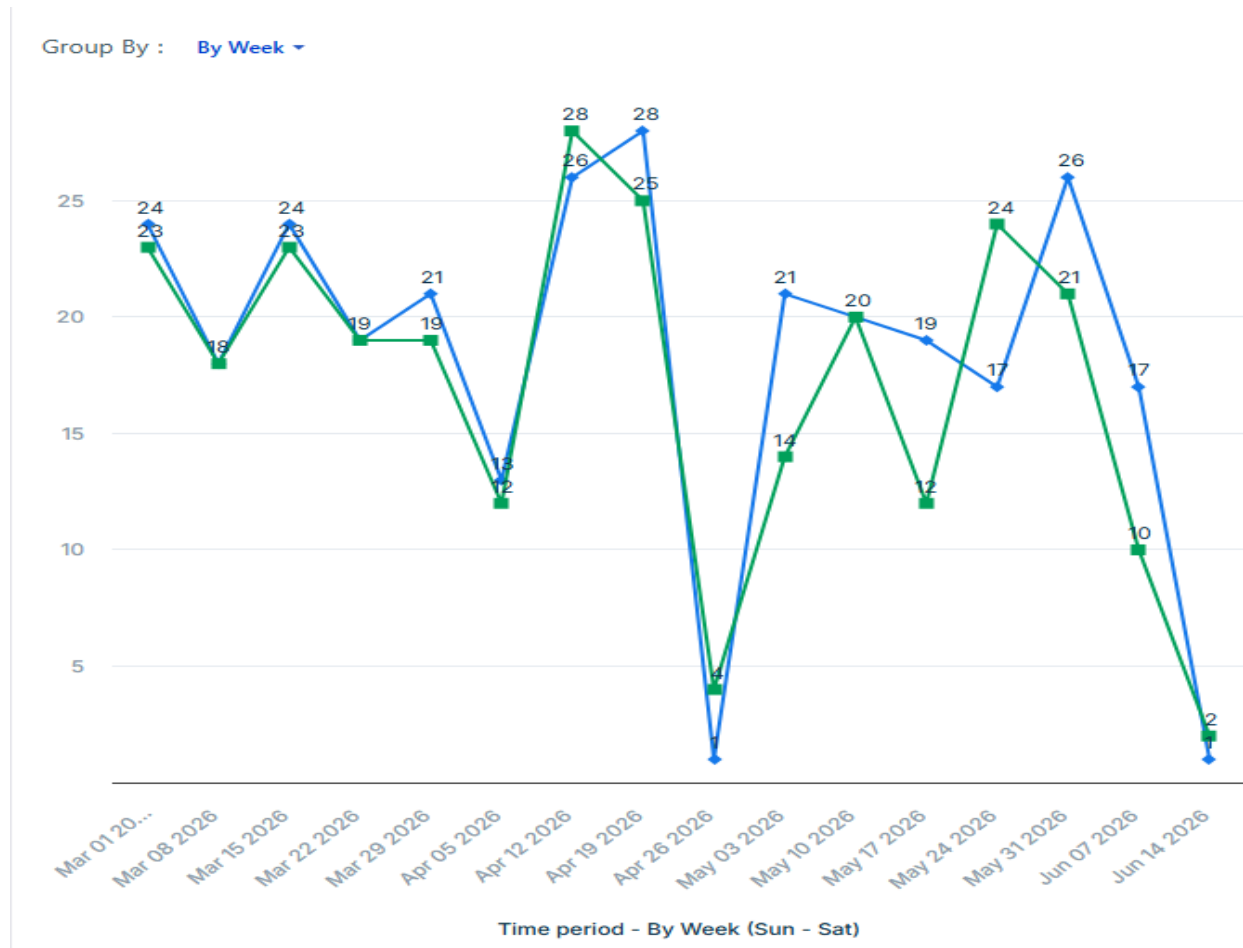


Figure 1 Last 90 days

Support:

In the last 90 days, we had 295 new tickets created, a 3% increase from the previous 90 days. I am pleasantly surprised with the relatively small increase, the end of year is one of our busiest times, and the relative calm with which we weathered this year speaks well to the proficiency of my staff and their foresight in tackling issues before they become problems for the end user.

Figure 2 Monthly stats

Unresolved	Overdue	Due today	Open	On hold
10	2	0	3	7

Screentime by Grades

Having completed a survey on the average screen time of students, I was asked by the technology committee to break out the results by grade. I was unable to accurately partition the middle and high school, however FRES and LCS I was, and the information is included below.

I think the results are reasonable as they show a steady increase capping out at just under an hour and a half in the fifth grade. I have also included the results for the middle and high school for the sake of a complete overview.

Grade	Duration in minutes		
K	12		
1	27		
2	33		
3	45		
4	50	MS	Average Duration by school
5	83	HS	138
			188.5

AI Policy

I had the pleasure of attending the New Hampshire Digital Government Summit this year. I found the experience professionally gratifying being able to network with my peers in other districts and ask questions of highly placed individuals at the state was enlightening. One of my main take-aways is recommending that the school board consider the adoption of a policy regarding the use of generative artificial intelligence.

Previously, I thought the codes of ethics approved by the school board were sufficient to cover matters, however witnessing the speed of adoption and the rolling out of new AI agents and tools at the summit has led me to now recommend that a policy be put in place to formalize our posture.

End of Year

The end of the school year has always been a reflective time for myself, this year was perhaps the smoothest transition of any in my career. Most of the procedures we have in place served us well in receiving devices and closing down day to day operations. This year like last year sees another one of our staff moving on to larger more important roles in other districts. She will be missed. We are in the process of interviewing for her replacement and I am optimistic of finding someone that is a good fit.



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Data Governance Plan

Introduction

The Wilton Lyndeborough Cooperative School District is committed to protecting the privacy of our students, parents/guardians, and employees by maintaining strong privacy and security protections. The protection of this information is our top priority.

This manual outlines how operational and instructional activity shall be carried out to ensure that the district's data is accurate, accessible, consistent, and secured. This manual establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it.

The Wilton Lyndeborough Cooperative School District's Data Governance Manual shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources.

The Wilton Lyndeborough Cooperative School District's Data Governance Manual includes information regarding the data team, data and information governance, applicable School Board policies and district procedures, as well as applicable appendices and referenced supplemental resources.

Data Team

The Wilton Lyndeborough Cooperative School District's Data team consists of the following positions: Superintendent, Director of Curriculum, and the Director of Information Technology. Members of the Data Team will act as data stewards for all data under their direction. The Director of Information Technology will act as the Information Security Officer (ISO), with assistance of the information technology department. The IT technician for Wilton-Lyndeborough Cooperative School is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is unavailable. All members of the district administrative team will serve in an advisory capacity as needed.

Purpose

The School Board recognizes the value and importance of a wide range of technologies for a well-rounded education, enhancing the educational opportunities and achievement of students.

The Wilton Lyndeborough Cooperative School District provides its faculty, employees, and administrative employees access to technology devices, software systems, network, and internet services to support research and education. All components of technology must promote the educational objectives of Wilton Lyndeborough Cooperative School District and be used in ways that are legal, that are respectful of the rights of others, and protective of juveniles.

To that end, the district must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect this information.

It is the policy of the Wilton Lyndeborough Cooperative School District that data or information in all its forms, written, electronic, or printed is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All employees and authorized district contractors or agents using confidential information will strictly observe protections put into place by the district.

Scope

This data security manual's standards, processes, and procedures apply to all students and employees of the district, contractual third parties and agents of the district, and volunteers who have access to district data systems or data. This plan applies to all forms of Wilton Lyndeborough Cooperative School District data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy, data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat, and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, and mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.

- The terms data and information are used separately, together, and interchangeably throughout the plan, but the intent is the same.
- All involved systems and information are considered assets of the Wilton Lyndeborough Cooperative School District and shall be protected from misuse, unauthorized manipulation, and destruction.

Regulatory Compliance

The district will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems. The Wilton Lyndeborough Cooperative School District complies with the NH Minimum Standards for Privacy and Security of Student and Employee Data. The Wilton Lyndeborough Cooperative School District complies with all other applicable regulatory acts including but not limited to the following:

- [Children's Internet Protection Act](#) (CIPA)
- [Children's Online Privacy Protection Act](#) (COPPA)
- [Family Educational Rights and Privacy Act](#) (FERPA)
- [Health Insurance Portability and Accountability Act](#) (HIPAA)
- [Individuals with Disabilities in Education Act](#) (IDEA)
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy
 - [NH RSA 189:65 Definitions](#)
 - [NH RSA 189:66 Data Inventory and Policies Publication](#)
 - [NH RSA 189:67 Limits on Disclosure of Information](#)
 - [NH 189:68 Student Privacy](#)
 - [NH RSA 189:68-a - Student Online Personal Information](#)
- [New Hampshire Minimum Standards for Privacy and Security of Student](#)
- New Hampshire State RSA - Right to Privacy:
 - [NH RSA 359-C:19 - Notice of Security Breach - Definitions](#)
 - [NH RSA 359-C:20 - Notice of Security Breach Required](#)
 - [NH RSA 359-C:21 - Notice of Security Breach Violation](#)

Data User Compliance

The Data Governance Manual applies to all users of Wilton Lyndeborough Cooperative School District's information including: employees, students, volunteers, and authorized district contractors or agents. All users of data are to maintain compliance with School Board Policies and District administrative procedures, EHAB (Data Governance and Security), GBEF (School District Internet Access for Employee), JICL (School District Internet Access for Students) and all policies, procedures, and resources as outlined within this Data Governance Manual and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the

district's technology resources.

