

Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, August 25, 2026
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/wnr-abpe-dic

Audio: [+1 336-754-9179](tel:+13367549179) PIN: 816 022 904#

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. BOARD CORRESPONDENCE**
 - a. Reports**
 - i. Superintendent's Report
 - ii. FRES/LCS Principal's Report/Handbook Changes
 - iii. Business Administrator's Report
 - iv. Director of Student Support Services Report
- V. 7:00PM JOINT BOARD & BUDGET COMMITTEE SESSION**
 - a. FY 2027-2028**
- VI. 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.
- VII. ACTION ITEMS**
 - a. Approve Minutes of Previous Meeting**
 - b. Expenditure From Capital Reserve**
- VIII. COMMITTEE REPORTS**
 - i. Negotiations
- IX. RESIGNATIONS/APPOINTMENTS/LEAVES**
 - a. FYI-New Hire-Rebecca Raymond-Paraprofessional-FRES**
 - b. FYI-New Hire-Taylor Owens-ABA Therapist-FRES**
 - c. FYI-New Hire-Jade McAvoy-IT Technician-FRES**
 - d. FYI-New Hire-Tammy Smith-Food Services**
- X. BOARD BUDGET DISCUSSION**
- XI. 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.
- XII. SCHOOL BOARD MEMBER COMMENTS**

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

- i. Review the Nonpublic Minutes
- ii. Personnel Matter
- iii. Negotiations

XIV. ADJOURNMENT

INFORMATION: Next School Board Meeting-September 8, 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.

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

Stacy Maghakian, Principal

Christina Gauthier, Admin. Assistant

Principal Report
FRES & LCS
August 11, 2026

July/August Highlights

As we prepare to welcome students back for the 2026-2027 school year, both FRES and LCS have been bustling with activity throughout the summer. Our faculty, staff, custodial and maintenance teams, and administrative assistants have worked collaboratively to ensure our schools are ready to provide a welcoming, safe, and engaging learning environment for all students.

This year promises exciting opportunities for our students and families. Our continued focus on fostering a positive school culture through our CARES expectations, strengthening instructional practices, and supporting the academic, social, and emotional growth of every learner remains at the heart of our work.

ESY & Summer Academy

Throughout July, LCS & FRES hosted ESY programs, and FRES ran the Summer Academy as well. These programs provided valuable opportunities for students to continue learning, maintain important academic and social skills, and prepare for a successful return to school.

Our ESY programs serve students receiving specialized instruction through individualized educational programming. Staff worked diligently to provide fun and engaging instruction while reinforcing routines, communication skills, and individualized goals in a supportive learning environment.

Summer Academy welcomed students for continued academic growth through engaging activities designed to strengthen foundational skills while incorporating a variety of learning experiences. Students participated in activities that promoted collaboration, creativity, and confidence while maintaining academic momentum.

These programs would not have been possible without the dedication of our teachers, special education staff, instructional assistants, related service providers, nursing staff, transportation personnel, and custodial staff. Their commitment ensured students received meaningful learning experiences in a safe, supportive, and welcoming environment throughout the summer.

We also appreciate the partnership of our families, whose continued support and encouragement contributed to the success of both programs.

Summer Preparation

The summer months have been filled with extensive preparation across both schools.

Highlights include:

- Completion of classroom moves and organization.
- Summer cleaning, maintenance, and facility improvements
- Technology updates and classroom preparation.
- Hiring and onboarding of new support staff.
- Finalization of schedules
- Preparation for Meet & Greet and the first days of school.

A special thank you goes to our custodial and maintenance staff, whose dedication throughout the summer has made a tremendous impact in preparing our buildings for students and staff. Their work often happens behind the scenes, yet it is essential to ensuring our schools are clean, safe, and ready for learning.

Administrative Support

I would also like to recognize Christina Gauthier and Sherry LeBlanc for their outstanding work throughout the summer months. Their efforts coordinating registration, processing student information in PowerSchool, managing purchasing and orders, preparing beginning-of-year documents, supporting communication with families, and organizing countless operational details have been invaluable. Their commitment helps ensure a smooth opening to the school year for students, families, and staff alike.

Welcome to New Staff

We are excited to welcome several new members to our LCS and FRES community this year, including Shyla Simmer (PCA, LCS), Jade McEvoy (IT), Taylor Cote (ABA), Allison Leary (SLP, LCS), and Elizabeth Kep, who joins LCS from WLC. We are excited to have each of them as part of our team and look forward to the knowledge, enthusiasm, and dedication they will bring to our schools.

Transition to Trimester Reporting

Beginning this school year, FRES and LCS will transition from a quarterly reporting schedule to a trimester reporting model. This change allows teachers additional instructional time before reporting periods, provides more meaningful opportunities to assess student growth, and aligns report card timelines more closely with the natural progression of learning throughout the school year.

Families have been informed of this change through summer communications. Parent-Teacher Conferences have been scheduled for the afternoons of October 28 and October 29, providing an early opportunity to discuss student progress before the conclusion of the first trimester.

Looking Ahead

Several exciting events are already on the calendar:

- New Teacher Orientation - August 24-25
- Staff Return - August 26-27
- Family Meet & Greet - August 27th
- First Day of School - August 31st
- Fall Benchmark Assessments
- Parent-Teacher Conferences – October 28th & 29th

Throughout the opening weeks of school, teachers will focus on building classroom communities, establishing routines and expectations, conducting beginning-of-year assessments, and developing positive relationships that support student success.

CARES Focus

As in previous years, our CARES framework will continue to serve as the foundation for creating positive learning environments throughout our schools. During the first weeks of school, staff will intentionally teach, model, and reinforce expectations related to Cooperation, Assertion, Responsibility, Empathy, and Self-Control across classrooms and common spaces.

Beginning in the late fall/early winter, students will once again be recognized through our monthly CARES celebrations, highlighting students who consistently demonstrate these important character traits.

Closing

The beginning of a new school year always brings renewed excitement and optimism. I am grateful for the dedication of our faculty, staff, families, volunteers, and community partners who contribute to making both LCS and FRES exceptional places to learn and grow.

We look forward to welcoming our students on August 31st and beginning another year of learning, growth, and success together.

2026-2027

**Florence Rideout Elementary School/Lyndeborough Central School
Parent and Student Handbook**



Florence Rideout Elementary School
18 Tremont Street
Wilton NH, 03086
(603) 732-9229

Lyndeborough Central School
192 Forest Road
Lyndeborough NH, 03082
(603) 732-9228

Stacy Maghakian, Principal
www.sau63.org

Welcome to the 2026-2027 School Year!

Dear Families,

Welcome to a new school year at FRES and LCS! We are excited to partner with you in supporting your child's growth and development during these important elementary years. Our shared goal is to nurture students who are not only successful learners, but also confident individuals prepared to become lifelong learners and contributing members of their communities.

The elementary years lay a crucial foundation. At FRES and LCS, we strive to build students' academic skills while also helping them develop a strong sense of self-worth, responsibility, and motivation to reach their full potential. This work is most successful when done in partnership ~ with families, educators, and the broader community all working together.

This handbook is intended to keep you informed and engaged. Please take time to review its contents carefully and refer back to it throughout the year. Open communication and collaboration between home and school are essential. We strongly encourage you to stay involved: talk with your child about their learning, reach out with questions or concerns, and take part in the many events and opportunities offered at both schools.

We also invite you to stay connected with us by bookmarking our district website, following our Facebook page, and reading our newsletters and school updates. Your involvement plays a vital role in building school pride, a strong sense of community, and most importantly ~ your child's success.

Thank you for your continued support. I look forward to a great year ahead, working together to help every student grow, thrive, and succeed.

Warmly,
Stacy Maghakian
Principal
Florence Rideout Elementary School & Lyndeborough Central School

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JLDBA -Behavior Management and Intervention	Linked Here
JLDBB - Suicide Prevention and Response	Linked Here
JICD -Student Discipline and Due Process- <i>Safe School Zone</i>	Linked Here
JICC - Student Conduct on School Buses	Linked Here
EEAE -School Bus Safety Program	Linked Here
EEAE-R - Safety Guidelines for Parents/Guardians of Students Using Buses	Linked Here
JICK -Pupil Safety and Violence Prevention- <i>Bullying</i>	Linked Here
ACAA-R -Student Discrimination and Harassment Complaint Procedure	Linked Here
ACAA -Harassment and Sexual Harassment of Students	Linked Here

The Wilton-Lyndeborough Cooperative School District reserves the right to revise its policies in accordance with the law and this handbook may be amended. For all current policies visit the Policy Page [linked here](#).

Wilton-Lyndeborough Cooperative School District

Vision of The Graduate

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

Mission Statement

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

Florence Rideout Elementary School & Lyndeborough Central School provide an active, versatile, and challenging learning environment that helps students develop to their fullest academic, social, physical, and emotional potential. We aim to foster individual responsibility and develop an understanding of others, the community, and the world. We promote a cooperative and interactive partnership between the school and the home.

Our schools will strive to accomplish this mission by committing to:

- Encourage students to reach their potential and become responsible and productive citizens.
- Prepare, challenge, and empower our students to be life-long learners.
- Provide a safe and diverse learning environment.

C.A.R.E.S Learning Habits

C.A.R.E.S. is a school-wide philosophy that promotes positive learning behaviors for lifelong learning and success. This philosophy empowers students and develops their social and emotional growth in the classroom, school community, and beyond.

Cooperation:

- I can listen attentively
- I can follow school and classroom rules
- I can work productively in a group
- I can find positive solutions to problems
- I can follow oral directions

Assertion:

- I can seek help when needed
- I can share my feelings appropriately
- I can work to my ability
- I can show initiative

Responsibility:

- I can complete assigned tasks
- I can participate in class
- I can organize my materials and space
- I accept ownership of my choices

Empathy:

- I can show respect for others and their opinions, feelings, and property
- I can value the community of the classroom and school

Self-Control:

- I can make positive choices in various school settings
- I can work independently
- I can stay on task

School Administrative Unit 63
District Staff Directory
192 Forest Road
Lyndeborough, NH 03086

Phone: (603) 732-9170

Fax: 603-654-6691

Superintendent	Peter Weaver
Executive Assistant.....	Kristina Fowler
District Curriculum Coordinator.....	Samantha Dignan
Business Administrator.....	Kristie LaPlante
Human Resources and Payroll Specialist.....	Lori Spurrell
Facilities Manager.....	Ben Hofstetter

Special Education Office
Phone: (603) 732-9175

Director of Student Support Services.....	Ned Pratt
Student Support Services Administrative Assistant.....	Mary Jane Ryan

Food Service

Director of Food Services.....	Megan Nantel
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School Bus Transportation

Butler's Bus Service.....	Phone: 603-213-6401
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Wilton-Lyndeborough School Board Members

Dennis Golding School Board Chairman Wilton	Anna Meigs Member Lyndeborough	Darlene Anzalone Member Lyndeborough
Craig Chandonnet Member Wilton	John Zavgren Member Wilton	Paul White At-Large Lyndeborough Lyndeborough
Michelle Alley Member Wilton	Brianne LaVallee Vice Chair, At-Large Member Lyndeborough	Erin Collins Member Wilton

Florence Rideout Elementary School

Staff Directory

Principal.....	Stacy Maghakian
Curriculum Coordinator/Student Services Coordinator.....	Samantha Dignan
Administrative Assistant.....	Christina Gauthier
Administrative Assistant.....	Patsy Berube
School Counselor.....	Patti Donaldson
Nurse	Marissa Hofstetter
Technology Coordinator.....	Jade McEvoy
First Grade Teacher	Jessica Hill
First Grade Teacher	Laura Seale
First Grade Teacher.....	Allison Hayden
Second Grade Teacher	Heather Desmarais
Second Grade Teacher.....	Julie Lemire
Second Grade Teacher	Kristen Lindquist
Third Grade Teacher	Kristin Dame
Third Grade Teacher	Emeria Longval
Fourth Grade Teacher.....	Valarie Bemis
Fourth Grade Teacher.....	Sandy Reid
Fourth Grade Teacher.....	Andrea Lawner
Fifth Grade Teacher	Suzanne Tetrault
Fifth Grade Teacher	Jessica Radloff
Art	Greg Lamers
Music	Morgan Kudlich
Physical Education	Fritz Shenk
Media Specialist.....	Stephanie Loiselle
Reading Specialist.....	Tammy Cargill
Title1/WIN Coordinator.....	Bridgette Fuller
Special Education Teacher	Meghan Levesque
Special Education Teacher	Gisele Dailey
Special Education Teacher	Heather Roberts
Paraeducator.....	Stephanie Gilbert
Paraeducator.....	Patience McKay
Paraeducator.....	Paige Johnson
Paraeducator.....	Amy Shank
Board Certified Behavior Analyst.....	Lisa Boen
ABA Therapist	Roxanne Charlton
ABA Therapist	Allie Fernau
ABA Therapist	Stacy Matte
ABA Therapist.....	Christina Silcox

ABA Therapist.....	Taylor Cote
Food Service	Kristi Costello
Food Service	Arleen MacCallum
Custodian	Peter Stephenson
Custodian	Bill Carey
Custodian.....	Todd Bates

Florence Rideout Elementary School consists of 14 classrooms for students in Grades 1 through Grade 5, a full-sized Gym, a Cafeteria, and a Library, plus additional rooms for support programs such as Speech, Special Education, and Title I Tutoring.

FRES SCHOOL HOURS

Grade 1 through Grade 5: **7:40 AM to 2:35 PM**

FRES DAILY SCHEDULE

7:40	Entrance to Building (breakfast is offered in the cafeteria until 7:52)
7:55	Instruction Begins
2:35	Dismissal for Buses
2:40	Dismissal for Parent Pick-Up Begins

FRES ARRIVAL

Students **should arrive at 7:40 AM.** **Note:** No supervision is provided for students outside at this time, and they should not be left unattended. Parents may drop their child off at school at the supervised parent pick-up/drop-off zone at the rear of the building along Livermore Street. Students will enter the building and proceed straight to their classroom. Please do not drop off after 7:50 AM, when there is no on-site staff to supervise this location.

Students arriving after 7:55 must be escorted into the building by their adult to be signed in. Please park in the visitor parking spaces and walk to the main office with your student; the front gated driveway is for buses only. Students are marked tardy after 7:55 AM.

FRES DISMISSAL

Dismissal begins at **2:35 PM**. Students riding the bus will be dismissed from their classrooms first. Walkers will be dismissed from the front of the building by grade with their teacher. Parents are asked to wait on the Flat (park facing the school building) for their student(s).

Lyndeborough Central School Staff Directory

Principal.....	Stacy Maghakian
Administrative Assistant.....	Sherry LeBlanc
Guidance	Patti Donaldson
Nurse	TBD
Kindergarten Teacher	Nicole Albee
Kindergarten Teacher	Vicki MacPherson
Kindergarten Teacher	Kirsten Rourke
Pre K Teacher	Tracy Girouard
Art	Greg Lamers
Music	Morgan Kudlich
Physical Education	Fritz Shenk
Media Generalist.....	Stephanie Loiselle
Board Certified Behavior Analyst.....	Lisa Boanen
Instructional Aide.....	Kayla Hodgen
Instructional Aide.....	Jamin LaPonsie
Personal Care Assistant.....	Shylar Simmer
ABA Therapist.....	Tracy Aucoin
ABA Therapist.....	Elizabeth Kep
Custodian	Thiago Ferreira

Lyndeborough Central School consists of 3 classrooms for kindergarten students, one classroom for PreSchool students, a multi-purpose room utilized for various purposes, including a physical education, lunch, etc., and additional rooms for support programs such as Speech and Special Education.

LCS SCHOOL HOURS

Kindergarten: **8:00 AM to 2:20 PM**

LCS DAILY SCHEDULE

8:00	Entrance to Building (breakfast is offered in the cafeteria until 8:17am)
8:15	Late Bell
2:20	Dismissal for Buses and Parent Pick Up Begins

LCS ARRIVAL

Students **should arrive at 8:00 AM**. No supervision is provided on the playground at this time, and students should not be left unattended. **Students arriving after 8:15 AM must be signed in by an adult in the front office.** Please park in the visitor parking spaces and walk to the main office with your child.

Parents may drop their child off at school at the supervised parent pick-up/drop-off zone at the front of the building near the main entrance. Students will enter the building and proceed straight to their classroom.

LCS DISMISSAL

All students are dismissed at **2:20 PM**. Students riding the bus will be dismissed first. Students picked up will be dismissed by their teachers from the front of the building. Parents are asked to exit their cars in the pick-up/drop-off zone to receive their students and buckle them in safely to leave the parking lot.

FRES BICYCLE RULES

1. A student must bring a written letter from a parent stating that the student has permission to ride their bicycle to and from school.
2. **Students are not to arrive on school grounds until after 7:40 a.m.**
3. A student who rides a bicycle is expected to place their bicycle in the bike rack as soon as they arrive at school. The bicycle should be locked and remain in the rack until the student is dismissed with the walkers to leave the school grounds.
4. Students are expected to obey all traffic rules while riding. Failure to do so will immediately suspend bicycle riding privileges at school.
5. Students must walk their bicycles across crosswalks and continue to walk their bikes when they reach the school property.
6. Students are required by state law to wear a bike helmet.



FRES/LCS WALKERS

For the safety of your children, please review the following pedestrian rules.

1. Students are encouraged to form a group or patrol when walking to and from the school grounds.
2. Students should stay single-file and use crosswalks.
3. **Students are not to arrive on school grounds until after 7:40 a.m.**
4. Kindergarten students can only walk home if an adult accompanies them.



Who to Call

Below are your “first point of contact” names for common issues and topics.

If you have questions about ...	Contact:
Classroom Activities Classroom Behavior Classroom Standards, Expectations, & Curriculum Homework Assignments Student’s Academic Performance Assessment Test Results	Classroom Teacher or Special Education Teacher • (603) 732-9229 (FRES) • (603) 732-9228 (LCS)
Building Usage School Events Student Enrollment/Withdrawal Class Scheduling	Administrative Assistant • (603) 732-9229 (FRES) • (603) 732-9228 (LCS)
Administrative Decisions Attendance Policy Bus Conduct Harassment or Student Conflicts Implementation of School Policies	Building Administrator (603) 732-9229
Busing (schedule routes) School Board Agenda/Minutes School Board Meeting Times	Superintendent’s Office (603) 732-9227
Budget Issues School Policies	WLC School Board
Counseling Services Student Support Team (SST/MTSS) Academic 504	School Counselor (603) 732-9229
Special Education Testing/Eligibility	Special Education Teachers (603) 732-9229
Health Screening (eye, ear, scoliosis) Medical Policies Use of Medications In-School Vaccination Requirements	School Nurse • (603) 732-9229 (FRES) • (603) 732-9228 (LCS)
Reduced/Free Lunch Eligibility	Food Service Director (603)732-9230 x2159

School Special Classes

Art (Gr K-5)

Art is a regular part of the instructional program at both schools. Painting, drawing, printmaking, weaving, sculpting, and constructing will challenge your child's imagination and creativity. Art history is taught by studying various artists' paintings, drawings, and sculptures. Every child will have artwork displayed throughout the school year.

Physical Education (Gr K-5)

In Physical Education Class, cooperation, effort, and good sportsmanship are emphasized along with your child's physical skills. Classes are held outdoors during good weather in spring and fall. During winter months, classes are held in the Multi-Purpose Room/Gymnasium. Areas of activity include ball games, tumbling, endurance and cooperation, strength work, strategy planning, flexibility activities, etc.

All students should have proper attire (sneakers and either pants or shorts) to participate. Your child may be excused from physical education classes if they provide the school with a written excuse from a physician.

Music (Gr K-5)

Instruction covers the basics of rhythm, singing, listening, simple notation, and music composers and styles. In addition to age-appropriate classroom instruction, an annual musical program is prepared for the enjoyment of the entire school community.

Library (Gr K-5)

The school library provides students with resources for reading, writing reports, and learning library skills. The lower grades have a reading circle during part of their library time. Teachers also use the library to help provide children with research skills. Books are available at the public library to supplement and complement the school's collection. The students can check out materials from either library.

Library materials are loaned to students one week at a time. If needed, materials can be renewed for up to two more weeks. Lost or damaged materials are the student's responsibility for the total replacement cost. Only after payment is received may further materials be borrowed. At the end of the year, students with outstanding library books or fines will have their report cards withheld until the books are returned or paid for.

Health Education

Students will become familiar with concepts related to health promotion and disease prevention. They will demonstrate a functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health and the ability to practice health-enhancing behaviors. Injury prevention, nutrition, personal hygiene, positive self-image, and drug/alcohol/tobacco use prevention will be covered.

Technology/Media Education

Students familiarize themselves with Google Suite products, digital media software, basic keyboarding skills, Internet research, and cyber safety. Both schools commonly use technology to enhance instruction in the regular classroom.

Other School Services

Guidance

The school counselor's role is to provide professional support to children, parents, and teachers in assessing learning and behavior problems and developing strategies to promote our students' social and emotional well-being. The guidance counselor works with students individually, in small groups, and classrooms and is also available to staff and parents for consultation on school-related matters. The guidance counselor leads the Student Support Team (SST) meetings and is the 504 Coordinator.

Reading Specialist

The reading specialist works with teachers and students to develop developmental reading programs for individual students and classroom reading groups. The reading specialist also regularly evaluates students' reading skills to assist in the diagnosis of learning disorders, develop remediation plans, and monitor student progress.

Student Support Team (SST)/Multi-Tiered System of Support (MTSS)

SST/MTSS is a multistep process that our school utilizes to provide services and interventions to help all students, including those struggling with learning. An integral part of the SST/MTSS model is progress monitoring and data collection, which are the foundations of making informed instructional decisions for students. This process improves the early identification and support of students with learning and behavior needs. It provides our teachers with vital information so that they can deliver instruction and interventions that match individual students' needs.

If your child requires intervention through the SST/MTSS model, our SST/MTSS coordinator will contact you to discuss our plan for your child's supplemental support and growth. Our shared goal is for all students to reach their full potential.

WIN/Title One

Title I provides federal funding to local school districts for tutorial programs that offer children extra assistance in the basic skill areas. Funding eligibility for individual schools is based on the enrollment level in the free and reduced lunch program. Eligibility is determined on an annual basis by the Department of Health and Human Services.

In SAU #63, the program is primarily designed to provide supplementary help to eligible students with difficulty in Language Arts and Math. Difficulties may include reading comprehension, written mechanics, grammar, vocabulary, spelling, phonics, math problem-solving, and computation.

WIN/Title I is a supplementary program. Students receive regular classroom instruction with their teacher(s) and support and reinforcement in specific skills from the Title I tutor. Students participate in Title I for approximately 20-45 minutes daily, two to five times weekly. Schedules are arranged with classroom teachers so students miss as little as possible of classroom instruction.

Students are usually referred to WIN/Title I by teachers, parents, or school counselors. Eligibility is primarily based on individualized academic testing, classroom performance, and teacher/parent observations.

If your child has received WIN/Title I in the past, either here or in another location, it does not automatically make them eligible for Title I services this school year. Please check with your child's school if you wish new eligibility to be considered.

If you have questions regarding the WIN/Title I Program or wish to make a referral, please do not hesitate to contact Bridgette Fuller, the WIN/Title I Coordinator, at b.fuller@sau63.org.

Special Education

Once a child has been found eligible for Special Education Services, a team of the child's parents, teachers, district evaluator(s), special education coordinator, and the Local Education Administrator develops an Individualized Educational Plan (IEP).

Students work with a special education teacher in small groups or individually. Following the inclusionary model, they may receive direct instruction from the special education teacher or paraprofessionals, who may support the student in the regular classroom. Special education teachers supervise the work of the special education paraprofessionals.

School Nurse

The school nurse carries out various nursing activities and has professional relationships with teachers and administrators in the educational field. The nurse contributes directly to the public's understanding of academic and health needs. The nurse works closely with medical professionals and must cooperate with the programs of local, state, and federal agencies in health, education, and welfare.

The school nurse shall act as a specialist in all matters about the physical health of the students and school staff of the buildings to which they have been assigned. Responsibilities shall be advisory rather than diagnostic. All treatment given by the nurse shall be in the form of first aid or temporary relief. The responsibility for further treatment will rest with the child's parent/guardian or the individual staff member requiring attention.



Nurse/Health Office Procedures & Policies

Immunizations for School Entrance

According to the New Hampshire State Public Health Agency, all students must be immunized before school entrance. Evidence from a health care provider or completion of these requirements must be submitted to the school nurse before the student enters school. Children must present an immunization record or a medical or religious exemption to be enrolled in school.

Any student may be exempt from the above regulation if a healthcare provider presents evidence that immunization harms the child's health. The exemption must state the duration of the exemption. Exemption from immunization for one disease shall not affect other required immunizations.

A student may be exempt from immunization for religious reasons upon receipt of the New Hampshire Childcare/School Immunization Religious Exemption Form on the district website.

Physical Examinations

All students entering Florence Rideout Elementary School and Lyndeborough Central School for the first time must show proof of completing a medical examination by a healthcare provider within one year of their first entry. Kindergarten and first-grade students must show proof of completion of a medical exam by a healthcare provider within a year prior to school entrance.

Students transferring into Florence Rideout Elementary School and Lyndeborough Central School must also submit proof of physical examination by a health care provider completed within one year preceding first entry to the school and immunization information at the time of registration and before school entry.

Medication Policy

The following have been adopted for the administering of medication at school:

1. Parents must bring all medication into school in the original pharmacy or manufacturer-labeled container, clearly marked with the child's name and instructions on administering it. Along with written permission from the parent and a written order from the provider, no more than a 30-day supply of the prescription for a student shall be stored at the school.

2. **PRESCRIBED MEDICATIONS** should not be taken during school hours unless achieving a medical regimen at home is impossible. Medications to be given three times a day can be given every eight hours and thus will not have to be given at school.
3. **NON-PRESCRIBED MEDICATIONS** will not be encouraged for students' use. Non-prescribed medication will not be available to students unless the parent or guardian gives written permission. An over-the-counter medication checklist is available on the annual Student Health Assessment record completed by the parent or guardian.
4. The school nurse or designee, assigned by the nurse, shall assist all students in the School District who must take medication prescribed by a health care provider during the school day.
5. The school nurse or designee assigned by the nurse shall be responsible for administering and observing medication intake.
6. All medication shall be stored in a locked cabinet in the nurse's office. At the end of the school year, unused medications shall be picked up by a parent or guardian or disposed of by the school nurse.
7. All medication shall be recorded daily in the school nurse's database.
8. The school nurse may keep an updated Epi-Pen on hand in an emergency. All school personnel have been instructed in its use. As the provider prescribes, students with severe allergies can carry an Epi-Pen or inhaler to recess and on field trips.
9. Medication prescribed for asthma and severe allergic reactions (inhaler, Epi-Pens, or other medications) may be kept in the student's possession provided the health care provider's prescription for the medication, the directive for self-administration, and written permission from the parent/guardian are on file in the Health Office.
10. **EMERGENCY CARE and FIRST AID** (School Board Policy [JLCE/EBBC](#)). If any person in good faith renders emergency care at the place of emergency, or while in transit in an ambulance or rescue vehicle, to a person who is in urgent need of care as a result of the emergency, and if the acts of care are made in good faith and without willful or wanton negligence, the person who renders the care is not liable in civil damages for his/her acts or omissions in rendering the care, as long as he/she receives no direct compensation for the care from or on behalf of the person cared for. Any person rendering emergency care shall have the duty to place the injured person under the care of a physician, nurse, or other person qualified to care for such person as soon as possible and to obey the instructions of such a qualified person.