Unless permission has been granted by the ISO or designee, no employee, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied, or otherwise used in a manner that would compromise the security and confidentiality of the information.

Employees who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined in accordance with CBA or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term, or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions.

Any attempted violation of district policies, procedures, or other rules will result in the same consequences, regardless of the success of the attempt. Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of personally identifying information (PII) or confidential information.
- Sharing your user IDs or passwords with others.
- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or employee privacy by examining records or information for which there has been no request for review.
- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district technological systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools, or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at

evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.

Identifying Need & Assessing Systems for District Requirements

To accomplish the district's mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, employees, applicants for employment, and others. The district will collect, create, or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

District employees are encouraged to research and utilize online services or applications to engage students and further the district's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or employees, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge. Memorandums of Understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects, or uses personally identifiable information (PII), student records, or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment, including storage and bandwidth
 - Hardware requirements, including any additional hardware
 - License requirements/structure, number of licenses needed, and renewal cost
 - Maintenance agreements, including cost
 - Resource update and maintenance schedule
 - Funding for the initial purchase and continued licenses and maintenance
 - Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
 - The district continues to own the data shared, and all data must be available to the district upon request.
 - The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising, or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
 - District data will be maintained in a secure manner by applying appropriate technical, physical, and administrative safeguards to protect the data.
 - The online or application service provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
 - All data will be treated in accordance to federal, state, and local regulations
- The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent and/ or guardian permission is requested during the yearly registration process for district vetted and approved applications and tools.

A current list of all vetted and approved software systems, tools and applications is published [here](#).

Review of Existing Systems

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be regularly reviewed to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for employees and students.

The district must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports annually. These audits should include: • Review of provider's terms of service to ensure they meet the district's data security requirements.

- Verification that software imports are accurate and pulling correct information.
- Verification that, when applicable, the employees, students, and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for the intended purpose.

Storage and Management

Systems Security

The district will provide access to confidential information to appropriately trained district employees and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district (School Board Policy EHAB). Therefore, systems access will only be given on an as needed basis as determined by the data manager and ISO.

Data Management

The effective education of students and management of district personnel often require the

district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected, maintained, used, and disseminated

under their supervision, as well as data they have been assigned to manage. Data managers will:

- Ensure that system account creation procedures and data access guidelines appropriately match employee's job functions with the data on instructional and operational systems;
- Review all employees with custom data access beyond their typical group's access; • Review district processes to ensure that data will be tracked accurately; • Review contracts with instructional and operational software providers to ensure that they are current and meet the district data security guidelines;
- Ensure that employees are trained in the district's proper procedure and practices in order to ensure accuracy and security of data;
- Assist the ISO in enforcing district policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (e.g., source document, electronic record, report) have the same classification regardless of format (see Appendix D: Data Classification Levels).

The ISO or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those systems and identify confidential and critical information the district possesses or collects.

The district will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements: • Data Source

- What data is stored
- Where the data is stored
- Employee or Employee categories that have access to the data

Security/Protection

Risk Management

A thorough risk analysis of all Wilton Lyndeborough Cooperative School District's data networks, systems, policies, and procedures shall be conducted as requested by the Superintendent, ISO, or designee. An internal audit of district network security will be conducted annually by District Technology employees. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risks to an acceptable level by reducing the extent of vulnerabilities.

Physical Security Controls

Most technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Information Technology and/or the Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix F: Physical Security Controls). No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix G: Asset Management).

Inventory Management

The district shall maintain a process for inventory control in accordance with federal and state requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix G: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

The district uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filters. Users shall not turn off or disable district protection systems or install other systems (see Appendix H: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

District employees will only access personally identifiable and/or confidential information if necessary to perform their duties. The district will only disclose this information to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law.

Mechanisms to control access to PII, confidential information, internal information, and computing resources include, but are not limited to, the following methods: •

Identification/Authentication: Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared. • **Authorization:** Access controls are maintained through a partnership between the technology department, human resources (HR), and data managers

Additionally, only employees of the district Technology Department or authorized contractors will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Employee Users

All new employee accounts are authorized through an HR hiring process (see Appendix I: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix J: Data Access Roles and Permissions). If an employee requires additional access, a request must be made directly to the ISO with a clear justification for access.

Contractors/Vendors

Access by contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by the ISO. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

Password Security

The District will enforce secure passwords for all systems within their control (see Appendix K: Password Security). When possible, the district will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls. Further the use of Two factor authentication is required for the administrative team and webmasters of the District.

Securing Data at Rest and Transit

District data security applies to all forms of data, including data stored on devices, data in transit, and data stored on additional resources. All district external hard drives will be maintained in inventory and verified through the regular inventory verification process. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices (see Appendix E: Securing Data at Rest and Transit). These guidelines

are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. All district employees, volunteers, contractors, and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store, or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with School Board policies, specifically Employee and Student Technology Usage (GBEF, JICL, JICJ), Data Governance and Security (EHAB), and Student Records (JRA, JRA-R).

District employees, contractors, and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All employees and students who log into a district-owned PC computer will be provided with several options for data storage and transmission. Employees and students will need to ensure that they are securely storing their data. Employees with windows machines will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Employees and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store data within their Google GSuite for Education Drive account.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the Internet. All employees and students are provided with a Google GSuite for Education. Users are responsible for all digital content on their district-provided Google GSuite for Education Drive (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Employees are responsible for securing sensitive data for transmission through email or other channels. Employees shall not transmit files to third party file transfer services without

district approval. When possible, employees should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign-on provider is managed by the technology department using a secure data transfer protocol (see Appendix E: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading, or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent, ISO or designee.

Printing

When possible, employees should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately, or left unattended and open to compromise.

Oral Communications

Employees shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Employees shall not discuss PII or confidential information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

The district shall create and maintain an annual data security training plan. This plan will consist of the following:

- Training for all employees on technology policies and procedures, including confidentiality and data privacy and cybersecurity.
- Training for all new employees on technology policies and procedures, including confidentiality and data privacy and cybersecurity (training must be completed within 21 days of account creation).

Archival and Destruction

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential

digital records will be destroyed using methods that render the record unretrievable.

District Data Destruction Processes

The district will regularly review all existing data stored on district-provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. District data managers will regularly review systems and data to ensure that data that is no longer needed is destroyed. The district will follow any and all record retention requirements under law. The following exceptions will be made:

- Data in an active litigation hold will be maintained until the conclusion of the hold.
- Student Google GSuite for Education accounts will be maintained for one school year after the student's final date of attendance, or until the 1st of July after graduation whichever comes first. Students only have access to download their data, and must contact ISO or designee for additional access.
- Employee Google GSuite for Education accounts will be suspended after the final work day, unless the ISO approves to maintain access.

Asset Disposal

The district will maintain a process for physical asset disposal in accordance with School Board policy (DN). The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix G: Asset Management).

Critical Incident Response

Controls shall ensure that the district can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach, and natural disaster) that damages/breaches data or systems.

Business Continuity

The district's administrative procedure EHB-R delineates the timeline for data retention for all district data. The district will maintain systems that provide off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test off-site backups of critical systems semi-annually.

Disaster Recovery

The district's Technology Disaster Recovery Plan outlines critical employee

responsibilities and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the district to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural disaster, or critical system failure (see Appendix L: Disaster Recovery Plan).

Data Breach Response

New Hampshire's Data Breach Law (RSA 359-c:19, 20, 21) is triggered when a school district computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The Data Breach Response Plan enables the district to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (ie-FERPA), district identifiable information, and other significant cybersecurity incidents. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix M: Data Breach Response Plan). Critical Incident Response Controls shall ensure that the district can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach, and natural disaster) that damages/breaches data or systems.

Appendices

A: Laws, Statutory, and Regulatory Security Requirements

B: Digital Resource Acquisition and Use

C: Data Security Checklist

D: Data Classification Levels

E: Securing Data at Rest and Transit

F: Physical Security Controls

H: Virus, Malware, Spyware, Phishing and SPAM Protection

I: Account Management

J: Data Access Roles and Permissions

K: Password Security

L: Technology Disaster Recovery Plan

M: Data Breach Response Plan

N: Software Inventory

O: Process for utilizing “approved” non-vetted applications

WILTON-LYNDEBOROUGH STRATEGIC PLAN Draft

2026-2029

Who we are

The Wilton-Lyndeborough school district is a school community committed to a learning environment where students are challenged and supported to achieve their very best, where all students have ownership in their individual education paths and a meaningful voice in school decisions, and where learning includes academic, social-emotional, and career development. It is also an environment where our staff are reflective about their work, flexible in their instructional practice, and committed to continuous improvement both for their professional growth and student achievement. Our district is committed to actively develop and strengthen academic pathways, extracurricular programs, and enrichment opportunities for all students , While continuing to improve our curriculum, instructional practices, assessment programs, and use of data to help guide our decisions.

The size of our district is one of our core strengths. Our small class sizes, exceptional staff, community support, family involvement, and a commitment to continuous improvement enables us to personalize our education environment to meet each student where they are, provide targeted academic supports, and present opportunities for our students to explore and advance their interests, goals and academic pathways.

The strategic plan is a working document that is subject to annual review. Working alongside the district Roadmap, which is focused on targeted actions to be implemented, it is intended to frame the direction the district is moving and identify actions the district will be taking. The primary tenets of our plan are personalizing education, emphasizing student voice, strengthening our academic and behavior intervention plans, focusing on literacy and math improvement, supporting our staff's professional growth, and committing to fiscal responsibility.

Your voice

Please reach out to the SAU with your ideas or concerns about the plan, as well as ideas that may strengthen our schools and improve the educational environment for all our students.

Priority #1 STUDENT EXPERIENCE

Student Experience We will enhance the overall student experience through personalized, responsive, and student-centered learning.	What this means: Students have ownership in their individual education paths and a meaningful voice in school decisions Staff are supported to align instructional practices that are flexible, differentiated, and aligned with student needs The district will actively develop and strengthen academic pathways, extracurricular programs, and enrichment opportunities for all
Focus Area: Personalized Learning We will increase opportunities for students to participate in learning experiences that reflect their strengths, interests, goals, and individual needs.	How will we measure progress? By May 2029, we will increase the % of students reporting that learning is relevant and engaging from baseline to 85% or higher of students surveyed annually By May 2029, 100% of students will participate in at least one personalized learning experience annually (choice-based projects, capstone experiences, co-curricular, personalized learning plans, competency based pathways, etc.) Student participation in advanced courses, career programs, extracurricular activities, dual enrollment, and individual extended learning opportunities will increase 10% annually from the baseline
Focus Area: Student Voice We will create meaningful structures that empower students to influence their educational experiences and participate in school related decision making.	How will we measure progress? By May 2029, 100% of students surveyed will report that they have meaningful decision making in their educational pathways By May 2028, our schools will establish student advisory councils that present students with opportunities to provide input on decisions that impact the overall school experience.
Related actions include: (1) Evaluating and improving academic pathways, extracurricular programs, and enrichment opportunities, (2) Reinforcing the recognition and celebration of student success, and (3) Strengthening external communication with families and social media, (4) Reviewing and updating our District's Mission and Philosophy, (4) Support innovative learning and teaching opportunities that enhance the student education experience	

Priority Area #2 ACADEMIC ACHIEVEMENT

Academic Achievement We will provide strong instruction and high expectations that strengthen student literacy and math skills.	What this means: Students at each level will develop as readers, writers, problem-solvers and critical thinkers Teachers use effective, research-based instruction Students receive timely and effective support both when they struggle and when they excel Educators receive ongoing support that enhance professional culture
Focus Area: Student Performance All students will improve their ELA and math skills.	How will we measure progress? By May 2029, every student will demonstrate academic growth on the district's internal standardized assessment in both literacy and math Students achieving proficiency on standardized tests (to include internal testing), test scores and classroom performance will increase 10% annually from the baseline Student attendance goals will be established annually and improve incrementally
Focus Area: Flexible Support Systems We will provide flexible, timely, and targeted supports to meet the diverse learning needs of all students.	How will we measure progress? By May 2028, ensure that identified tier one instructional practices are consistent and effective in all classrooms By May of 2028, the district will ensure students receive appropriate interventions and special education services based on individual needs, with identification rates aligning more closely with state averages By May of 2029, 100% students and families surveyed will indicate positive feedback for timely and effective interventions and support
Related actions include: (1) Establish a district-wide MTSS team, (2) Use and report out a variety of data sources, (3) Improve student transition experiences, (4) Promote professional learning communities, (5) update supervision and evaluation plan, (6) Deliver effective professional development, (7) Continuously review and update curriculum, instruction, and assessment programs	

Priority Area #3 FISCAL RESPONSIBILITY

Fiscal Responsibility The district will ensure responsible and sustainable fiscal and resource management.	What this means: Spending decisions support student learning and school board & district priorities Maintain balanced budgets while protecting core programs Seek efficiencies without lowering educational quality Engaging in long-term planning reduces unexpected costs
Focus Area: Fiscal Management We will balance our current obligations with long-term sustainability.	How will we measure progress? Administration develops budgets using a data-driven approach that prioritizes student learning and well-being Budgets are developed that fund current operational and educational obligations without artificial inflation Expenditures are aligned with voter approved funding purposes. Deviation from that spending plan are discussed openly in School Board meetings Maintain fiscal accountability and public transparency through clean independent audits and strict adherence to statutory oversight requirements
Focus Area: Resource Stewardship We will utilize long-term planning and strategies to manage future budgetary needs.	How will we measure progress? By May 2029, all significant facilities spending will originate from an established long-term plan (CIP, Maintenance, Technology) By May 2029, documented savings resulting from shared resources and pooled purchasing By May 2029, documented cost savings (purchasing, contracted services) attributed to strategic use of tools and resources
Related actions include: (1) Facility study, (2) Strengthen partnerships with other districts and towns, (3) Implement & update district technology plan, (4) Manage capital reserves	



Wilton Lyndeborough Cooperative School District

ROADMAP

2026 - 2029

District Mission and Philosophy

WLCSD provides a safe and educational environment that promotes student exploration, critical thinking, and responsible citizenship

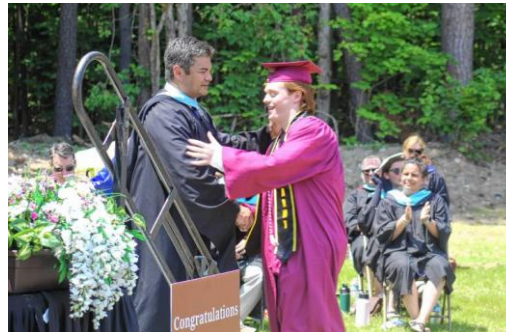


Vision of our Graduate

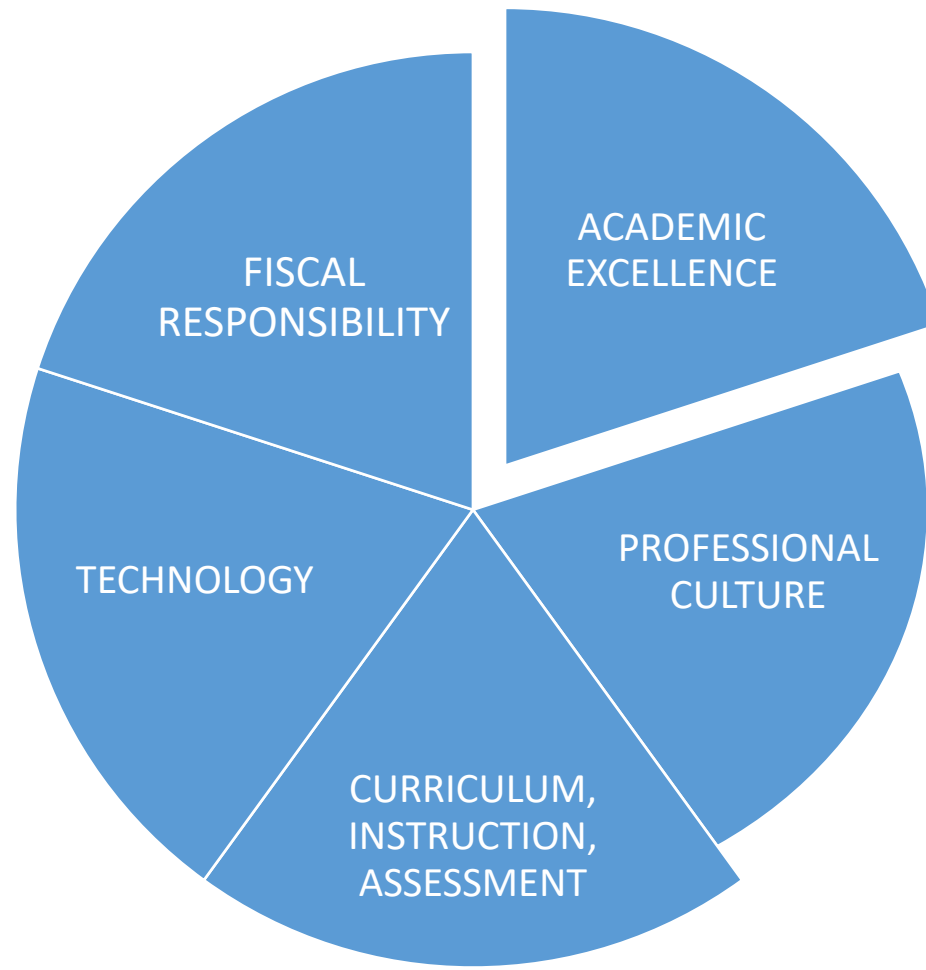
The WLC graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen

VISION OF A GRADUATE

Effective Communicator Share ideas clearly and confidently across all formats. Use evidence to support opinions, respect multiple viewpoints, and always credit sources accurately	Strong Collaborator Work well with others by listening, sharing, and respecting diverse perspectives. Contribute meaningfully to teams and pursue shared goals with flexibility and integrity
Creative Problem Solver Approach challenges with original thinking and an understanding of different cultures and contexts. Use data, evidence, and technology to design innovative, high-quality solutions	Self-Directed Learner Take ownership of learning. Stay curious, persistent, and motivated—even through challenges. Seek feedback, use mentors, and set goals for continuous personal growth.
Responsible Citizenship Lead and serve with integrity. Respect others, celebrate diversity, and contribute to the school and community. Model ethical behavior, cultural understanding, and appreciation of the arts.	