Illness at School

A child sent home with a fever of 100 degrees or higher, vomiting, or diarrhea may not return to school for at least 24 hours AND after their temperature is normal and vomiting or diarrhea has stopped without using fever-reducing medications.

Food Allergies

Florence Rideout Elementary School and Lyndeborough Central School are allergy-aware schools. Classrooms will be designated peanut or nut-safe, as needed, for children with an allergy to peanuts or nuts. Students may bring lunches or snacks that contain peanuts or nuts or products labeled "manufactured in a facility that contains peanuts or nuts.". An allergy-safe table is provided in the

cafeteria for students who must sit away from allergens (see Accommodating Students with Special Dietary Needs in the School Nutrition Program linked [here](#), pg. 10-11).

Head Lice (Pediculosis)

The school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal or written instructions for treatment will be given to the family of each identified student. Instructions will include treatment recommendations consistent with NH Department of Health and Human Services recommendations. The affected student will be sent home after the school day. Based on the school nurse's recommendation, other children most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

Criteria for return to school: Students will be allowed to return after proper treatment as the school nurse recommends. The Board recognizes that the American Academy of Pediatrics and the National Association of School Nurses discourage “no nit” policies. In alignment with these recommendations, no student will be excluded from attendance solely because nits may be present. The school nurse may recheck a child's head. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Asbestos Notification

A report is available in the school's maintenance office. FRES and LCS have asbestos management plans available for review in both buildings.

Accident Insurance for Students

Insurance is available at a minimal cost, and all parents are encouraged to take advantage of this offer. Notices will be sent home at the beginning of each school year regarding the price and procedure for obtaining coverage.

School Registration & Transfers

Any child who will be five years of age on or before September 30 is eligible to enter kindergarten, and six years of age by September 30 is eligible to enter first grade. All registration forms can be accessed through our website [here](#).

To register a child for school, you must have:

1. A copy of the child's birth certificate.
2. A copy of the child's immunization record, verifying that the Mumps and Measles vaccine (or a verified case, Polio, Diphtheria, Pertussis, Tetanus, and Rubella vaccines are up to date.
3. A copy of a physical examination done within one year before school entrance.
4. A signed record release for any school attended.
5. Proof of Wilton/Lyndeborough residency (i.e., utility bill, lease agreement, property tax bill).

Transferring Into Florence Rideout Elementary School/Lyndeborough Central School

To transfer a student into the Florence Rideout Elementary or Lyndeborough Central Schools, the following forms must be completed before admitting the child:

1. Permission for verbal communication with the previous school.
2. Emergency information/health.

3. Special medication (when applicable).
4. Request for release of records.
5. Emergency release.
6. A copy of the child's immunization record and a copy of the last physical exam (given within the last year).
7. Proof of Wilton/Lyndeborough Residency (i.e., utility bill, lease agreement, property tax bill).

Transferring Out of Florence Rideout Elementary School/Lyndeborough Central School

If you are moving out of the Florence Rideout Elementary or Lyndeborough Central Schools, please inform the principal in person or by phone and complete and submit the Student Moving Out of District form found on our district website [here](#). When you register your child at the new school, you will sign a request to release records. Our secretary will send all the records to the school that receives them.

Daily Attendance

Reporting an Absence

Students absent from school must have their absence verified by a written excuse from a parent or guardian. Students may only participate in afterschool activities on the day they are present. When a child is going to be absent, please call the school office before 8:15 a.m. that day to alert us. If no one can answer your call, you may leave a message. If we have not heard from you, we will call your home and try reaching you via the phone numbers on the child's emergency form until each child is safely accounted for.

Students who miss school for five consecutive days must furnish the school with a doctor's note stating that such absences are necessary. Exceptions may be granted in consultation with the school nurse and school principal. Students are considered habitually truant when unexcused from school for ten half-days.

We appreciate you scheduling medical and/or dental appointments at times that do not interfere with school hours. When a student is absent, he/she is expected to make up for work missed during the absence. A school calendar is published by the school and distributed to all parents. Vacations and extended trips during the school year are discouraged and should be planned during regular school vacation periods. If a student must leave school to accompany his/her parents on an extended trip, a request must be submitted in writing to the principal at least two weeks in advance. Students will be required to make up all assignments upon return to class.

A child can never make up a day missed at school, even though the assignments may be completed later. The interaction and instruction that take place in the classroom are equally as valuable as written assignments. The complete school board policy on Student Absences/Excuses can be found [here](#).

Tardiness

Students arriving after 7:55 AM (FRES) and 8:15 AM (LCS) are considered late and will be recorded as tardy. You must escort your child to the office to sign them in.

When a child is going to be tardy, please call the school office before 8:15 am that day to alert us. FRES: (603) 732-9299 LCS:(603) 732-9228. If no one can answer your call, you may leave a message. For your child's safety, we will call your home and try reaching you via the phone numbers on the child's emergency form until each student is safely accounted for. The principal will notify parents if tardiness becomes excessive. Please make an effort to have your child arrive on time to ensure a smooth start to the day.

Changes in Dismissal

Please notify the school if your child is to be dismissed early or if there is a change in transportation (e.g., a different bus stop or a parent pick-up). To avoid confusion, we expect all dismissal plans to be in place well before **1:30p.m.** that day.

Parent PickUp Patrol

PickUp Patrol is our online system for parents to communicate dismissal plan changes to the school. Parents receive an email with PickUp Patrol account set-up and login instructions. Changes can be entered from a smartphone, tablet, or computer, days, weeks, or even months in advance and at any time up until **1:30 pm (LCS)** and **1:30 pm (FRES)** on the day of the change.

Changes will not be accepted after 1:30 p.m. (LCS) and 1:30 p.m. (FRES), except in an emergency. Such changes can be made directly by phone to the main office. The end of the school day is a busy time, so please plan accordingly and limit these exceptions to emergencies **ONLY** to ensure the safety of all students.

Written notes communicating dismissal changes signed and dated by parents/guardians are also accepted. If you have made arrangements for any other person to pick your child up at school, the note must contain the name(s) of the people you have designated to pick up your child. The individual may be asked to provide proper identification. **We do not allow the child to leave with anyone other than the parent or guardian without a written note signed and dated by the parent or guardian.**

Students dismissed before the regular dismissal time must be signed out in the main office.

Delayed Opening and Cancellations

In the event of inclement weather, parents/guardians will receive notification from the service at PowerSchool. This may occur before school or during the school day if necessary. In addition, announcements may be heard on the following radio and television stations:

WZID 95.7 FM

WMUR-TV..... Channel

Schools will open two (2) hours after the regular starting time, and morning bus pick-ups will be two (2) hours later than the regular time.

Should conditions continue to pose a transportation risk, Parent Square will notify you of the changes, and the **No School** announcement will be made by 8:30 AM on the same radio and TV stations.

Our superintendent consults with the road agents and the bus company before deciding whether to operate as usual, delay school opening, or close school for the day.

Emergency Early Dismissal

PowerSchool will call the first contact on the emergency information form for each student to alert parents to the early dismissal. If you must be away on inclement weather days, please:

- Call the school secretary or have your child bring in a note these days to inform the school where/how to contact you.
- Ensure that your child knows where to go in case of early dismissal.

General Policies and Procedures

Administrator's Discretion

All issues not specifically named in this handbook may be determined at the discretion of the Administration and/or School Board.

Video and Audio Surveillance on School Property

The Wilton-Lyndeborough Cooperative School Board authorizes the use of video and/or audio devices on Wilton-Lyndeborough Cooperative School District property to ensure the health, welfare, and safety of all students, staff, and visitors to District property and to safeguard District buildings, grounds, and equipment. The placement of the video cameras will be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view.

Reference School Board [Policy EEAA](#)

Telephone and Email Messages

Each teacher has a district e-mail address (i.e., j.doe@sau63.org) and a voicemail that may be accessed through the main office. Your phone message will be returned within 24 hours. We encourage using email as an efficient and timely way to connect with staff. You may go to the SAU 63 website, click on FRES or LCS under the schools menu, and go to teacher emails. Teachers are not interrupted from classroom instruction during the school day to take phone calls.

Students are not permitted to use the office phone for **social or non-emergency purposes**.

Legal Guardianship/Child Custody/Restraining Orders

Should typical custodial arrangements for your child/children change, the Principal must be informed as soon as possible. A letter specifying such from the adult with custodial rights and a copy of the corresponding legal documentation must be sent to the Principal for adherence. A copy will be placed on file, and associated personnel will be informed of the change.

The same procedure is required should a restraining order be in effect relative to the child. Each time such an order is extended or altered, the legal documentation verifying it must be provided to the Principal for adherence.

School Property Damage

Harmful or malicious damage to school property must be reimbursed by the persons responsible or, in the case of minors, by their parents or guardians.

School Lunch

The guidelines for free and reduced-price lunches will be sent home at the beginning of the school year. Those who believe they are eligible should complete an application.

Recess

Whenever possible, and in the best judgment of school personnel, recess time will be spent outside the building. Of course, when conditions such as extreme cold (“feels like” temperature 15 degrees or lower) or soaking rains are evident, recess will be held inside. All children will participate in outdoor recess activities unless excused for medical reasons with a note from a physician. When there is snow, students must dress from head to toe to play in the snow. A winter jacket is required if it feels like the temperature is 32 degrees or below. Please label child’s clothing.

Parents are responsible for ensuring a child is appropriately dressed for prevailing weather conditions, including boots, mittens, etc. Please refer to page 29 for playground expectations and etiquette.

Items from Home

Toys, playing cards, electronic equipment/devices, recess items, expensive jewelry, etc. are not to be brought to school.

Toys, devices, cards, etc. are frequently a distraction and are challenging to monitor. Having cell phones, audio equipment, and other valuables in a backpack or cubby does not guarantee their safety, and the school is not responsible for keeping these items safe. “Show and Tell” items are an exception.

Invitations

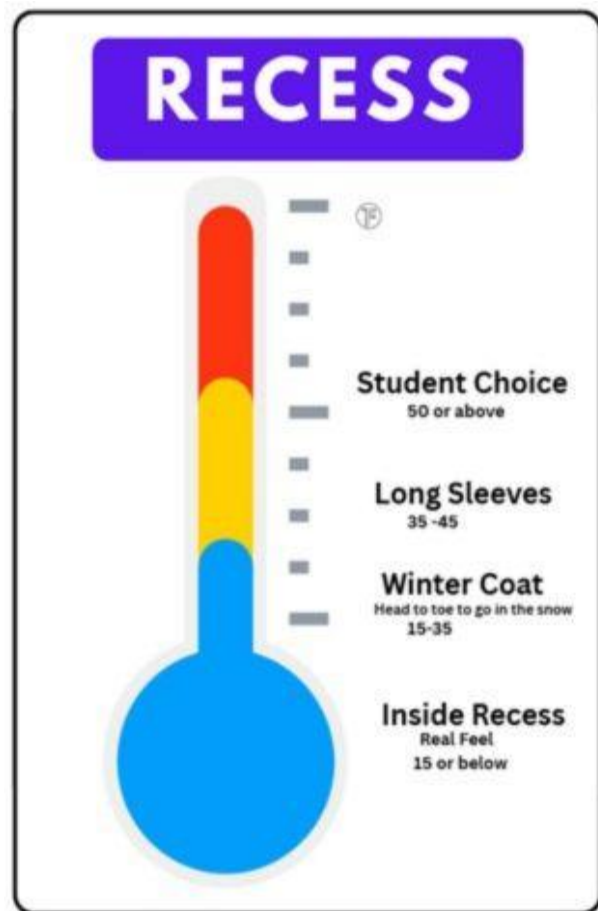
Please contact your student’s teacher if they are planning to bring party invitations to school unless the whole class is invited. Classroom teachers can arrange for students to distribute invitations in a manner that does not cause distress among class members who have not been invited.

School Attire/Dress Code

Students are expected to dress appropriately at school and in a way that does not disrupt the learning environment. No slippers or pajamas unless specified by the teacher for special events. Students not in compliance with the dress code will be asked to correct the violation or face disciplinary consequences, parents may be contacted. Some clothing can be made available and borrowed at school to correct the problem immediately.

Violations include but are not limited to clothing or jewelry that depicts, promotes, or expresses:

- Violence or weapons
- Profanity



- Drugs, alcohol, and/or tobacco use
- Sexual innuendos
- Intolerance or a lack of respect to others
- Gang affiliation

In addition:

- Students must wear clothing including a shirt with pants or the equivalent (for example dresses, skirts, leggings, or shorts).
- Students must wear shoes. (no slippers)
- Shirts and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments (waistbands and straps excluded).
- Fabric must cover the stomach, torso, genitals, and buttocks and must be opaque (not see through).
- Hats and hoods may not be worn inside the school building during the school day. This policy helps ensure clear visibility for safety, supports positive communication and engagement, and maintains a respectful and distraction-free learning environment.
- Appropriate footwear must be worn to play on playground equipment safely. Sneakers or athletic shoes are required for participation in PE class.

Books--Lost, Damaged, Forgotten

Parents will be responsible for replacing lost or damaged books and school materials.

Students are required to cover textbooks that are regularly taken home. Brown paper bags or similar material will suffice.