WLCSD ROADMAP 2026-2029



District Commitments and Goals

➤ **Commitment 1: *Academic Excellence***

Goal 1 ~ Strengthen Student Learning and Achievement - We will continuously improve student performance by using proven instructional strategies and data-driven decisions

Goal 2 ~ Nurture a Positive Learning Environment – We will ensure every student feels valued, supported, and challenged to succeed

➤ **Commitment 2: *Professional Culture***

Goal 3 ~ Attract, Develop, and Retain Exceptional Staff – We will cultivate a professional culture that values growth, collaboration, and excellence

➤ **Commitment 3: *Curriculum, Instruction, Assessment***

Goal 4 ~ Deliver a Consistent, High-Quality Learning Experience – We will ensure all programs are academically strong, current, and aligned with our vision

➤ **Commitment 4: *Technology***

Goal 5 ~ Empower Learning with Technology – We will integrate technology to enhance teaching, learning, and creativity

Goal 6 ~ Build a Reliable, Secure Technology Infrastructure

➤ **Commitment 5: *Fiscal Responsibility***

Goal 7 ~ Maintain and Improve Facilities – We will keep facilities safe, efficient, and aligned with educational needs

Goal 8 ~ Ensure Sound Financial Management – We will manage resources responsibly to maximize educational value

Commitment 1 – Academic Excellence

Goal 1: Strengthen Student Learning and Achievement

ACTIONS	PERFORMANCE MEASUREMENTS (possible)
Review and update our district's Mission and Philosophy statement by 2027	Completion and School Board approval by target date. Staff/student/community survey results on understanding of updated mission. Stakeholder participation rates in process
Create a district team to strengthen our multi-tiered student support system by 2027	Team established by target dates. Meetings and action plans completed annually. Improvement in student intervention success rates.
Use multiple data sources (e.g., assessments, performance trends, classroom observations) to identify and close learning gaps (ongoing)	Student achievement growth on local and state assessments. Percentage reduction in identified achievement gaps among student groups. Percentage of students meeting growth targets. Disaggregate data and plan accordingly.
Support innovative teaching programs that enhance learning quality (ongoing)	Implemented innovative programs. Student participation rates. Student engagement and achievement results. Teacher feedback on effectiveness of programs

Goal 2: Nurture a Positive Learning Environment

Improve student transition experiences between schools, especially grades 5-6, by 2027	Student/parent/staff transition survey results. Participation rates in orientation/transition related activities
Evaluate and improve academic pathways, extracurricular programs, and enrichment opportunities by 2028	Student participation rates. Student satisfaction survey results. Number of programs/activities offered. Postsecondary readiness indicators
Promote student voice. Celebrate school and student success regularly, within and beyond the school community (ongoing)	Frequency of recognition events and communications. Community engagement metrics. Student/staff morale survey results. Student participation in leadership opportunities & feedback.

Commitment 2: Professional Culture

Goal 3: Attract, Develop, and Retain Exceptional Staff

Strengthen the staff mentoring program in 2026 and 2028	New staff retention rates after 1-3 years. Staff survey regarding onboarding and support.
Provide flexible schedules for professional collaboration by 2027	Number of collaborative opportunities provided. Staff participation rates in collaborative meetings. Teacher feedback regarding collaboration effectiveness. Action plans and results.
Update supervision and evaluation systems to align with district mission 2028	Completion and implementation of evaluation tools. Percentage of evaluations completed on time. Staff perception of evaluation fairness and value
Deliver ongoing professional development based on staff needs and district goals (ongoing)	Number of professional development opportunities provided. Staff completion rates. Alignment of PD to building level and district goals. Staff effectiveness feedback.
Actively promote our schools to attract top talent and maintain community trust (ongoing)	Number of qualified applicants per vacancy. Employee retention rates. Vacancy fill rates.



Commitment 3: **Curriculum, Instruction, Assessment**

Goal 4: Deliver a Consistent, High Quality Learning Experience

Implement a district-wide curriculum review process by 2026	Curriculum cycle established and followed. Percentage of curriculum areas reviewed annually. Action plans developed and completed
Update all course documents (scope, sequence, competencies) by 2027	Percentage of course documents completed by target deadline. Administrative review and completion rates
Review and refine our <i>Vision of a Graduate</i> by 2027	Completion approval of updated Vision of a Graduate. Stakeholder participation in process. Understanding results among students/staff/faculty
Develop a district communication plan showcasing student and school achievements, programs, & learning opportunities by 2027	Completion and implementation of communication plan. Frequency of achievement communications. Digital & newsletter engagement metrics
Review grading practices to reflect best research by 2027	Completion of review by target dates. Adoption of changes. Staff consistency in grading implementation. Student/family/staff satisfaction results
Finalize updated K-5 curriculum in all subjects by 2028	Percentage of curriculum completed and implemented. Teacher implementation fidelity data. Student achievement growth in core areas
Continuously align classroom assessments and ensure rigor across subjects (ongoing)	Common assessment implementation rates. Curriculum alignment audit results. Student proficiency rates across grade levels and content areas

Commitment 4: **Technology**

Goal 5: Empower Learning with Technology

Maintain the student e-portfolio program and technology inventory by 2026	Percentage of students maintaining updated portfolios. Accuracy & completion rate of technology inventory. Teacher & student usage rate
Expand technology-based extra curriculars and support Makerspace programs (ongoing)	Number of technology related extracurricular offerings. Student participation rates. Student project completion/presentation metrics
Ensure reliable internet and devices from grade 1 through graduation (ongoing)	Technology helpdesk response and resolution times. Percentage of students with reliable device access. Student/staff satisfaction survey data

Goal 6: Maintain a Reliable, Secure Technology Infrastructure

Audit network and security systems in 2026 and 2028	Completion of scheduled audits. Number of vulnerabilities identified/resolved. Compliance with cybersecurity standards
Review and update the one-to-one device plan by 2027	Completion of updated device plan. Device replacement cycle compliance. Student/staff satisfaction with device access
Maintain district-wide consistency in technology systems	Percentage of standardized hardware/software systems. Reduction in technology compatibility issues. IT operational efficiency metrics



Commitment 5: **Fiscal Responsibility**

Goal 7: **Maintain and Improve Facilities**

Evaluate the district's facility footprint and consolidation potential by 2028	Completion of facility study by target date. Community engagement/input participation
Conduct scheduled safety, maintenance, and capital audits (ongoing)	Completion rates of scheduled audits. Number of identified issues resolved annually. Reduction in deferred maintenance backlog
Communicate regularly with the community about capital project progress (ongoing)	Frequency of public updates. Community participation in facilities meetings. Stakeholder satisfaction with communication

Goal 8: **Ensure Sound Fiscal Management**

Review capital reserves for adequacy by 2027	Annual reserve analysis completed. Reserve funding levels meeting targets.
Explore options for high school collaboration and <i>open enrollment</i> with neighboring districts by 2028	Number of partnership discussions/studies completed. Program and opportunities expansion identified
Strengthen partnerships with other districts and towns to improve cost efficiency (ongoing)	Number of shared-service agreements. Cost savings achieved through partnerships
Follow approved budgets carefully while seeking opportunities for smart investment (ongoing)	Budget variance percentages. Annual audit results. Return on investment for major expenditures. Identification and implementation of cost-savings initiatives

Resources

Curriculum, Instruction, Assessment https://docs.google.com/document/d/1_47kYzZqp6KeChp_MDzq3POgxbNJWLPPgBolKXiHb8g/edit?tab=t.0

Technology Plan <https://www.sau63.org/our-district/district-technology-data-governance-plans>

Capital Improvement Plan (CIP) <https://www.sau63.org/school-board/subcommittees/facilities-committee/capital-improvement-plan-cip>

WLC Student Handbook <https://wcmhs.sau63.org/>



SCHOOL BOARD DISTRICT GOALS 2026 - 2027

GOAL	SUCCESS INDICATOR
IMPROVE STUDENT ACHIEVEMENT IN MATHEMATICS AND ELA Increase student proficiency and growth through high-quality instruction, targeted interventions, and data-informed decision making	~ Increase district mathematics and ELA proficiency rates by 10% as measured by state testing & internal data (grade level) ~ Monitor and report out student growth at least three times using a variety of assessments ~ Implement district-wide math and ELA intervention and enrichment opportunities at all grade levels
SUCCESSFUL COLLECTIVE BARGAINING AGREEMENTS AND LABOR RELATIONS Maintain positive and productive relationships with employee bargaining units while ensuring fiscal sustainability and supporting effective educational programs	~ Successfully negotiate and ratify all collective bargaining agreements ~ Resolve contract-related concerns through collaborative problem-solving ~ Maintain staffing levels and compensation structures that recruit & retain high-quality staff that promote a personalized learning environment for all students ~ Conduct annual employee climate survey focused on demonstrated improvement in staff perceptions of trust, communication, and workplace culture
FISCAL RESPONSIBILITY AND FINANCIAL MANAGEMENT Ensure long-term financial stability through responsible budgeting, resource allocation, and transparent financial practices	~ Develop and maintain the annual budget aligned with district priorities and needs ~ Present and review financial reports as scheduled ~ Complete the annual independent audit with no material findings ~ Identify operational efficiencies and cost-saving opportunities that preserve or enhance student programming ~ Review and update capital reserves to ensure alignment with district priorities and needs

BA - SCHOOL BOARD SELF EVALUATION and GOAL SETTING

Category: Recommended

Related Policies:

The Board will attempt to conduct an annual self-evaluation. Co-extensive with the Board's self-evaluation, the Board will attempt to establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the Board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

District Policy History:

First reading: March 4, 2025

Second reading/adopted: March 18, 2025

District revision history:

Legal References:

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

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

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

Present: *Brianne Lavallee, John Zavgren, Michelle Alley, Paul White, Anna Meigs, Craig Chandonnet, and school board student representative Hannah Hamilton*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Principal Stacy Maghakian, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler

I. CALL TO ORDER

Vice Chair Lavallee called the meeting to order at 6:32pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. STUDENT/STAFF ACKNOWLEDGEMENT

Principal Maghakian honored Mr. Peter Stephenson with the Starfish Award for his continued kindness, positive attitude and hard work to keep our school safe and clean for everyone.

Principal Ronning honored Ms. Kinley Sullivan with the Starfish Award for her commitment to helping the students. Today is the last day of school and she starts back tomorrow as a competency recovery teacher. She is a team member, someone who's well-rounded and really embraces what it means to be a teacher. As a first-year teacher, it is quite an honor to be nominated. The other nominees are Ms. Ariel Desfosses, Ms. Olympia Clark, Ms. Sharon Coffey, Ms. Becky McGrath, Ms. Katie Morrow, Ms. Melissa Norton, Ms. Paige Lusezyk, Ms. Alice Bartoldus and Ms. Laura Bujak.

Both were congratulated!

IV. ADJUSTMENTS TO THE AGENDA

Ms. Alley suggested to remove the CIP Project Funding item and Vice Chair Lavallee suggested to add a student matter to the nonpublic session.

Principal Ronning announced that the Girls MS Soccer Team won the Championship! Vice Chair Lavallee suggested the Board recess to welcome the students back when the bus gets closer to the school. No objection heard.

A MOTION was made by Mr. White and SECONDED by Mr. Chandonnet to add the adjustments to the agenda.

Voting: all aye, motion carried.

V. PUBLIC COMMENTS

The public comment section of the agenda was read.

Ms. Kelly Gibson, Wilton, welcomed the new board members. She questioned the Board's position or policy for students who are currently waiting to be formally identified for services and do not fall under standard transfer protocols. Specifically, students who face insurmountable logistical barriers to meeting testing requirements and specifically when the assessments (testing) are required to be held at LCS for a student facing these exact logistical hurdles. She asked what alternative procedures, accommodations or remote options exist within our current policies to ensure these children do not face a gap or delay in their educational path simply due to the location of the testing. Vice Chair Lavallee referred her to the Procedural Safeguards and suggested she wait for the Board's email response. They will respond via email for any questions she may have regarding how to follow the policy. Ms. Gibson would like to know what page it is on as she could not find it and asked for clarity. She has looked at Procedural Safeguards online. Vice Chair Lavallee explained that the Board would respond via email. This public comment is reserved for comments and not necessarily a back-and-forth conversation. The Board will follow up via email.

Mr. Dan Nelson, Wilton, congratulated the school and MS school program for winning the softball championship. He spoke of being here regarding the news about his contract not being renewed at the school. He thanked everyone who has supported him

over the years and kept him here and brought him back. He spoke about not wanting to have an argument or have a complaint session but wanted to make a few points that were made to him when he was told he would not be returning. He spoke of being done an injustice. Vice Chair Lavallee explained that public comment is reserved for comments regarding items on the agenda and gave examples; it is so that the Board can make a decision about the items on the agenda. Mr. Nelson responded that his goal it's regarding athletics and what we are looking for regarding coaches going forward, seeing that his contract was not renewed. His goal is to find out where we find answers and who do we see when we feel we are not being heard. Vice Chair Lavallee explained the goals the Board is discussing tonight are for the 2027-2028 budget. When it comes to procedures if people are unsatisfied, she did reference policy KEB at the introduction of public comment, it is also online, everyone can access it. It says the Board will not review complaints unless they've gone through the proper administrative procedures, meaning the chain of command. If someone has a complaint whether it is an employee or a member of the public, the first step would be the building level, if it is not resolved, then you would bring it to the Superintendent level. If the issue still has not been resolved after it has been brought to the Superintendent, then a formal letter is typically sent to the School Board at which the School Board would then evaluate, is this a formal complaint that includes personnel issues because if it includes personnel issues then we would schedule a meeting that would take place in nonpublic. Whenever people are involved, whether a student or personnel, they have the right to privacy. The Board would determine whether or not that would take place private or public and then it's placed on the agenda and the complainant would be given the opportunity to attend that meeting and air the grievance or complaint and administration would have the opportunity to provide whatever evidence they have regarding the issue and vice versa for the parents etc. That's why we handle it that way because if people just show up at the meeting and want to bring forth a complaint or concern it doesn't give both parties the opportunity to speak to the Board. When the Board has to rule on something, we're supposed to be unbiased and that is why we don't typically hear a full complaint. We direct people to the process because once we have heard the information, it prevents us from being unbiased. If you have brought this up to the Principal and Superintendent, the next step is writing a formal letter to the School Board and we would contact you to schedule a time. It coincides with a Board meeting typically. You would be given the opportunity to meet with us and present whatever information you have. Mr. Nelson was not clear and questioned the 2 public comment sessions with the 2nd session not listing the narrative. Vice Chair Lavallee provided additional information and explained public comment is not a back-and-forth discussion. She reviewed the agenda items for tonight and that the Board receives information on those items in the Board packet (also on website) so when public comments happen, people can speak to those specific items. It is the Board's prerogative, that is why there are 2 public comments. She read part of policy BEDH and noted we try to have an efficient meeting and provide information for the Board to make a decision. She offered to walk him through this at any time.

Mr. Bill Crouse, Lyndeborough, wanted to follow up on the prior discussion of public comment for new board members, he had requested in the past that the Board make an adjustment to the policy to allow for certain things and have the ability to be heard on things whether on the agenda or not. It could be critiques of certain things while ensuring privacy or could be kudos. He wanted to reiterate his request. Vice Chair Lavallee noted they have received his request, and it is being looked at.

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

VI. BOARD CORRESPONDENCE

a. Reports

i. Student School Board Representatives Report

Ms. Hamilton reported 8th grade graduation was today. School finished today, it is officially summer break. She thanked the Board again for welcoming her back this year. She is excited about next year which will be her last year on the Board. Hopefully she can find someone to fill her shoes after that. She gave a summary of the feedback from students regarding goals. Students value our community. They talk about how they love the small school environment with kids sharing that they value that everyone knows each other and it really creates a small community at this school. They appreciate our supportive and attentive teachers. They appreciate that we offer unified sports and our HS spirit. Our most repeated things the students want to see upcoming in the next couple of years are outdoor seating for lunch, a student lounge, and bathroom repairs. Some curriculum things that kids want to see are earlier life skills, financial literacy, some sports clubs they have been missing, new pathways for electives like different foreign languages like ASL, cosmetology which they can go to Milford for. They talked about more hands-on learning. They don't want more packets; they don't want to sit and go through a 20-page packet and learn by themselves for 2 weeks for example. They'd rather do something where they are going to learn and engage rather than just sit at a desk all day. She clarified when asked about the functional locks on bathroom stalls. Ms. Hamilton said that a lot of kids have reported locks don't lock. They do get replaced a lot, if kids are messing around in the bathrooms or doing what they're not supposed to do, but not all the doors close and lock and some bathrooms there is one stall that the lock works.

ii. WLCTA Report

Although Ms. Radloff is not present the report was submitted in the Board's packet.

iii. Principals' Reports

Principal Maghakian reviewed the end of year was filled with learning celebration and opportunities. We did the state and local assessments. We had many memorable experiences highlighting our strong community. We returned from vacation celebrating teacher appreciation week, recognizing the incredible dedication, commitment and care of our educators that they bring to work every day. We also participated in lots of authentic learning experiences beyond the classrooms including field trips for grades 1-5 as well as an LCS trip to the Friendly Far. We held our monthly PTO meetings and observed Memorial Day. LCS and FRES students participated in lots of projects and events throughout spring. The 4th grade held the economics fair which was sold out. They did a great job. Grade 5 had their Volume Zoo project where they applied mathematical concepts of volume while collaborating together to design and construct unique structures representing various animal habitats and biomes. Our 1st grade students enjoyed a Teddy Bear Picnic in partnership with the members of the National Junior Honor Society. This provided different opportunities for our younger and older students to connect through literacy and shared activities. They also received t-shirts from our graduates from WLC during the senior motorcade. Our kindergarten students hosted a wonderful authors tea which was well attended by families. It provided an opportunity to share their writing and celebrate their growth as authors throughout the year. In June our focus shifted toward celebrating student accomplishments and preparing for the next chapter. LCS students participated in Move-Up Day at FRES to help ease the transition for our future elementary students. Students had field day at both schools. They enjoyed a successful time with teamwork, sportsmanship, fun and probably the most fun part for our teachers was the teachers' revenge. We proudly celebrated grade 5 students during our promotion ceremony and wished them continued success as they begin MS. We had family barbecues, end of year classroom activities, and celebrations. April, we recognized our CARES empathy ambassadors and in May, the self-control ambassadors, students are listed in the written report. She spoke of a request from teachers that came through a survey she sent out a few months ago. Teachers had unanimous support for moving from quarters to trimesters. They identified several benefits, increased instructional time between reporting periods, improved alignment with district assessment windows, the opportunity to provide more meaningful and accurate feedback to families regarding student progress, especially during parent teacher conference time. The beginning of the year is heavily focused on establishing routines and building relationships. When we get to the point of parent teacher conferences it does not give much opportunity or a good lens for teachers to provide to parents. They are asking for a little bit more time to be more accurate when they have those conversations. She is recommending we move from quarters to trimesters for the following school year. We concluded a successful year. She thanked students, staff, families, board members and community partners for their continued support of FRES and LCS. As her first year, she enjoyed it and wished everyone a happy summer. Discipline reports can be found in her written report.