Lost And Found

****Please mark your all clothing and footwear with your child's last name.****

We do maintain a Lost and Found, which is located in the main hallway within each building. Items found in shared areas are displayed in this area. Unclaimed clothing is brought to donation centers during each school vacation throughout the year.

Field Trips

Field trips are educational and related to classroom learning. Every effort is made to have students back at school in time to take the bus home. Parents are notified if they are expected to pick their child up after hours.

Each student will be provided with a permission slip prior to the field trip, which must be signed by a parent or guardian. No student will be allowed on a field trip without a permission slip on file.

Parents may arrange for bag lunches to be purchased from the school for their student(s).

Volunteers and Field Trip Chaperones

Volunteers help students and teachers directly, gain firsthand knowledge about the school, and show the children that adults consider school an important place. Volunteers help with classroom preparation, student aid, and classroom demonstrations.

Volunteers must fill out a Consent and Release Form. Volunteers and chaperones who work with students are required to submit fingerprints and provide a criminal records check.

Please consider volunteering your help. If you wish to volunteer, you may notify your child's teacher, school secretary, or principal.

Florence Rideout Elementary School/Lyndeborough Central School PTO

The FRES and LCS parents and staff have a very active and involved PTO. The PTO supports our students and staff with additional educational programs and events throughout the year.

Membership is ongoing. A membership drive is held every fall. New participants are always welcome to provide fresh ideas. You may contact the school at any time to become more actively involved.

The Board of Directors consists of *the president, Vice President, Secretary, and Treasurer*. Meetings are held monthly at the school (specific dates and times to be set yearly). They are open to the public and are held to plan upcoming events, review past events, and discuss other topics. More information about the PTO can be found on the school website.

Report Cards

The school uses report cards to communicate with parents regarding their child's progress and achievement toward competencies, learning habits, and/or behavior in school. Parents are urged to call the child's teacher for any questions regarding their child's progress.

Trimesters	Report Cards go home
8/31-12/2	Friday 12/11
12/3-3/15	Friday 3/26
3/16-6/11	Mailed home end of the year

Parent-Teacher Conferences

Parent conferences are arranged in the middle of the first trimester in late October.. Parents or teachers may request conferences at other times if needed. The Parent-Teacher Conference offers the opportunity to ask questions about your child and to build an avenue of communication between home and school to better assist your child's progress.

Parents are encouraged to communicate with their child's teacher throughout the school year whenever necessary. Please call the office and ask the secretary to contact the teacher to schedule an appointment or check the teacher's availability. If it becomes clear that the issue is more serious, please schedule a meeting when both parties are prepared to give their full attention to the concern. Each teacher has a district e-mail address (i.e., j.doe@sau63.org) and a voicemail that may be accessed through the main office.

Transitions

We recognize that transition activities are essential in helping children move from home to the school setting. Various activities are planned to build connections between home and school. In the spring, we offer a "*Kindergarten Orientation*" meeting to give parents an overview of our kindergarten program. Over the summer, students in Grades 1-5 will receive a note or letter from their teacher to strengthen the connection between teacher and child. In the fall, students in grades K-5 are invited to a "*Meet and Greet*" where they can meet their new teacher, view their classroom, and tour the building before school starts. When children have completed kindergarten and 5th grade,

they are transitioned to grade one at Florence Rideout Elementary School or sixth grade at WLC Middle School as part of our “*Step-up Day*” event in late May/early June.

Snacks

Each student should bring in **one** healthy snack each day. Please contact your student’s teacher if you want to bring in a special snack to celebrate a birthday. Students **may not bring soda and caffeinated beverages to school**. Candy and sugary treats are strongly discouraged.

Kindergarten Screening

Screening in the school year provides the Kindergarten teachers and staff with valuable information about your child’s individual development and learning skills. Screening results will help teachers determine the best possible programming options for each child.

Assessments

Staff utilize several assessments to provide insight and information regarding your child’s learning progress. Individual student results from these assessments are shared with parents.

- iReady Diagnostic: Reading and Math
- Acadience Math and Reading
- Heggerty or PAST Phonemic Awareness Assessment
- NHSAS

Homework

Homework is designed for students to practice skills already taught at school and enrich the learning activities initiated in class. It allows our students to develop self-discipline, responsibility, and initiative. The work may be to study math facts, do an activity sheet, finish a project that was started in class, prepare for a test, or read. An effective homework program also supports the conviction that learning is not limited to the typical classroom experience but an extension that works to expand the vital home/school connection.

As students mature, they should assume the responsibility of ensuring their assignments are completed on time and making an effort to develop effective study habits. This is not an easy task. Students who do not have the necessary study skills or completed homework assignments may fall behind in their work.

The suggested daily average for homework per grade level is 10 minutes x the grade level (i.e, 2nd grade = 20 minutes, 3rd grade = 30 minutes, and so on).

- Parents are encouraged to read to/with their child for at least 30 minutes every day.
- If you feel your child consistently spends significantly more time than the average suggested guidelines, please contact your child’s teacher.

Electronic Devices

To support the learning process and avoid disruption, ALL electronic devices including cell phones, iPods, MP3 players, smart watches, switches, tablets, etc. are only permitted in school within the following parameters:

- Electronic devices, including phones and earbuds, are not to be used or visible during the school day
- Students are responsible for the security of their electronic devices.

During the school day, personal devices are to be off, put away, and not used during the school day. In the event a student needs to make a call, they are to go to the office to obtain permission to do so. It is requested that parents not text or call their child(ren) during the school day. If it is necessary to reach their child(ren), parents should call the main office.

The safest place for personal devices is at home. However, if the decision is made to bring personal devices to school, students are accepting responsibility to keep their device safe.

Students can store personal items and other valuables in their backpack during the school day. Students violating the electronic device rules will have their devices secured for the duration of the school day and receive disciplinary action.

Discipline

Florence Rideout and Lyndeborough Central School use a positive approach to discipline that draws upon children's ability to demonstrate behavior in constructive, friendly ways and the teacher's ability to empower them to do so. Children behave and learn best when they know that their parent(s)/guardian(s) communicate regularly with school staff and support the teachers and school administration. If you have any concerns or questions about a school or classroom practice, please share these concerns with the appropriate school personnel.

Classroom rules are created with the children during the first few weeks of school in an effort to foster a sense of ownership and responsibility. Teachers continually discuss and model appropriate behaviors and expectations with students in a calm, respectful manner. Teachers use a variety of techniques and strategies when responding to student misbehavior. Teachers use positive language to remind, redirect, and reinforce expectations. Logical consequences are often utilized.

Progressive Discipline

We have established school rules that reflect a caring environment and protect the learning environment. Students who choose not to follow these rules while on school grounds, in the building, on the bus, on field trips, or at school-sponsored events will be disciplined fairly, consistently, and progressively. Throughout the year, time is spent practicing, modeling, and revisiting the art of conflict resolution. Younger children (Kindergarten and Grade 1) are encouraged to "use their words" and to solve problems that arise rather than resorting to aggressive behaviors. We use these teachable moments to process and model self-control strategies with younger students. As older students develop greater self-control and understanding of what is expected, they are held to higher expectations and may receive more significant consequences.

Smoking/Tobacco Use

New Hampshire State law prohibits:

- Possession of any tobacco products and smoking by persons under the age of twenty-one (tobacco products include cigarettes, cigars, pipe tobacco, chewing tobacco, vaporizers, or similar products.)

- Smoking in school buildings or on school property
- The use of/possession of E-cigarettes are included in this policy.

School policy reflects these laws with the goal of making WLC a healthy environment for both students and staff. Students are prohibited from smoking on school property and at any school-related event that takes place off school property, regardless of their age.

For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

In accordance with R.S.A. 78:12-b, all incidents of possession of tobacco products or smoking involving students under the age of eighteen will be reported to the Wilton and/or Lyndeborough Police Department. Under R.S.A. 169-B:32 the student will be issued a district court complaint by the Wilton and/or Lyndeborough Police Department.

- 1st Offense: Out-of-school suspension 1-5 days with possible addition of in school suspension.
- 2nd Offense: Out-of-school suspension 5-10 days with possible addition of in school suspension.
- 3rd Offense: Ten days out-of-school suspension with recommendation to the Superintendent of Schools for additional disciplinary action

Reference School Board Policy JICH

Drug and Alcohol Use

Because of the serious consequences, legal and otherwise, that may result from the use of alcohol or other drugs, a student may not attend school, or participate in, or be present at any activity sponsored by the school if the student shows evidence of having used alcohol or any other drug. Violators will be suspended at once. In addition, any student in the possession of, or any student selling or distributing alcohol or drugs, will be subject to disciplinary action up to and including expulsion from school. It should also be noted that students who are in possession of look-alike drugs or in the presence of others who use or possess drugs are subject to disciplinary action. All drug and alcohol related violations will result in police notification.

Possession and/or Use of Drugs or Alcohol:

- 1st Offense: 1-5 days out of school suspension with possible addition of in school suspension
- 2nd Offense: 5-10 days out of school suspension with recommendation to the Superintendent of Schools for additional disciplinary action. This additional action could be a recommendation to the Wilton-Lyndeborough School Board by the Superintendent that the student be expelled from school for the remainder of the school year.

Selling, Transferring or Distributing Alcohol or Drugs:

Ten days out-of-school suspension with recommendation to the Superintendent of Schools to take additional disciplinary action. This additional action could be a recommendation to the Wilton-Lyndeborough School Board by the Superintendent that the student be expelled from school for the remainder of the school year.

Reference School Board Policy JICH

Bullying and/or Cyberbullying

Bullying or cyberbullying is a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student which:

- Physically harms a student or damages the student's property
- Causes emotional distress to a student
- Interferes with a student's educational opportunities
- Creates a hostile educational environment
- Substantially disrupts the orderly operation of the school.

The Wilton Lyndeborough School Board is committed to providing a safe and secure environment in which all members of the school community are treated with respect. Any insult, taunt, negative comments, verbal challenges, and physical challenges that are likely to intimidate others or provoke a violent or disorderly response will not be tolerated. This includes communications that occur through electronic media, whether at WLC or in the community at large. Such offenses will be dealt with in accordance with school and district policy and may result in disciplinary action including but not limited to detention, suspension, and restriction from participation in school activities. This policy is intended to comply with RSA 193-F, which specifically identifies bullying as a form of student harassment. Conduct constituting bullying or cyberbullying will not be tolerated and is prohibited by this policy in accordance with RSA 193-F.

Reporting Bullying or Cyberbullying

Any school employee, or employee of a company under contract with a school in the district or the district itself, who has witnessed or has reliable information that a student has been subjected to bullying or cyberbullying, as defined above, shall report that incident to the Principal or his/her designee, who shall in turn send a copy of the initial report to the superintendent of schools. This report shall be investigated by the principal or his/her designee. A final report in writing detailing the status of the incident shall be submitted to the Superintendent of Schools. If an investigation concludes that a student has engaged in bullying/ cyber bullying conduct prohibited by this Policy, that pupil shall be subject to appropriate disciplinary action. This may include, but is not limited to, loss of privileges, detention, suspension, expulsion, or other actions determined to educate/inform persons about the ramifications of bullying/cyber bullying behavior. Any such disciplinary action shall be taken in accordance with the applicable Wilton Lyndeborough School Board Policy and legal requirements.

Reference School Board Policy JICK

Fighting

Physical fighting for any reason will not be tolerated. Students involved in fights will be subject to suspension or expulsion from school. Students are encouraged to resolve disputes by talking the problem out or by seeking a disinterested third party (teacher, administrator, or counselor) to resolve the dispute.

Reference School Board Policies JIC, JICD, JICDD, KFA

Possession of Weapons

In compliance with New Hampshire RSA 193:13 and 193D (Safe School Zones and relative to school violence), and Federal Statute Improving America's Schools Act of 1994, "any student who is determined to have brought a weapon to school or who knowingly possesses a weapon in a safe school zone without written authorization from the Superintendent or designee shall be expelled for not less than one year (365 days). A 'weapon' means a firearm as defined in Section 921 of Title 18, United States Code, and in NHRSA 193:13. Weapons shall include, but not be limited to starter pistols, pellet guns, BB guns, rifles (NHRSA 193:13); and by any 'weapon' which will or is designed to or may readily be converted to expel a projectile by the action of an explosive' (Title 18), or any destructive device, including 'any explosive', incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or any similar device..." (Title 18).

Possession of Dangerous Objects/Other Weapons

The possession of a dangerous object in the school building or on school property and school buses and including school functions is prohibited and will result in suspension, police intervention, and possible expulsion from school. Dangerous objects include but are not limited to knives, slingshots, pepper spray, and other similar chemicals and/or sprays. In addition to these expressly prohibited dangerous objects, almost any object can be potentially dangerous depending upon its usage. Any object used in an aggressive or reckless manner shall fall under the consequences of this section. All students are permitted to turn in "dangerous objects/other weapons" which may have been accidentally brought to school as soon as they are discovered thus averting the serious consequences described by the regulations.

Note: Look alike and/or toy weapons will be included in the category of "other weapons," and will result in serious consequences for students who intend to use them to frighten, harass, or intimidate others and then use the disclaimer "it was only a toy."

Reference School Board Policy JICI

Students who threaten serious harm (to property, oneself, or others) **must** receive a safety assessment by a counseling professional before returning to school. Please refer to Suspension and Expulsion policies in School Board policy [JICD](#).