Principal Ronning thanked Ms. Hamilton and Ms. Crystal Gill, of the PTO, who have done a remarkable number of things for them this year. He highlighted the civics test which is in the presentation but wanted to share 23 out of 32 students scored above 85%. Eight students scored above 90%. The 2 biggest scorers were Brook Hadley and Amaya Adair. They both scored 95% on the NH Civics Test. WLC was chosen at 1 out of 13 schools in the state to receive the Granite State Unified Championship Banner School. Ms. Finnigan is the one who leads the unified programs but throughout the entire school year, we're also doing unified events to bring awareness to make sure that our student body and our school culture is supportive of everyone. Because of the additional activities, that is how we ended up becoming a banner school. Everyone passed the civics test, which is wonderful. He informed the Board that the discipline will be reviewed at the next board meeting.

iv. Curriculum Coordinator's Report/Data Presentation

Ms. Dignan reviewed the slides. She spoke of the big takeaway which is there are many ways for students to show what they are learning. Overall, our data is trending in a positive direction. Principal Ronning reviewed the vision of a graduate which has been here since he arrived. At the beginning of next year, he is putting a group together to look at the vision to see if this is still who we are. He reviewed a graph with after graduation plans which included students attending the military, the workforce, attending a 4-year college and a 2-year college. We had great participation with co-curriculars and many opportunities for our students. This year we had more students who have gotten involved in clubs. Ms. Dignan noted the numbers are not duplicated, for example, there are 119 different students in athletics. She reviewed what makes us different, for example, only at WLC will you end your educational journey by giving a rose to your loved ones during the graduation ceremony. Senior Project Extravaganza makes us unique also. Principal Ronning added that we try to have projects that students get involved in, something they are interested in. One thing this year we are looking at is doing traditional final exams or doing what we call genus hour. This year we started to give the 8th graders a taste of what senior project is like. We wanted to give them something that was of interest to them so they could do the research and really move forward with that. We have many different field trips and try to take students outside of school and go places. Some like the senior trip hiking Mount Monadnock, we had skiing, a Boston trip, this year we went to Europe and next year will be Washington, D.C. We like to make sure that in addition to some fun activities it relates to the curriculum. Principal Maghakian spoke of FRES having several grade level field trips and kindergarten walks to the library once a month with lots of extension to the curriculum to get hands on experience as well. Ms. Dignan spoke of BioTrek; she went to Manchester this year to see them present. It is all about learning about biofabrication and creating a business model. They present to teachers at school and a panel of judges who rate them and the next round is going to ARMI in Manchester where our students competed with dozens more students from different towns from Massachusetts, Maine and New Hampshire, all over New England. They did a fantastic job. Principal Ronning spoke of the Warrior Cards, this year we sent out 875 and last year 977, every single student he believes has been recognized through one or more cards because we really try to make sure, we're seeing all of the students and we're recognizing what they are doing in the positive. We have someone who likes to recognize students who push themselves academically. We had 5 students awarded a \$50 bill. We had 5 students awarded a \$20 bill; those

students in the past had been frequent flyers to the office and have changed who they want to be and are turning into leaders and helping others and wanted to recognize them as well. Ms. Dignan added as the person who helps with the data to figure out which students showed the most growth, it was tough as many students showed growth. Principal Maghakian added at FRES, we recognize the CARES ambassadors throughout the year and will expand on that next year.

A MOTION was made by Mr. White and SECONDED by Mr. Zavgren to recess to recognize the Girls MS Champions outside at 7:16pm.

Voting: all aye; motion carried.

A MOTION was made by Mr. White and SECONDED by Mr. Chandonnet to end the recess and restart the meeting at 7:29pm.

Voting: all aye; motion carried.

Principal Ronning congratulated the girls' softball team. He spoke of dual enrollment numbers and providing students with the opportunity to achieve academically. The number is a little lower this year at 63 vs. 79 last year but is incredible that students can earn HS credit and college credit. We had more students attend CTE this year with 20 and believes that it will be higher next year. AP courses are available on a rotating basis, and we had 16 students take advantage. Ms. Dignan spoke of the data. She reviewed the testing windows and colors on the graph and what they mean. Kindergarten through grade 8 we've made a lot of progress not only in increasing our students that are on and above grade level but also decreasing our students who are below grade level in reading. In math a lot of students were at the one grade level behind starting the year and we have increased significantly in the on grade level and decreased below grade level moving students in the correct trajectory. We were asked to provide special education population and Title I data. What we looked at was the students who are working outside of the classroom for part of the day but also sometimes have a tutor come into their classroom to get services that don't quite reach the level of special education yet. At the beginning of the year, on the left of the graph is reading and on the right is math. You can see we started with 46% of our students in SPED with 3 or more grade levels below, we cut that in half to 23%, the same is similar in math; we are moving our special education students forward as well. Title I placement distribution shows the below grade level students are decreasing and the on grade level students are increasing in both reading and in math. She reviewed the SAT and PSAT timeline. It is the same school year, different calendar year. Slide 26, SAT data. This is our district compared to the state and nation. This is a historical view, we are the white star, the first column is the state and second is the nation across the board and each space between bars is another year. This goes back to 2021 except in 2021 there was no national data available. We're sticking right around the state average depending on the year. Side 27, PSAT data. This is current junior class when they were in 9th grade all the way through their SATs showing improvement. Attendance data at FRES has stayed steady. Principal Ronning spoke about attendance at WLC and sometimes students don't have a connection to school, and we really looked at our culture and climate over the last few years. The attendance rate is increasing in both the MS and HS. The GPA data has just come out therefore is not in the slides. Principal Ronning reviewed that a 4.0 GPA is in the A range, 3.0 is a B, etc. We have most students grades 9-12 in the B category. We are consistently looking to make sure when we're scoring students, we ask are we assessing them the way we should be. Are we doing it with enough rigor to make sure that what we're doing also correlates with our standardized test to make sure that when they take the test that they're scoring at that level. When you look at senior grade level distribution, it's how many A's we give throughout the year course of the year. It would be all the courses we offer etc. We're giving an awful lot of A's. One of the ways you can look at that could be over inflated. The other piece that you look at is we are also a competency-based school that means students get to do things again. In some cases, some of the higher-level scores could be because the student chose to remediate and do it again to get the higher score. Graduation rate, he informed the group that 100% of our students have graduated over the last 3 years. WLC scores for the United States Citizen and Immigration Service Assessment (civics), ends up being an average score of 110, 110 questions were correct. The state average is only 102 and the number of possible points is 128. Compared to the state, we averaged getting 8 more correct answers than everybody else. This is the first year they had to take it online. When they first took it 85% of the students passed it the first time. They spoke of summer learning with lots of opportunities for students and staff including MS competency recovery, FRES summer academy for Title I students, AP bio is doing summer reading, ESY (Extended School Year) determined through IEP decisions, summer theatre for FRES through WLC and optional summer learning like WLC bingo cards and AP biology work. Sixty-one students were invited to summer Academy, 17 at this point accepted, 11 invites sent to WLC MS competency recovering and 7 have accepted, ESY prekindergarten sent 8 invites and 7 accepted, ESY K-5 sent 26 invites and 22 accepted, grades 6-12, 12 invites were sent and 3 were accepted and so far for the RISE program which is for students with significant disabilities 18 invites were sent and 16 accepted across the district. For teachers, we have responsive classroom training, and yearbook training with grant approval for 1 teacher, SIED training for those teaching grades 6 and 7 science next year. One of the math teachers is working on rewriting some of the math curriculum at the HS. We have teachers who are transferring grade levels learning the curriculum and getting a group of teachers together to talk about some innovative practices to continue to move the district forward. Ms. Dignan spoke of some the things that have been done in the past, not necessarily done this year but things we have been building on. Principal Ronning spoke about making sure salaries were in line to attract good teachers through the CBA and retain staff. When you look at the turnover rate from his 1st year to now, this year we are only looking for 1 teacher. We listened to parents and reworked the MS teams to be the most effective, looked at the transitions between buildings. He spoke of what changes have been made to help students perform on NH SAS, changes in climate and culture, pushing students to a higher achievement and limiting student interruptions. We want to teach and not discipline. We use collective decision making, PLC meetings, and talk to teachers for input. Principal Maghakian added, we looked at grade transitions,