Level 1	Level II	Level III	Level IV	Level V
Classroom Behavior	Disruptive Behaviors	Rule Violations	Safety Violations	Gross Misconduct
Consequences at teacher discretion	Detention and/or Loss of Privilege	In-School Suspension (1-3 days)	Out-Of-School Suspension (1-10 day)	Out-of-School Suspension (10+ days)
-Excessive talking -Work habits & practices -Use of phones and other devices -Disruptive behaviors Teachers may assign teacher detentions for violations of classroom rules. Repeated classroom rule violations should be referred to administration.	Disruptive behaviors that include but are not limited to: -Skipping class -Tardies -Disrespect -Directed profanity -Insubordination -Classroom disruption -Skipped detention -Misuse of personal electronics/phones -Cheating/plagiarism -Being out-of-area -Bus behaviors -Dress code violations	Rule violations that include but are not limited to: -Excessive tardies (10+) -Failure to report to office when sent -Forgery -Leaving school grounds -Bullying -Racial Harassment -Sexual Harassment -Vandalism -Theft -Misuse of computers/networks -Misconduct	Safety violations that include but are not limited to: -Fighting -Assault -Possession, use, or being under the influence of alcohol or other drugs -Possession or use of drug paraphernalia, tobacco, vaping equipment, etc. -Threats -Abusive conduct or language -Possession or use of weapons or items to be used as such -Threatening behavior -Sexual Harassment -Racial Harassment -Unsafe driving on school property**	Behaviors that are deemed to be gross misconduct may be referred to the Superintendent of Schools for additional suspension and/or possible expulsion by the School Board

Progressive Discipline Plan

Office Referral:

Administrators will determine consequences that may include an office after-school detention, in-school suspension, out-of-school suspension or other appropriate positive reinforcement. A meeting between the teacher-student (and possibly parent) may be required prior to the student returning to the classroom.

Teacher Detention

The assigning teacher and student will utilize this time together to discuss the incident and create a plan so the incident is not repeated. Parents will be provided 24-hour notice prior to serving the detention and be released by 3:00 pm. Missed teacher detentions and/or repeated misconducts will be referred for administrative discipline. Note: phones and other electronic devices are not permitted during detention periods. Office phones are available if needed.

Administrative Detention

Students report to the main office at the end of the school day. Students should bring enough work or silent reading to occupy the designated detention period, either a half hour or a full hour. Note: Phones and other electronic devices are not permitted during detention periods. Office phones are available if needed.

In-School Suspension (ISS) - Level III

In-school suspension (ISS) is assigned for more serious or multiple discipline infractions. While serving an in-school suspension, students will report to the office and work on assignments given to them by their classroom teacher. Use of phones and other electronic devices is not permitted. Students will have their lunch in the ISS room.

Out-of-School Suspension (OSS) - Level IV and/or Level V

Students who commit severe violations of school safety are suspended from school and are not permitted on school grounds.

Suspension from School in Co-Curricular Activities

Participation in co-curricular activities is a privilege. Students who receive either ISS or OSS are also suspended from participating in any co-curricular activities during or after school. This suspension will last from the date of suspension through its duration. Any student sent to the office for any founded disciplinary reasons who is participating in a co-curricular activity may be excluded from participation on that day. Students who have continued disciplinary actions will be excluded from co-curricular activities.

Make-up work after an OSS

Students receive full credit for work completed during an OSS. Students should coordinate missing work with individual teachers. **It is the student's responsibility to seek out the teacher's assistance and make up work.**

Suspension and Expulsion of Students (RSA 193:13)

- The Superintendent is authorized to suspend students from school for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, providing that where there is a suspension lasting beyond 10 school days, the parent or guardian has the right to appeal such suspension to the local school board. Suspension to continue beyond 20 school days must be approved by the local school board.

- Any student may be expelled from school by the local school board for gross misconduct, for neglect or refusal to conform to the reasonable rules of the school, for an act of theft, destruction, or violence as defined in RSA 193D:1, or for possession of a pellet or BB gun or rifle. The student shall not attend school until restored by the local board. Any expulsion shall be subject to review if requested prior to the start of each school year further; any parent or guardian has the right to appeal any such expulsion by the local school board to the State Board of Education.
- Any student who brings or possesses a firearm as defined in Section 921 of Title 18 U.S.C. in a safe school zone as defined in RSA 193-D:1 without written authorization from the superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months. Any expulsion shall be subject to review by the local school board if requested by a parent or guardian prior to the start of each school year, and further, any parent or guardian shall have the right to appeal any such expulsion by the local school board to the state Board of Education.
- Any student expelled by a local school board under the provisions of the Gun-Free School Act of 1994 shall not be eligible to enroll in another school district in New Hampshire for the period of the expulsion. Nothing in this section shall be construed to prevent the local school district that expelled students from providing educational services to such students in an alternative setting.
- A student expelled from school in another state under the provisions of the Gun-Free School Act of 1994 shall not be eligible to enroll in a school district in NH for the period of the expulsion.

Playground Rules and Student Engagement:

Students are free to play in a safe and socially acceptable way during recess and breaks. If necessary, the teacher or principal may provide informal instruction/redirection to encourage a safe environment free from exclusion, bullying, or harassment.

1. Students will play with each piece of equipment as intended by the manufacturer. They may not jump off benches, swings, climbing equipment, or hang from the soccer goals.
2. Slide down slides.
3. Sit on the swings.
4. Permit only one person to use each section of the climbing equipment.
5. Return balls/equipment to the bin or rooms where they belong.

Playground Etiquette:

1. Students will treat one another with respect. They will not engage in unwelcome physical contact or verbal harassment.
2. Students will play appropriately and safely and will not engage in activities that are hurtful to themselves or others.
3. Do not throw balls or other objects against the building.
4. In cold weather, wear hats, gloves, mittens, and coats. Dress “head to toe” to play in the snow.
5. Respect and obey school staff members.
6. Line up quietly.

School Grounds:

1. Follow the rules stated above.
2. Treat others with respect.
3. Do not throw rocks or any other item that is not intended to be thrown.
4. Weapons, matches, drugs, and alcohol are not allowed.

Buses – Student Conduct

Students using district transportation should understand that they are under the jurisdiction and code of conduct/disciplinary rules of the school from the time they board the bus until they are deposited at the stop nearest their home.

In accordance with its policies JICC and JICC-R, the WLC School Board is notifying all students that they are subject to being audio-videotaped on the school bus at any time. A sign will be conspicuously placed on the bus notifying riders that their conversations and /or actions may be recorded on tape. This applies to all students transported to and from school on WLC School District buses (as approved by the Wilton- Lyndeborough Cooperative School Board).

General Rules:

1. The school bus is an extension of the school, and all school rules and regulations which pertain to student conduct, behavior or discipline in the schools are applicable to student conduct on a school bus. Accordingly, in addition to specific rules of conduct and discipline provided below, the ordinary school and District rules and regulations regarding student behavior/conduct/discipline, will simultaneously apply to all students using District transportation, and may result in separate disciplinary actions as permitted under applicable statutes, School Board Policy, and any school based or District rules or procedures.
2. The school bus driver is in complete charge of the school bus and the pupils, and shall have the same authority in maintaining discipline as a teacher in the classroom.

STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

The FRES/LCS Student Handbook is accessible on the school website, www.sau63.org

Print Student Name: _____ Grade: _____

MARK BOXES WITH "X" (unmarked boxes will designate opt-out) SIGN, AND **RETURN THIS FORM TO YOUR CLASSROOM TEACHER BY 9-11-2026.**

☐ I RECOGNIZE AS A MEMBER OF THE SCHOOL COMMUNITY THAT I AM RESPONSIBLE FOR UNDERSTANDING AND RESPECTING THE EXPECTATIONS OUTLINED IN THE STUDENT HANDBOOK.

Student Signature: _____

Date: _____

☐ I RECOGNIZE AS A MEMBER OF THE SCHOOL COMMUNITY THAT I AM RESPONSIBLE FOR UNDERSTANDING AND RESPECTING THE EXPECTATIONS OUTLINED IN THE STUDENT HANDBOOK.

Print Parent/Guardian: _____ Date: _____

Parent/Guardian Signature: _____



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

Student Support Services Report
August 2026

This month's Student Support Services report will focus upon Back to School. This doc was sent to all staff.

- We welcome all staff back for the 26-27 school year! Our professional staff continues to be the same. We have added some new ABA staff and paraeducators. Our building leadership will share their names with you in their message.
- Our contracted service staff ...Occupational Therapists, Physical Therapist, Speech/Language Therapists and Reading Specialists will begin seeing students on Tuesday September 8th after all scheduling and logistics are in place.
- Our special education department will be conducting a self-study. The reasons for this are two-fold. One... our department has been hard at work over the past few years identifying the needs and strengths/challenges in working with a group of very diverse learners. Second... we are anticipating a 10 year review from the New Hampshire Department of Education in 2028 or 2029. Our self-study will assist us in making appropriate plans for our students and assure that the appropriate structures for the special education process continue to be in place.
- We continue our work on preparing the 2027-2028 special education budget which will be discussed and reviewed throughout the fall and winter months. We are working collaboratively with all of leadership team to ascertain the parameters and scope of our proposals for this budget proposal.
- Finally, we thank all of our staff for their collaborative approach for all members of our school community! Our students belong to all of us and it is very clear how that plays out in each of our buildings every day!

Additionally, we are fully staffed for all positions except for 2 ABA therapist positions. We continue to work on filling these important staff positions. As with every summer, our department has been hard at work crafting the 2026-2027 budget as well as preparing for the beginning of school. Necessary materials have been ordered, grants updated and we anticipate the arrival of our staff and students!

**Wilton-Lyndeborough Cooperative School District
FY 2027-2028 BUDGET CALENDAR**

August 25, 2026	JOINT SCHOOL BOARD/BUDGET COMMITTEE SESSION – Recap of FY26 budget/actual; FY27 Updates/concerns; FY28 anticipated contract negotiations; District Goals discussion; Legislative review
September 14, 2026	BUDGET COMMITTEE WORKSHOP – Review upcoming budget calendar, process & expectations
September 28, 2026	DEADLINE/NO MEETING – FY28 Draft #1 due to Budget Committee
October 5, 2026	BUDGET COMMITTEE MEETING – FY28 Draft #1 Presentation by Administration
October 12, 2026	DEADLINE/NO MEETING – Anticipated questions/requests from individuals due to chair.
October 19, 2026	BUDGET COMMITTEE MEETING – Review questions & requests, discuss & vote on directives for the administration.
November 9, 2026	BUDGET COMMITTEE MEETING – Discuss Nov. 3rd election results; Questions/concerns for SAU
November 20, 2026	DEADLINE/NO MEETING – FY28 Draft #2 due to Budget Committee
November 23, 2026	BUDGET COMMITTEE MEETING – Review and Discuss Draft #2 changes/updates
December 7, 2026	BUDGET COMMITTEE MEETING – Department Presentations (SAU, IT, Food Services, Facilities, CIP)
December 21, 2026	BUDGET COMMITTEE MEETING – Department Presentations (LCS, FRES, WLC, SPED, Curriculum, other)
January 5, 2027	JOINT SCHOOL BOARD/BUDGET COMMITTEE SESSION – School Board district presentation requests; Warrant article discussions (in needed)
January 11, 2027	BUDGET COMMITTEE MEETING – Finalize & vote on recommended budget for Public Hearing; vote on warrant article recommendations; public hearing/district meeting presentation discussion
January 25, 2027	JOINT SCHOOL BOARD/BUDGET COMMITTEE SESSION – Tentative: If needed
February 4, 2027	PUBLIC HEARING
February 8, 2027	BUDGET COMMITTEE MEETING – Final District Meeting presentation discussion and revisions
March 6, 2027	DISTRICT MEETING

PERIOD FOR FILING FOR ELECTIVE OFFICE (RSA 671:19;RSA 669:19)	January 20, 2027 – January 29, 2027 till 5 PM
POST NOTICE OF SCHOOL BOARD BUDGET HEARING (7)	January 28, 2027 (Last Day)
DEADLINE FOR COLLECTIVE BARGAINING ITEMS (RSA 273-A:1,III)	*February 1, 2027
DEADLINE FOR PETITIONED WARRANT ARTICLES (RSA 197:6) (30)	*February 4, 2027 at 3:00 p.m.
FINAL INPUT PREPARED FOR PUBLIC HEARING	
WLC BUDGET (25)/BOND & NOTES HEARING (15) (RSA 32:5,I)	Thursday, February 4, 2027 (Snow Date 2/5/27)
POST WARRANT & MS-27 (14 DAYS PRIOR) (RSA 197:7; RSA 195:13)	*February 19, 2027 (Last Day)
ANNUAL REPORTS DISTRIBUTED	*February 27, 2027 (Last Day)
WLC DISTRICT MEETING (RSA 197:1)	Saturday, March 6, 2027 9 AM (Snow Date 3/8/27)
WLC DISTRICT VOTING (RSA 671:2)	Tuesday, March 9, 2027 Wilton-8AM-7PM Lyndeborough 10AM-7PM

*Last day by law for school district meeting is March 24, 2027

**WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, August 11, 2026
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.**

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

Present: *Dennis Golding, Brianne Lavalley, John Zavgren, Michelle Alley, Paul White, Erin Collins, Darlene Anzalone, and Anna Meigs*

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

I. CALL TO ORDER

Chairman Golding called the meeting to order at 6:31pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. ADJUSTMENTS TO THE AGENDA

Superintendent requested to add a nomination for a MS social studies teacher and to move item B under action items (expenditure from capital reserve) to the next meeting on August 25.

A MOTION was made by Ms. Lavalley and SECONDED by Mr. White to accept the adjustments to the agenda moving the capital reserve request to the August 25 meeting and adding an appointment to resignations, appointments and leaves section.

Voting: all aye, motion carried.

IV. PUBLIC COMMENTS

The public comment section of the agenda was read.