modules to prepare students for testing, looked at data and worked on the culture. She hopes they will continue in that upward direction. Also obtaining input from teachers and looking at instructional practices and how to improve. Teachers have said they want to watch other teachers. They spoke of the things they are doing well. Principal Ronning informed the group that next year MS will have recess which they have not had in a long time. Research says physical activity will help them in regard to learning. We realized we use technology a lot and will be looking at more balance with paper and technology. Teachers have asked if we can do more modulars and the answer is yes but there has to be a balance. Principal Maghakian added they looked at rigor too for exams, using modular data to inform instruction and we will enhance this next year as well. There was a brief discussion about the idea of a math coach and taking small steps looking at the lower grades showing teachers how to present differently, co-teaching and other ways we can enhance how we teach math. Ms. Dignan spoke of W.I.N. (What I Need) time for students where resources are available to students to seek out teachers and after-school tutoring and homework club. Principal Ronning spoke of National Honor Society and National Junior Honor Society where there is peer to peer tutoring. It was suggested to see a percentage of students who are involved in clubs vs. a number of students. Superintendent noted he did that the 63 students at the HS who took dual enrollment classes, that's 40% so about half of our students in HS took at least 1 dual enrollment course that earned them not only HS credit but also college credit. That is an impressive number. It was suggested that during the tutoring time instead of working with assignments they work on the fact they don't understand the concept and that needs to be changed. There was a brief discussion regarding this including that the math coach is more like an in-house ongoing professional development for teachers where they are using data to inform instruction and help with the heavy lift of that and using best instructional practices. Ms. Dignan confirms a lot of other districts use math coaches for content areas and she is looking for resources to help support this. She will be using Title I funding for this as it was not budgeted. It will be piloted according to data and the youngest and most in need with the most engaged teachers. She confirms a math program has been chosen. It is a new version of the program used at LCS and FRES. Excitement was expressed for incorporating executive functioning skills and pen and pencil to balance with technology, encouraging creativity and kind of moving outside of their comfort zone to get us to that point where we're innovating. A substantial discussion was had regarding moving to trimesters vs. quarters. Ms. Dignan confirms we were on trimesters many years ago and in the younger grades you have to do a lot of assessing, one on one, for every single quarter and you lose instructional time. Trimesters would give more time for instructions particularly in kindergarten. It also aligns better with parent/teacher conferences. It gives the teachers more time to get to know the students and collect data and have more meaningful conversations with parents about where their child is at. Principal Maghakian informed the group that the teachers felt the same way, in the beginning of the year they are getting classrooms prepared, getting to the point of having informed and meaningful conversations at parent/teacher conference and being able to take that next step to prepare them for the upcoming assessments and improvements and setting goals. It aligns with the test windows too. She confirms 100% of the teachers voted for it. A discussion was had that 12 weeks is a long time before parents have feedback on how their child is doing. It was suggested to have a midterm snapshot. Principal Maghakian had spoken with teachers that communication with families has to be there. If parents are not receiving that she needs to know. The main reason she wants to do this is to be in line with assessments and have more familiarity with the students to have more informed conversations. Superintendent feels we need to revisit the communication piece. We don't want to create a new problem. The worst thing we can do is change to a better schedule for us internally but create another issue. We will revisit in the 1st trimester and see if we can improve on it. Vice Chair Lavallee agrees with the assessment piece and agrees it is important to have more time for instruction and likes that it would align more with parent/teacher conferences to have the most up to date information. A mid-trimester update for parents is needed, it improves our relationship with parents when we provide the information, and it does not need to be an extensive report. A straw poll vote was taken to see if the Board supports the principal's idea of moving to trimesters. All vote in support with no objection.

Vice Chair Lavallee voiced at the last meeting there was a discussion about goals and there was talk about moving away from iReady and the curriculum team was looking at this. She asked for a brief update so that it is available for the Budget Committee. Ms. Dignan informed the group they are still working on this. The Consolidated Application which is for all our grant funding, tutoring, W.I.N., PD and student-centered activities. She is filling them out, there has to be ways for us to measure our growth, and we have to be mindful of what we are using for tools for assessments. If we don't use iReady we would need something else to show growth. It is a requirement.

b. Letters/Information

i. 2026-2027 General Assurances

Ms. Dignan spoke about the general assurances and pulled the document up on the screen. It is also included in the Board packet which is also posted online. There are a lot of procedures and policies that we have to have in place. It is all those regulations, policies and procedures in the document that we have to follow which are extensive. Ms. LaPlante added, every few years we go through federal compliance monitoring, and we are compliant with this. Superintendent added we made updates 4 years ago and completed the policies we didn't have. Vice Chair Lavallee will sign this on behalf of the Board. She checked; our policies align with it.

VII. GOALS

Vice Chair Lavallee reviewed goals that were discussed at the last meeting. The reason this came up was the Budget Committee asked for the Board goals. She reviewed the usual timeline is this time of year we are closing out this year's budget, ending the school year and finishing up accounts. In June the School Board and Administration is working on what next year will look like,

the budget passed and how we will allocate those resources. Typically, the Board does not start discussing the goals for the following budget season (2027-2028) until August. Administration has mostly closed out the previous year at that time. They mostly have a plan for the year that is coming up and can start work on the 2027-2028 budget, putting data together and looking at what they're going to propose to the Budget Committee. They will have that together and we would have discussions in our August meetings and bring forth the 1st version of the budget in September. Superintendent added that on June 16 the Strategic Planning Committee is meeting. We have a draft of the roadmap and then we're working on more of a "strategic plan" and have a couple examples. Some feedback had been received by committee members and on the 16th, we'll look at that and based on that we should be able to draw out some goals both for next year but also for the following year and hopefully broader goals like moving out till 2030. That's the tricky part, setting goals for the budget when we're still in FY 26. We still have a lot of work to figure out where we land this year and then what we did well and what we didn't do so well and how we are going to improve and if that costs us anything and that's just for FY 27 which is next year. We have to be sure we have good solid goals for FY 27 that align with the budget that was passed in March and agreed to implement. There are a lot of things that could happen between now and August and now and next March when the community is asked to approve the FY 28 budget. People have worked hard on the Strategic Planning and the committee wanted to look at some broader goals around some specific things and the roadmap that we put together was more like an internal document. He believes these 2 things will serve us once the Board sees it and approve it to point us in the right direction. If there are changes in administration, changes in principals, in school board members we will still have this document that is sort of guiding us in the direction. Vice Chair Lavallee reached out to the Budget Committee as the liaison to clarify what it is they are asking for because she wants to improve communication so next year is a little bit better. Her understanding is they're looking for guidance, so they know where to prioritize things. Not necessarily the details but where to prioritize. For example, if they had \$100,000 to spend, they want to know where the Board's priorities are so they can be sure that budget aligns with the policies we set forth as a district. Such as in August the Board talks about goals for the following school year but not necessarily the budget goals. We have the information from Ms. Hamilton and will have information from the Strategic Planning Committee. She questioned when the Budget Committee is meeting over the summer. It was noted there is no set meeting scheduled. Superintendent spoke that it is soon to have goals for FY 28 in June and everything that we do we can't set a goal to and provided an example of this. Ms. LaPlante thinks it could be good. We don't meet in July and August ends up being a heavy meeting. There is never a formal report out of what went well within the budget implementation and what struggles did we find. She gave an example. She does feel we need to slow it down and better control the information coming out because there is a wealth of information that is being missed. You cannot look at a line item and understand what happened and why. You can't look at why we're over in facilities, why didn't we budget for a staffing agency if there's not the ability to have that wraparound dialogue and say, we didn't have a position filled here, we had to fill it here. The discussion continued including the suggestion of having both liaisons the ability to ask questions and bring that information back, such as the year-to-date reporting tonight. They have moved away from joint meetings. Vice Chair Lavallee thinks when we talk about goals, we have the goals for next year and how to use that money allocated, as a School Board we have long term goals through the strategic plan and what the Budget Committee has asked for goals for the next budget. Although they are all related, they are all separate. We will have the information on the 23rd from the strategic plan and can provide guidance but not all the details such as at the last meeting regarding executive functioning. Administration has to review this, provide recommendations and although they are working on it they won't have it all done by June, so we can provide guidance but not details. It was noted that the board members not on strategic planning will be hearing the information for the first time on the 23rd. Superintendent confirms he will provide an overview, no vote is needed or a big discussion. The first meeting in August is when we should have a rich conversation about what the Strategic Planning Committee produced and whether we agree with it as a long-term plan for the district. That is when the FY 28 goals could really be developed. On the 23rd he will pull have some information to pull out to give you, so we have some goals for next year and wanted to remind them the goals we have financially are a small percentage of what we actually have control of in the budget. For example, the largest increase last year was transportation and health care costs. Two things we almost literally had no control over. We will have some goals related to the budget like a math coach which is pilot this year but 2 years from now if we decide that we want to have a math coach full-time that's going to be \$85,000-\$100,000 added to the FY 28 budget. In August we can have a full discussion and adopt it and use it as a guide moving forward. There is a lot on the 23rd agenda and want to be sure there is time for a good conversation. Vice Chair Lavallee thinks it is reasonable for us as a Board to make sure we are doing this well. We don't want to rush it. We can have a robust discussion on the 23rd and all the board members can walk away from that with the idea of what they want to look into over the next month so we get to the August meeting we can have an extensive discussion and finalize what we as a Board want. She thinks it is appropriate for us to communicate to the Budget Committee that we don't want to rush it. We will start the discussion at the next meeting, talk about strategic planning, and then the 1st meeting in August have that robust discussion and make final decisions. Superintendent feels we are in good shape. Vice Chair Lavallee asked if everyone agrees she can communicate with the Budget Committee as the liaison and clarify how we can improve the process of communication, their role while they're at our meeting and us at theirs and go over the timeline so they understand it. She can send email communication to them. No objection heard. Superintendent gave an example of why it is not a cause and effect. We need to think about what ideas are out there to have more impact on kids and their learning and position our district as a school where kids may want to come here to learn. For example, we have 2 new students from another district enrolling with us this school year. What ideas are out there that are working in other schools that we can incorporate here where kids get excited. We don't know what those innovative ideas are but the strategic plan talks about exploring innovative ideas to promote student achievement and learning and to attract outside interest. It doesn't specifically say what those are and what the cost is. It is more about big ideas. Ms. Dignan put together a committee this summer with teachers who are interested in big ideas. That is where

the strategic plan starts to flush itself out. He gave an example about class size and voiced concern of increasing them and the impact on students and teachers. We will build a budget that addresses goals and our commitment to fiscal responsibility. Vice Chair Lavallee reminded the group that the community has spoken over and over again in the last few district meetings, she knows there are some people that don't support public school within our towns and some people that feel we're not delivering on our promise to the students but she hears more people that are proud of our students. We are producing kids that are the vision of the graduate and going on to be successful members of our community. Our community keeps showing up and supporting us when it comes to the budget repeatedly. There is always room for improvement, but we are doing a good job, Superintendent Weaver and all the staff. Ms. Meigs commented that what she sees here is more like a private school. It is incredible the kind of attention you give the students and the details; it is really amazing. Vice Chair reviewed goals that were not set at the last meeting, suggestions were made. At the next meeting we will have a presentation on the strategic plan to give us ideas of long-term goals. From that and the members' personal perspective (during break) we will all work on ideas to present in August and discuss and vote on the strategic plan. The Budget Committee originally wanted us to present them with goals in June that was one reason for the joint meeting. A question was raised whether it is worth having the Budget Committee meet with the Board in August instead. It was noted meeting in June provides them with time to ask questions. Superintendent feels it would be better situated in August. A brief discussion was had including letting the Budget Committee know and they can decide if they still want to have it in June. Historically, they have not asked for this so early in the process. No objection heard.