Mr. Bob Newton, Lyndeborough, (complete comments attached) has not been to the last couple of board meetings but has listened to them intently online. Tonight, will focus on two points. He spoke regarding the math coach and why it is needed. He thanked Ms. Alley for her excellent questions during the last meeting. A copy of his comments are attached to these minutes as submitted. He questioned if the curriculum package did not include training for the teachers. He asked if the degreed and professionally certified teachers are not able to teach basic arithmetic to young children. He added we have not started the new curriculum and yet you want to spend more money on a Band-Aid for it. He questioned if you secretly suspect it will not work. He questioned why a math coach would need a bachelor's in math for K-5. As he understands it, it is basic arithmetic plus maybe some areas and volumes of simple shapes. Isn't knowing how to teach effectively more relevant than knowing advanced math. He recommended exploring to add an alternative approach. Math Advantage is an online math curriculum used by the Alpha School, costing \$49 per month per student. You can run a test group of 10-20 students alongside the new curriculum and coach to see which gets better results. He spoke regarding the goals and roadmap. He spoke of the school board's goals being small, looking like an aspiration to mediocrity. The first one, a 10% improvement in test scores is vague and asks if you mean improving FRES English proficiency from 46% to 56% and notes there is nothing in the action plan to show how you will do it. He spoke of the second goal negotiations, being completely vague, filled with happy but meaningless buzzwords. The third goal has the same problems as the second but even worse. The parents and taxpayers do not see your continuing business as usual to be fiscally responsible. Worst of all, none of these goals are about children. You need a goal that addresses the quality of the school experience for the students. Make the kids' goals relevant, challenging and active. Use the most effective teaching techniques and get rid of the counterproductive ones like common core math and whole word reading. Give the kids room to figure things out for themselves and give them interesting material to learn from that is relevant and useful to their lives. Do these things, and he bets that most of your discipline and special education problems will disappear. But doing them will require significant changes in the way this district does its job, including the Board, administration, and teachers. That is the most fiscally responsible thing you can do this year. He welcomes any comments tonight or any other time that people would like to contact him.

Superintendent called out all the phone numbers and names joined in the meeting asking if they wanted to comment. There were no comments.

V. BOARD CORRESPONDENCE

a. Reports

i. Principal's Report/Handbook Changes

Principal Ronning spoke of the summer being outstanding with the facilities crew doing an outstanding job, from flooring and painting. He spoke of hiring a technology education teacher, English teacher and a nomination tonight for an enthusiastic social studies teacher. The Athletic Director position is vacant, having unfortunately lost Ms. Brewster. There are 4 very qualified candidates and once that position is filled, they are fully staffed. He spoke of enrollment going from 278 to 304 at WLC, they have more students who have requested to tour WLC but could not come yet due to the flooring work being done. They will attend the meet and greet and hope we may obtain a few more students. The leadership team meeting went very well. Some of the goals are continuing to push cell phones, increasing student awareness about class time and being on time. We're going to look at handwriting, note taking and computer use. We will end up looking at student outcomes to make sure they're getting the skills necessary to be successful. We will look at reading; students do not read. They can do texts, they can do short things, but there's no pleasure, they don't pick up a book and read. We will look at possibly implementing some time this year for students to be able to read during the day to get some interest because when you read, you write more fluently and reading comprehension goes through the roof with regard to vocabulary skills. He shared some updates in the student handbook in his report and there is a link to the full handbook in there. The athletic parent meeting was just held and the welcome back letter to parents and staff will go out shortly. They had their emergency response plan meeting last week with emergency response personnel talking about the current plan and a couple things to update. Everyone is on the same page with regard to school safety. He spoke of the athletic season starting in a couple of weeks and in his absence, Ms. Draper, Assistant Principal Gosselin have been incredible, organizing schedules, checking transportation, etc. Last year during the athletic advisory meeting the thought of a Booster Club came up. Years ago, they had one, but it faded. Discussion was about what it would take to create a Booster Club to help support athletics. There is a brochure and a table set up in the hall tonight. They don't have the 503C yet but hope to in the very near future. The Booster Club will start this fall with the snack shack. A question was raised whether there are any foreign exchange students coming this year. Principal Ronning confirms there is one from Japan, he believes in 11th grade. Ms. Lavalley noted the Board needs to vote on that, but she has questions about what precipitated that decision that are more appropriate for nonpublic session. A question was raised regarding the uptick of students and if that is across the board. Principal Ronning confirms it is at WLC, he believes they had 4 students who left and 8 who came in. A question was raised regarding discipline. Principal Ronning confirms they wanted to keep it consistent. With regard to failing, he just had a conversation with parents telling them that it depends on the circumstances and gave an example. If they have already been on probation and you know you were on probation and you continue to fail, you're done because school comes first. If it is a situation that is sudden and you've been fine and now are failing three classes, then the question is why. We have a conversation with the student and parents and talk about whether there needs to be time off from athletics to get the grades back up. It doesn't necessarily mean if you are failing the 3 classes you are automatically off, but we look at it. A question was raised that there have been many discussions regarding after school tutoring and has there been any thought for those who are failing but are making an effort by attending tutoring. Principal Ronning confirms they are required to do tutoring. Concern was raised regarding a student failing three classes and being allowed to play. Principal Ronning reviewed the eligibility rules which state you must be passing all classes to play. At the end of the fourth quarter, you have to pass all classes. If you have one or two F's, you are on probation and that means every week you turn in a probation sheet to say you are passing all classes. If you are failing three at the end of the fourth quarter and it's the fourth quarter, not the long class but if it's the end of the fourth quarter, you're not eligible to play. He spoke of some circumstances where it may be all of a sudden there may be something going on in the student's life at that point, it is not necessarily that we should pull them off the team. We may need to put in some corrective action to help you be successful. A question was raised if the warning signs are there and the student has an IEP, is that part of the conversation to revisit the IEP. Principal Ronning confirms, yes. Superintendent Weaver informs the group that updates to the FRES handbook will be presented at the next meeting.

ii. Curriculum Coordinator's Report

Ms. Dignan reports the MS and HS health curriculum is getting a revision this summer. The two teachers teaching those courses have been working on that. She highlighted some of the instructional opportunities this summer noting that many teachers are doing a lot of work over the summer. FRES and LCS innovation group consisting of Kirsten O'Rourke, Jess Hill, Julie Lemire, Andrea Lawner, Morgan Kudlich and Megan Levesque came together and determined a list of priorities. What are the things that we are going to do to support students learning at FRES and LCS and what are we going to change. Some ideas are hands-on outdoor activities and engaging. We wanted to work on interdisciplinary units where math and science work together with music for example. We wanted to personalize it for students and teachers. We came up with a plan, and the teachers are really excited about this idea and would like to present it to the Board in September. She reviewed additional summer professional development. Megan McLaughlin, Megan Levesque and Laura Seal all went to the responsive classroom training. All the FRES core classroom teachers have had this training. Kinley Sullivan and Becky McGrath went to Open SciEd training. Students had summer learning as well with Summer Academy for incoming grades 2-5 with teacher Kirsten O'Rourke as the coordinator teacher and Jess Radloff and Jess Hill were the teachers there. We had Theatre Camp again for grades 1-12 with Morgan Kudlich and Taryn Anderson and at the MS we ran competency recovery with Melissa Norton and Kinley Sullivan. She spoke of her role changing to include not being at FRES one day a week but instead she will be supporting LCS more throughout the week. She will act as the intermediary for LCS and if she cannot resolve the situation, she will call Principal Maghakian who is still the principal of the school. Ms. Dignan will be supporting that middle role. She also worked with Superintendent Weaver taking over the Title I grants. She reported working within three grant years right now. The 24-25 grant year for Title II and Title IV ends. The 25-26

grant year ends September 30 of next year. We just started July 1st, the 26-27 grants for Title I, Title II and Title IV. We have an activity that we're calling Spring into Fall for those students who are part of the W.I.N. program and if you were offered Summer Academy or Title I tutoring last year you may be eligible for this. It is to bolster the skills and combat that summer slide. It will run in the month of September. That was approved this summer along with the math coach. Kira Brewster and Bridgette Fuller worked collaboratively to make sure that all our Title I documents and files are all squared away and ready to go. They reviewed data and started looking at the students who may be eligible for "Spring into Fall" and are looking at professional development for the Title I tutors. That was all done this summer with the 25-26 grant. For the 26-27 grant, ideas were put on the consolidated application that we talked about back in May. Also tutoring for all the buildings and continuing with the math coach in Title II. Also, for the 25-26-year grant is the mentoring program. She worked with Assistant Principal Gosselin to add a new component this year to the mentoring program to support the 2nd year teachers and not just the 1st year teachers. For the 26-27 year, we talked about in the consolidated application and continuing to get responsive classroom training for teachers, having a math book study and continuing the math professional development with Title IV which is primarily student centered. We added the Chess Club, Lego Club after school approved at FRES. We heard a lot about executive functioning for students moving from the elementary school to MS where students are more independent. We found an executive functioning sort of program to support them so that there's a structure to support all the sixth graders coming in. She confirmed the math coach is 100% grant funded; there is no budget impact this year. A question was raised whether there is a way to easily look at performance after fall testing to see how much growth students who attended Summer Academy had. Ms. Dignan confirms she must do it in a way that is not identifying students, but they did pre and post assessments and she may be able to generalize that. It was suggested to look at total growth for all at FRES and then the one groups from Summer Academy to see what the impact was. Ms. Dignan confirms the consolidated application was approved but did have to make corrections. She notes the DOE has made changes to what they request for grants and new requirements. It was noted an error in her written report shows Title IV executive functioning was at LCS vs. WLC. Ms. Lavallee spoke regarding the math coach and the reasoning behind it. She attended some of the grant meeting where it was discussed that it is good to sometimes get a second opinion if something is not working and you have a teacher who's teaching a particular student and they're using the materials correctly and they think that what they are doing should be working and it is not. One of the reasons why we have the math coach is to get a second set of eyes and that second opinion. The goal is to have them intervene at the earliest ages possible, starting with the younger grades, with the most intensive needs based on our fall screeners and assessments. That way we are catching kids who may be struggling early on and getting teachers multiple ways to support those students because not every student is a cookie cutter student where one thing works for every student. She spoke about last year it was identified that one of cohorts that seem to be struggling is the special education population. She asked if we problem solved that at all or is it still in process. Ms. Dignan confirms it is still in process. We will do a special education self study finding out where our strengths and weaknesses are and then bolstering our strengths and supporting the weaknesses. A question was raised, mainly about the HS, were there any classes you wanted to teach that you didn't have a teacher for. Sometimes classes are not available on the list for students to choose. Ms. Dignan responded sometimes they are not offered because they rotate. Some are offered one year or one semester; she is not aware of any that didn't run because we didn't have teachers to teach it.

VI. SCHOOL BOARD SELF-EVALUATION

Ms. Lavallee spoke that in the course of the discussion regarding goal setting for next year and budget for next year, one thing she looked at was the school board completing a self-evaluation which we have a policy on. She questioned when the right time to do this would be and how do we go about completing it and is it something we want to do individually or all together. Discussion was had, new members are elected in March, would it be appropriate to do it in April, or would fall be better giving time for new members to settle in. It was noted budget season is taking place in the fall. It was suggested to do it as a group as a workshop. It was suggested to do the evaluations starting in the 2nd year, especially for those with three-year terms. Ms. Lavallee clarified it is to evaluate how productive the Board is, the relationship with the Superintendent, financial management and risk management etc. and look at those things and areas for improvement and build on those. It was suggested in March it is a good time to evaluate what happened. If we have a new person, they can join the conversation any time they want but don't have to until they have had a full year. Discussion was had that this suggestion would work and sometimes there are members on the Board for only one year if they are filling a term for a vacant seat. From a timing perspective the Board has more time in March when district meeting has been completed. It was noted if they have a workshop, they need to be cognizant of administrations time if they want to have an additional meeting. It was suggested to think about goals for the Board, what we want to accomplish, just a couple of key things and start thinking about what's important to you as a board member then at a future meeting we can come back and discuss it, determine what the 2 or 3 goals would be for this year and then evaluate how we did on the goals. Ms. Lavallee suggested if the discussion is kept short they could have a workshop at 6PM prior to a board meeting and go from there. A brief discussion was had regarding when to hold it. It was suggested and no objection was heard to schedule September 22 at 6PM, and again either the last meeting in March or first meeting in April to have a discussion/workshop and if everyone comes prepared it should go fairly quickly.

VII. HOUSE BILL 1300 (copy of the slides are attached)

Superintendent Weaver reviewed HB 1300 has been signed by the Governor and it significantly impacts our district and how we build a budget and the ceiling that gets placed on the budget. There is also a cap on SAU administration costs. This law applies to every public education district in the State of NH and will be on the ballot in November. He spoke of looking at the impact over the summer and will work with the Budget Committee and how this law affects the budget. Hopefully at the end of tonight we can dig a little deeper into HB 1300 and talk about the impact and what this bill is about. A slide show was presented; a copy can be

found with the minutes. He explained budget process starts early, for us in July and August as a school digging into it. This year there is some expectation but not as clear as it was 2 years ago. In the absence of HB 1300 we always looked at the budget as being fiscally responsible and taking that very seriously. We identify our needs and build a lean budget that the community will support. The last few years since he has been here, the community has always supported us even adding money in when we reduced it. There is ample support for the public to participate and be involved. They don't vote until district meeting in March but the opportunity to find out what the budget means and where the funds are going is always there. At district meeting the voters have the opportunity to increase or decrease the budget and people raise their hands and talk about it. This year the voters will need to consider 2 questions, but they are together. The first is to place a hard ceiling on 6% of the SAU administrative cost and that 6% isn't negotiable. The other is about limiting or capping the increase in property tax levy. So how much we increase our school budget and how much we essentially charge the community members to pay for that budget. Right now, we're looking at that cap being tied to an inflation rate from last March. Right now, he believes it is 3.6% in this corridor in the northeast region. We're looking at CPI, that inflation rate as a cap combined with new construction and property growth. He thinks what's important to note for us is we're really digging into our administrative costs to see what the law says needs and what needs to be included in that 6%. He does not know where that 6% came from but seems reasonable without knowing any other number. We are still trying to understand the bill. He will be attending a workshop with Ms. LaPlante along with other superintendents and business administrators in NH regarding the bill and wants more information before we communicate it out to the community. He may hold a public hearing. We want to educate voters on the pros and cons of HB 1300 and what happens if it is voted in and what happens if it's voted down in our district. Ms. LaPlante spoke of this being their best guess of what this law is going to mean. They have not received any cheat sheets from any of the associations: this is really digging into the law and really analyzing it. If something changes, it's due to new interpretation. Essentially if HB 1300 is approved, our expenditure growth is calculated off the property tax that bills that are sent out to the communities and our growth is limited by the rate of inflation for March of the current year as well as some property value changes. If property values increase across the two towns a net .08% then we can add that in but it's a very difficult calculation that even the DRA is having a difficult with. It limits how much we can bill our communities, and this applies to all of our appropriations. It is not just the general fund. It includes our capital reserve funds, our negotiated CBA's, any one-time special warrant articles such as we've had the tennis courts in the past years; it is across all of our dollars that we're asking to spend. It would implement a 6% cap on SAU and central office budgets not necessarily just the people but budgets as a whole. It is very specific about what those are. It is not us assigning who we think should be there. We have to follow the algorithm. She thinks that is the piece that's going to get some tweaking as we go along. Regardless of whether this passes or not the way the state law is written, it appears again in another 2 years regardless of whether it passes or not. FY 2027-2028 will be the first impact, the budget we are just about to start building. A question was raised how we go about planning if we don't know. Ms. LaPlante responded that she wanted to put the warrant article language in there (on slide) and there are some key things. It's not to grow beyond the prior year's amount of the tax levy, not the budget, the tax levy which means whatever we appropriated minus our revenues to the district or to the community minus the state revenues and it is kind of that flat bill that we send out at the bottom, factoring all of that out. It significantly reduces that. It takes out of the equation the unspent funds we return. The SAU central office spending may not exceed 6% of the total school district appropriations and the bonded costs are excluded from that. We would kind of take that out of the equation. Adoption requires a 3/5 majority vote, a simple 60%. When you go back and you look at what the voting population looked like of votes cast in November 2022 election, it was over. In the November 2024 election there were over 3700 votes cast. It is not a presidential election this year so theoretically it might be fewer folks showing up. Fewer people still mean the same exposure to us. A question was raised what is the point of this. Superintendent responded that there are a couple of slides on the benefits that they have identified by some supporters of the bill and then also some concerns too from people that oppose it. In general, he thinks there is concern in every state but certainly in NH that our property taxes keep going up and its' really hampering people that are on fixed incomes and is becoming a struggle because the state doesn't fund public education here the way it does in let's say in Massachusetts or maybe Vermont and Maine. It is all dependent on property taxes and there is a lot of pressure there. Perhaps this is a tool where the community has to keep property taxes down. Maybe it is an opportunity for people to vote and say we are really getting priced out of our community and we have to slow down the expenditures. There are a lot of big items we can't control like health insurance. We thought 15% was high but it came in at 35%. We are trying to stay as objective as possible. A question was raised that the budget process had already started, how many budgets are being prepared and how much extra work is being put into that. Superintendent responded we have a joint meeting on the 25th and it does have an impact on how we move forward. The SAU 6% is a hard number, and the only override is if at district meeting a supermajority overrides it. Do we start by staying under the tax cap and giving an artificial 3.6% or do we move forward with the budget we need and start reducing that with the Budget Committee. He is hoping they provide some directions on how to approach it. He spoke about 2 years ago, being given a ceiling to stay under and worked hard to stay under that, but we were still over it because there were costs and items that we needed to make sure student needs were being met academically and that we are moving forward. He gave a scenario of the tax cap being approved and then if it was not approved. Discussion continued including seeing it as the state not putting in their share and bailing themselves out for a problem they created. Superintendent added whether we agree with it or not and how difficult it makes this task of building the right budget for our kids in the system, we have to move forward. He spoke of needing to make difficult decisions and we cannot allow a law to fracture our district and take steps back from the leaps and bounds we have made. He spoke of not coming forward with any more staff cuts. Discussion continued. Ms. LaPlante reviewed the slides noting she wanted to take the paper equation and give it some real dollars and cents. She reviewed how it is calculated and reviewed the slide showing how school property tax is calculated. For FY 2027 the budget the voters approved in March 2026, that is our full bucket of our appropriations. We back out our revenues and unspent funds. These are estimates right now until the

DOE 25 is certified. It is taking our total allowable spend minus our revenues, what we anticipate returning from unspent funds in FY 26 minus state aid, minus adequacy. That brings us down to \$12,572,848. We are taking that \$12,572,848 and backing out those bonded costs within the FY 27 budget. That brings our new number down from which our cap is based to \$11,000,000. Then times the rate of inflation of 3.6%. We are not assuming there's any measurable property growth since it's not clearly defined right now. We're not factoring that in and that takes our ceiling right now to \$430,844 and that is all of our costs. That would be our FY28 operating budget. That would be year 1 of the collecting bargaining agreement for the WLCTA as well as it would be capital reserve funding requests. We automatically are year 2 of our CBA for the support staff. When you compare that to the \$16,000,000 that we first started with we are really only looking at a 2.57% increase. It is not 3.6% on our operating budget, it's 6. Six percent cap on the bill sent to the communities which further reduces it. How would this impact our district. We already know right off the bat that \$26,600 for year 2 of the support staff CBA that voters approved in March with no knowledge that there was going to be a cap put in place. Twenty-three thousand for year 2 of our transportation contract. Last year health insurance was over 34%, she is estimating a 15% increase for this budget, \$336,430, and we are already just shy of that cap. We have minimum cost of living increases for our non-affiliated staff, and we want to keep them, we cannot overlook them just because they don't have a CBA. We have year one of 2 different contracts coming up. With special education costs everything is variable until we get our student population in and can evaluate the students' needs. We don't know what we're going to have for unforeseen needs in July 2027. She noted in her time here in the district, we have done a great job, Board, Budget Committee and Administration to align our spending so that it completely supports our students and staff and it is not going to unfunded positions, we don't keep unfunded position in the budget to inflate it, every dollar goes to somebody with a face because we are a small district. Now that we have made all those cuts over the years, we literally have no place else that we can cut without adversely impacting students or eliminating programs, costs are going to continue to rise. We can't control NH Retirement which is currently fixed at 19%. Electricity and fuel, transportation SPED, employee salaries, building and maintenance, technology, software license fees go up every year by at least 5%, 6%, or 7% but we can't tie those to the rate of inflation. This law does not unfortunately have any provisions in the tax cap for one-time anomalies. What happens if costs exceed the cap. We're talking that we have to cut \$430,000 but there's also a mechanism in place that the votes at district meeting could override the tax cap. If voters approve it in November theoretically in March at district meeting when we count voters, those folks 66% or more could override the tax cap. If we don't get that supermajority then we are looking at \$430,000 and delaying purchases, reducing staff, increasing class sizes, and postponing maintenance whether that is in the operating budget or within the CIP. How does that affect future programs? It limits new initiatives, defers curriculum adoption and honestly could mean the closure of LCS which has a 1-year savings, it does not have substantial subsequent year savings. We want to be objective about this; we see it through our lens but there is a whole other side. She reviewed the slide about the potential benefits of a tax cap, including increasing predictability in local property taxes, encouraging districts to prioritize spending, promoting long-term fiscal discipline and providing taxpayers with additional protection against budget growth. She noted we already have the mechanism in place. Voters are already able to make those decisions. We will not get our health insurance rates until after the November vote. It was suggested to have more than 1 public meeting to explain, there will be a lot of misinformation in the community and on Facebook. Ms. LaPlante added that this is the public's money and we take our roles very seriously as stewards of that money. We are happy to answer any questions and are transparent about where those dollars go. Superintendent added it is fortunate to have a district meeting where voters can out and hear about it and ask questions. We already had those mechanisms regarding the budget in place within our district and the taxpayers continued to support us. This tax cap is a one-size fits all for every district. It doesn't matter if you are Manchester or Rochester, it will affect all the same, but they have more dollars to spend. He spoke of wanting to start getting the word out to the community so they can understand this. Maybe there are some things we are not thinking of. He gave examples of some questions to think about including, what educational opportunities are most important, how should the district balance affordability with education and what does that look like. Our goal is to have a series of opportunities we can present and provide feedback to the public. Ms. Lavalley expressed her personal views and did not speak for the Board. She has spoken to many community members and others across NH. She noted the legislation put forth of all the benefits listed, not one was to improve education in this state. She spoke of it making it more difficult. She expressed frustration, the legislative update is 230 pages long and it has been happening year after year. She spoke of the additional work that has been put on the district and amount of time it takes which comes from the same legislators that are telling us to be fiscally responsible and spend less on administrative costs. They have increased reporting and that's not just at the state level, it is happening at the federal level. She gave the example of the consolidated application we needed to fill out and the hours we had to spend on that. She spoke of town meetings being around for centuries and hopes every voting citizen takes time before November to look into what this is doing to the education of the next generation, the people who will be our lawyers, our nurses, our doctors, our mechanics, our plumbers, because those are the people who will be affected by this. Superintendent spoke of going to a workshop and based on that he will make updates to the PowerPoint and will report out. His plan is to have communication with families, public meetings and anyone who is interested in coming. Ms. LaPlante will be meeting with the Budget Committee Chair on Thursday. Discussion continued including the experiences are different in districts and this is not local control.

VIII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. White and SECONDED by Ms. Alley to approve the minutes of June 9, 2026, as amended. Voting: five ayes, three abstentions from Chairman Golding, Ms. Collins and Ms. Anzalone, motion carried.

A MOTION was made by Ms. Anzalone and SECONDED by Ms. Collins to approve the minutes of June 23, 2026, as written.

Voting: five ayes, three abstentions from Ms. Lavallee, Ms. Meigs and Mr. White, motion carried.

A MOTION was made by Ms. Alley and SECONDED by Ms. Anzalone to approve the nonpublic minutes of June 23, 2026, as written.

Voting: six ayes, two abstentions from Ms. Lavallee and Mr. White, motion carried.

IX. COMMITTEE REPORTS

i. Facilities Committee

Ms. Alley reported the committee just met before the Board meeting. Most of the meeting was dedicated to hearing about an energy audit or the ability to have one done for our school and what that would mean. The committee is not ready to give details or have someone come to present to the Board. The committee needs to discuss whether or not they want to pursue it. It was a good presentation. The next meeting is September 28, at 5PM.

ii. Negotiations

Chairman Golding reported there is nothing to report, there was no meeting. The next meeting is August 20, and an update will be provided on August 25.

X. RESIGNATIONS / APPOINTMENTS / LEAVES

a. FYI-New Hire-Arianna Simmer-PCS-LCS

b. FYI New Hire-Elizabeth Kep-ABA-LCS

Superintendent reviewed the new hires.

c. Resignation-Amber Brewster-EMS English Teacher-WLC

Superintendent reviewed the resignation.

He noted that we were lucky that Chairman Golding was given the authority to appoint any teachers over the Board's July break as we were able to hire 2 teachers.

d. Appointment-Kierra Bertin-MS-English Teacher-WLC

Superintendent reviewed the nomination for Ms. Bertin.

A MOTION was made by Ms. Anzalone and SECONDED by Ms. Collins to accept the nomination of Ms. Kierra Bertin, MS English Teacher at a salary of \$50,000, Bachelors, Step 1.

Voting: all aye, motion carried.

e. Appointment-David Matuszek-Technology Teacher-WLC

Superintendent reviewed the nomination for Mr. Matuszek.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to accept the nomination of Mr. David Matuszek, Technology Education Teacher, at a salary of \$60,000, Bachelors, Step 11.

Voting: all aye, motion carried.

• Appointment-Carlyanne Fryatt-MS Social Studies Teacher-WLC

Superintendent reviewed the nomination. He noted that this position was previously filled but the teacher's position had been reduced (RIF) at her past district and later put back in, so she returned to her prior district.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to accept the nomination of Ms. Carlyanne Fryatt, MS Social Studies Teacher, at a salary of \$52,000, Bachelors, Step 3.

A question was raised regarding her years of experience. Principal Ronning responded that she was a teacher at Nashua School District whose position was cut. He reports she was a breath of fresh air coming into the interview, she was fantastic.

Voting: all aye, motion carried.

XI. PUBLIC COMMENTS

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

XII. SCHOOL BOARD MEMBER COMMENTS

Mr. White commented it is good to be back from break. He had the opportunity to see students attending Theatre Camp. They did a fantastic job, they choreographed a number, saw a show and learned about improv. They did a fantastic job. He asked if someone could look into the sound at FRES and wondered if we have anything we could move down there to improve it.

Ms. Meigs commented on what a hardworking, good-hearted Board this is.

Ms. Collins commented, how sad that students don't read. She suggested maybe next time at the Facilities Committee meeting they could talk about jazzing up a space or two inside and outside where students might actually want to go to read if they are going to be given time to do so. Small seating areas, little free library, that kind of thing. She welcomed everyone back.

Ms. Lavallee is very excited for the athletic booster club. She was here when it dissolved. She is excited it is back and we have a group specifically dedicated to looking at that. She looks forward to the innovation presentation that we're getting from teachers. She thanked everyone for their hard work they did over the summer. She thanked Chairman Golding for working on the appointments while the Board was on break.