VIII. CIP PROJECT FUNDING

This item was removed from the agenda.

IX. YEAR-TO-DATE REPORTING

Ms. LaPlante reviewed the final payroll for the bulk of the employees was completed yesterday. That releases any encumbrances we have. She could have provided expenditures through May 31st and then a day later after this meeting, we're going to show different encumbrances, she chose to do it this way. After factoring in \$175,000 in unbudgeted projects that the Board has reviewed and approved, we're looking at unspent funds of about \$374,443 or 2.3% of the budget. This number will likely increase as we close out the rest of our purchase orders. We're getting our final invoices in and doesn't expect that number to go down but expects it to go up. This is the unaudited operating expenditure report and says that because she did not have a chance to really dig into it other than just spot checking that everything is in the right account number. The money that's spent is definitely spent and appropriated but has not dug in line by line. We are forecasting significant savings right now in our staffing, in our personnel, and our wages and benefits of about \$972,000, almost a million dollars (in wages and benefits) but it is not necessarily savings when you factor in some of the adjustments. She rephrased that, on paper it's a savings but it's not a strategic savings. We have for example a facilities position that we could not fill and will see overages in contracted service providers. The same thing for a special education case manager or a reading specialist at WLC. There are intricacies like that, which kind of skew that number and almost falsely inflate that. She reviewed some of the areas as she did at a prior meeting. In the general education teaching positions at WLC, we're forecasting net savings of \$224,000. We had staff turnover in 7 positions and 1 open position. We budgeted \$75,000 for wage reserves in the event that we have to hire a high value teacher after a younger teacher has left us. We did have 1 early resignation. She highlighted where those savings are coming from in wage, health, and dental, FICA, Medicare, NHRS (New Hampshire Retirement). Our SPED teaching position that she spoke about. In our FY 26 budget, we budgeted for a staff member to provide reading services at WLC and that person moved over to our open English position. It changes the funding source from SPED to general education. Because we weren't able to fill that with a staff person; we had to hire a contracted service provider. She listed out where those lines come from: wages, Medicare and NHRS. The bottom line ends up being over budget by about \$6,300 by the time you factor in the people savings with the amount that we're paying for the contracted service provider. Special education aids at WLC are net savings of \$107,411. Seven SPED paraprofessionals were budgeted for WLC, but of those seven positions there was staff turnover in two of those positions. We've seen a lot of unfilled positions for either a full school year or the bulk of the school year. We had 3 SPED paraprofessionals budgeted for FRES, but 2 students needed specific needs above and beyond what we budgeted. We're going to be over budget with our SPED aids by over \$18,000 at FRES. That was again to address those specific needs. We have SPED aids at LCS which is forecasted to be over budget by a net of \$8,700. We had two SPED paraprofessional positions. We were only able to fill one and then we had to fill the other with a contracted service provider which pays much more than our CBA for support nurse position. We were unable to budget that or were unable to fill that with a staff position because in the nursing industry their wages don't align with the wages that we have within our CBA, which includes the nurses. So that's a forecast net savings of about \$42,000 but the time we look at our people savings and factor in what we had to do to hire a nurse, ABA/RBT staff, we're forecasting net savings of almost \$258,000. Since the budget was made in the fall of 2024, a lot of staff have moved buildings based on student need and we've also had some turnover within our ABA positions. If you were to look for example at FRES you would say, why haven't we spent all our money at FRES, why is there so much left over. The story to that is because our students were shifting grades and shifting needs. We took some of those ABAs originally budgeted for FRES and moved them up to WLC. Just looking at one line item doesn't tell a story. You have to look at it all. In facilities, we're forecasting net savings of about \$50,000 with people as we were not able to fill another position we had for the bulk of the school year. We hired a contracted service provider to fill the gap. If anyone has questions about some of those key elements or any specific lines within the budget let her know. She will not be back on the 23rd with a comprehensive report but as we start closing things out, she will provide a verbal report on unspent funds.

427 **X. ACTION ITEMS**

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

429 *A MOTION was made by Mr. White and SECONDED by Mr. Chandonnet to approve the minutes of May 19, 2026, as written.*
430 *Voting: four ayes, two abstentions from Ms. Alley and Mr. Zavgren, motion carried.*

431 **XI. COMMITTEE REPORTS**

432 **i. Technology**

433 Mr. White reported that the committee discussed screen time usage in age groups. Mr. White is the Chairman and Chairman
434 Golding is the Vice Chair on this committee.

435 **ii. Facilities**

436 Ms. Alley reported the committee met on June 1. She was elected a Chair and Mr. Zavgren is Vice Chair. They had several key
437 discussions. One was the agreement that the WLC oil tank replacement needed to be added to future CIP discussions. They will
438 be talking about that soon. They spoke about CIP funding, the policies around adding new things to the CIP and the eligible uses
439 of capital reserve funds. We also discussed the need for updated project estimates and contingency for funding to improve long-
440 term budgets. There was some reporting about what's happening in the school this summer with flooring projects, stonework
441 remains on the schedule and then a bunch of in-house improvements that will be taking place. The locker room project is nearing
442 completion. They're working on the benches and that should be completed very soon. They discussed several projects with
443 potential shortfalls on the CIP. They also looked at the heating system and modernizing it, which will be a point of interest for
444 people. The committee will continue to review projects and funding strategies before making recommendations to the Board.
445 Several CIP projects are experiencing cost increases beyond original estimates and updated pricing and funding
446 recommendations will be brought forward as additional information becomes available. The next meeting is August 11 at
447 5:30PM. At the next school board meeting they will discuss shortfalls. Mr. White questioned if we could look at getting a
448 spotlight on the flag outside of WLC as it is not lit up at night and needs to be. This had not been brought to Ms. LaPlante's
449 attention until now.

450 **iii. Negotiations/Appoint Member**

451 Vice Chair Lavallee asked if anyone had volunteered noting there were missing members tonight. Ms. Fowler had sent the
452 meeting schedule out but had not received any email from a board member volunteering for this committee. Mr. White confirms
453 he is on the committee with Chairman Golding. Superintendent confirms they wanted to have 3 members on it in case 1 could
454 attend and to have deeper discussion than just 2 points of interest. He feels the committee will be fine and Ms. Alley can stay on
455 just cannot attend the meetings due to the times. Vice Chair Lavallee agreed to keep Ms. Alley on at this time and discuss it at
456 the next meeting.

457 **XII. PUBLIC COMMENTS**

458 The public comment section of the agenda was read.

459 Mr. Bill Crouse, Lyndeborough, commented that this was the best school board meeting he has ever attended. Every single board
460 member contributed to a conversation, and we had a passionate Superintendent. He has been emailing the business administrator
461 with questions which she's been answering in time while fully attentive and participating in the meeting. We had a
462 championship celebration with fire engines that we stopped the meeting for and went outside. There is nothing that could add to
463 this meeting except he wanted to give a starfish award of his own to Ms. Alley for her robust questioning of math issues. That is
464 exactly what he pictured school board members to do and interacting with our administrators and holding them to task. He
465 encourages everyone to do that. The one last thing he wants to say is that he wishes he was not the only one here. He wasn't the
466 only one all the time but is the only one left. Hopefully, there's enough people online that can hear him. He implores everybody
467 to come and participate, it makes a difference, it matters. He wants people to come. He believes as much as he wants goals for
468 the next meeting, it is a huge ask of the Superintendent because he is the one doing it. He doesn't think it is realistic. He sent out
469 an example of a strategic plan from the Woodsville District that is highly comprehensive. It took multiple community members
470 and the school board and all the other stakeholders in the district to create it. It took a long time. He has guilt for asking the
471 Superintendent at the last strategic planning meeting to change directions to this avenue. He is happy to participate in it and will
472 do whatever he can but thinks that is what is needed. He doesn't want the Board to base the budget off something that is thrown
473 together in one meeting.

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

475 **XIII. SCHOOL BOARD MEMBER COMMENTS**

476 Mr. White thanked everyone who stayed for the whole meeting. He is happy to see that the test scores are improving, and we are
477 moving in a positive direction still and hopes we continue this into next year.

478 Ms. Alley congratulated the MS school girls, what an amazing accomplishment! She congratulated all the children who are no
479 longer going to classes and enjoying the summer.

Mr. Chandonnet congratulated the girls, that's awesome! He has seen them play it was a great team. The 8th grade graduation today was awesome. He was glad to be able to take time out of work to attend. He thanked all for putting it on. It was great!

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

A MOTION was made by Ms. Alley and SECONDED by Mr. White to enter Non-Public Session to review the non-public minutes, discuss personnel matters, student matter and negotiations RSA 91-A: 3 II (A) (C) at 9:28pm.

Voting: all aye, motion carried.

RETURN TO PUBLIC SESSION

The Board entered public session at 10:26pm.

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

Voting: all aye, motion carried.

XV. ADJOURNMENT

A MOTION was made by Mr. White and SECONDED by Ms. Alley to adjourn the Board meeting at 10:27pm.

Voting: all aye, motion carried.

*Respectfully submitted,
Kristina Fowler*