Ms. Anzalone commented that the library looks great.

Mr. Zavgren commented about reading. He thinks essentially today that people don't read very much anymore. He spoke of an example related to his daughter where students had incorrect information from TikTok but thought it was correct and spoke to them about checking their references and asked if they used any critical thinking. So yes, he believes students need to read but he does not know how to get them motivated to do so. He thinks motivation is the critical thing. He spoke of this briefly. You can read in many different areas; are you going to read about science, history or read fiction. There are probably 14 or 15 different varieties of fiction. He thinks it is good to have an environment where people would feel comfortable reading and have the time to read. What are they going to read and is there somebody they trust who's going to be suggesting things for them to read and helping them enjoy the process of reading. Reading should be enjoyable; it should be relaxing. He does not know how to get students to actually do that.

Ms. Alley spoke as a parent, she is very comforted or grateful to know that the curriculum coordinator, the principal, Superintendent and Business Administrator have been all working hard this summer to give us all the information that we need as parents and community members to be able to really understand the spectrum and the things that we're facing this year and years to come. She appreciates the hard work and for Mr. Hofstetter getting our schools ready and keeping things updated. She loves the idea of reading time.

Chairman Golding spoke of there not being a single person on the School Board that does not put these students first every single time they come into this meeting. The students and what the students do in this school comes first, period. He does not know anybody that puts anything else first on this Board. If you're going to read our minutes, understand and comprehend what you're reading and then you'll know what's going on such as the math coach being grant funded in the Title I. HB 1300, he thinks if the state government is going to step on our toes, but then tells us we need to take control, then stop stepping on our toes and let us take control. And then they need to take a hard look at how towns spend money because he is pretty sure Wilton's percentage increase was way higher than our school budgets, but nobody wants to look at that.

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

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to enter Non-Public Session to review the non-public minutes, personnel and student matters, RSA 91-A: 3 II (A) (B) (C) at 8:26pm.

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

RETURN TO PUBLIC SESSION

The Board entered public session at 9:16pm.

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

Voting: all aye, motion carried.

A MOTION was made by Ms. Lavallee and SECONDED by Mr. White to accept the foreign exchange student for this year, (2026-2027).

Voting: all aye, motion carried.

XIV. ADJOURNMENT

A MOTION was made by Mr. White and SECONDED by Ms. Collins to adjourn the Board meeting at 9:17pm.

Voting: all aye, motion carried.

*Respectfully submitted,
Kristina Fowler*

August 11, 2026

Notes for School Board

I have many notes from the last board meeting but tonight want to focus on only two points:

Math Coach

Goals

- Math coach:
 - a. Why is this needed? Did the new curriculum package not include training for the teachers? Are these degreed and professionally-certified teachers really not able to teach basic arithmetic to young children?
 - b. We have not even started using the new curriculum, and yet you want to spend more money on a Bandaid for it? Do you suspect that it not work?
 - c. Why does the coach need a BS in math for K-5 level math teaching. Isn't knowing how to teach basic math effectively more relevant than knowing advanced math?
 - d. I recommend you explore adding an alternative approach: Math Advantage is an online math curriculum used by Alpha School. It costs \$49 per month per student. You could run a test group of 10-20 students alongside your new curriculum and coach and see what gets better results.
- Goals
 - a. The goals are small. It looks like an aspiration to mediocrity. The first one, a 10% improvement in test scores, is vague. Do you mean improving FRES English proficiency from 46% to 56%, or to 50.5%. And there is nothing in your action plan that says how you will do it.
 - b. Worse, the second one about union negotiations is completely vague - filled with happy but meaningless buzzwords. And renewing union contracts is a basic requirement of the administration's and board's job, not a goal to aspire to.
 - c. The third one has the same problems as the second, but even worse. I can tell you, the parents and taxpayers do not see your continuing business-as-usual to be fiscally responsible.
 - d. Worst of all, none of these goals is about the children. You need a goal that addresses the quality of the school experience for the students.
 - e. Make the kids' goal not just correct answers on standardized tests, but deep understanding of the subjects, real proficiency at the skills, and genuine enthusiasm for learning. Now that would be a real goal.
 - f. Make school relevant, challenging, and active. Use the most effective teaching techniques, and get rid of the counterproductive ones. Give the kids room to figure things out for themselves. Give them interesting material to learn from, that is relevant and useful to their lives.

- g. Do these things, and I'll bet that most of your discipline and special ed problems will disappear. But doing them will require significant changes in the way this district does its job, including the board, administration, and teachers.
- h. And that is the most fiscally responsible thing you can do this year.

UNDERSTANDING NH HB 1300

WHAT WILL VOTERS DECIDE THIS NOVEMBER 3rd?

- STATEWIDE BALLOT QUESTION THAT WOULD CHANGE HOW THE NH MUNICIPAL BUDGET LAW (RSA 32) AFFECTS SCHOOL DISTRICTS
- APPLIES TO EVERY NEW HAMPSHIRE SCHOOL DISTRICT
- POTENTIAL LONG-TERM IMPACT ON SCHOOL BUDGETING

OUR GOALS ARE TO:

- EXPLAIN HB 1300
- EXPLAIN HOW OUR SCHOOL BUDGET IS CURRENTLY DEVELOPED
- DISCUSS HOW A TAX CAP COULD AFFECT FUTURE SCHOOL BUDGETS
- SHARE POSSIBLE LOCAL IMPACT
- ANSWER QUESTIONS

HOW DOES OUR SCHOOL BUDGET WORK TODAY?

01

Drafting

Budget Committee & School Board build a draft budget

02

Meetings

Series of public meetings for open discussion

03

Hearing

Public Hearing held in February

04

Meeting

Annual District Meeting held in March

Voter Decision LOCAL VOTERS ALREADY DETERMINE THE ANNUAL SCHOOL BUDGET BY APPROVING OR REJECTING THE BUDGET

WHAT HB 1300 DOES

01

Statewide Vote

Requires all communities in NH to vote on November 3rd on a question specific to adopting a tax cap for their School District Budgets and related limitations on central office administrative expenses.

02

60% Approval

Must receive a 3/5 (60%) affirmative vote across the votes cast in the Towns of Wilton and Lyndeborough that day to take effect for the budget that will go in to place July 1, 2027.

03

Tax Growth Cap

Would cap annual Tax Bill growth by the rate of inflation and net increase in taxable property growth.

04

Expenditure Limit

Would limit the SAU/Central Office expenditures to 6% of the total operating budget.

IF HB 1300 IS APPROVED:

01

Expenditure Growth

Limited by inflation and net new taxable property growth using the prior year's municipal tax bill as a basis (excluding bonded capital costs). Not based on prior approved expenditures.

02

All Appropriations

Applies to ALL appropriations and Warrant Articles—including the Operating Budget, negotiated CBAs, Capital Reserve, and one-time Special Warrant Articles.

03

Administrative Cap

Also restricts and limits central office administrative expenditures to ensure resources are focused appropriately.

04

November 2028 Ballot

Regardless of whether it passes in November 2026 or not, the question must also be placed on the General Election ballot in November 2028.

TAX CAP WARRANT ARTICLE LANGUAGE

- “SHALL THE TOWN OF X LIMIT PROPERTY TAX GROWTH FOR THE WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL DISTRICT UNDER RSA 31:5-I? IF ADOPTED FOR A TWO-YEAR PERIOD: (1) THE LOCAL PROPERTY TAX LEVY MAY NOT GROW BEYOND THE PRIOR YEAR’S AMOUNT, ADJUSTED FOR INFLATION AND NEW CONSTRUCTION; (2) SAU CENTRAL OFFICE SPENDING MAY NOT EXCEED 6 PERCENT OF TOTAL SCHOOL DISTRICT APPROPRIATIONS; AND (3) BONDED COSTS ARE EXCLUDED FROM BOTH LIMITS. THESE CAPS APPLY ONLY TO ADMINISTRATIVE OPERATIONS OF THE SAU CENTRAL OFFICE AND DO NOT AFFECT CLASSROOM INSTRUCTION, SCHOOL-BASED SERVICES, OR OTHER MUNICIPAL EXPENDITURES. THESE LIMITS MAY BE OVERRIDDEN AS PROVIDED IN RSA 32:5-I. ADOPTION REQUIRES A THREE-FIFTHS ($\frac{3}{5}$) MAJORITY VOTE.”

Important Calculation Note

The Tax Cap is calculated based on the most recent **Tax Levy** (Tax Bill). It is *not* calculated based on the prior year's approved appropriations.

How is School Property Tax calculated?

FY 2027 Approved Appropriations

(Amount approved by voters in March 2026)

- FY26 Revenues
- FY26 Unspent Funds
- FY27 Adequacy Aid & State Education Tax

= **Property Tax Levy**

Estimate of 2026 Property Tax Bill

\$16,835,295 Appropriations

- **\$800,000** Estimated FY26 Revenues
- **\$600,000** FY26 Unspent Budget
- **\$1,189,515** State Education Tax
- **\$1,672,932** Adequacy Grant

\$12,572,848 Property Tax Levy

IT IS IMPORTANT TO NOTE - THE TAX CAP IS CALCULATED BASED ON THE MOST RECENT TAX LEVY (TAX BILL); IT IS NOT CALCULATED BASED ON THE PRIOR YEAR APPROVED APPROPRIATIONS

MAXIMUM ALLOWABLE LEVY = PRIOR FISCAL YEAR TAX LEVY (2026 PROPERTY TAX BILL FOR SCHOOLS) - BONDED CAPITAL COSTS (REMOVED FROM 2026 TAX LEVY AND 2028 BUDGET) $\times$ (1 + INFLATION + NEW NET TAXABLE PROPERTY GROWTH)

FOR OUR 2028 BUDGET:

$\sim \$12,572,848 - \$604,970$ FY27 BONDED CAPITAL COSTS = $\$11,967,878 \times 3.6\%$ RATE OF INFLATION = $\$430,843.61$

IF THE BUDGET CAP PASSES, OUR TOTAL ALLOWABLE INCREASES WOULD BE CAPPED AT $\sim \$430,844$ FOR OUR FY28 OPERATING BUDGET, YEAR 1 OF COLLECTIVE BARGAINING AGREEMENTS (WLCTA, ABA/RBT), YEAR 2 OF COLLECTIVE BARGAINING AGREEMENT (WLCSSA) AND CAPITAL RESERVE FUNDING REQUESTS (BUILDINGS & ROADWAYS, SPECIAL EDUCATION)

$\$430,844$ ESTIMATED CAP EQUALS A 2.57% INCREASE FROM OUR TOTAL FY27 APPROVED APPROPRIATIONS

HOW WOULD A ~\$430,844 BUDGET CAP IMPACT OUR DISTRICT?

FY28 KNOWN OR ANTICIPATED INCREASES:

- ~ \$26,600 YEAR 2 OF SUPPORT STAFF CONTRACT
- ~ \$23,000 YEAR 2 OF OUR TRANSPORTATION CONTRACT
- ~ \$336,430 ESTIMATE HEALTH CARE INCREASE OF 15% (LAST YEAR IT WAS >34%)
- ~ \$???? MINIMUM COST OF LIVING INCREASE FOR NON-AFFILIATED STAFF
- ~ \$???? YEAR 1 OF ABA/RBT CONTRACT
- ~ \$???? YEAR 1 OF TEACHER'S CONTRACT
- ~ \$???? SPECIAL EDUCATION COSTS
- ~ \$???? UTILITY COSTS (HEAT, ELECTRIC)
- ~ \$???? REPLENISH SPECIAL EDUCATION CAPITAL RESERVE FUND (IF NEEDED)

WHAT COSTS CONTINUE TO RISE OR ARE DIFFICULT TO CONTROL?

- HEALTH INSURANCE
- NH RETIREMENT COSTS
- ELECTRICITY & FUEL
- TRANSPORTATION
- SPECIAL EDUCATION
- EMPLOYEE SALARIES
- BUILDING MAINTENANCE
- TECHNOLOGY
- SOFTWARE LICENSE FEES

MANY EDUCATIONAL COSTS INCREASE FASTER THAN INFLATION

WHAT HAPPENS IF COSTS EXCEED THE CAP?

IN THE EVENT OUR FY28 NET APPROPRIATION INCREASES EXCEED \$430,844, THERE IS A MECHANISM FOR VOTERS TO VOTE TO EXCEED THE CAP AT DISTRICT MEETING (MARCH 2027). THIS WOULD REQUIRE AT LEAST 66% OF VOTERS IN ATTENDANCE TO APPROVE THIS MEASURE

IF VOTERS DO NOT VOTE AT DISTRICT MEETING TO EXCEED THE CAP, THE SCHOOL DISTRICT WILL NEED TO CONSIDER (IF NECESSARY) OPTIONS SUCH AS:

- DELAYING PURCHASES
- REDUCING STAFFING
- INCREASING CLASS SIZES
- POSTPONING MAINTENANCE
- REDUCING PROGRAMS
- LIMITING NEW INITIATIVES
- DEFERRING CURRICULUM ADOPTION
- CLOSURE OF LCS

POTENTIAL BENEFITS OF A TAX CAP?

SUPPORTERS GENERALLY ARGUE THAT HB 1300 COULD:

- INCREASE PREDICTABILITY IN LOCAL PROPERTY TAXES
- ENCOURAGE DISTRICTS TO PRIORITIZE SPENDING
- PROMOTE LONG-TERM FISCAL DISCIPLINE
- PROVIDE TAXPAYERS WITH ADDITIONAL PROTECTION AGAINST BUDGET GROWTH

CONCERNS RAISED THAT OPPOSE A TAX CAP

OPPONENTS OF A TAX CAP GENERALLY ARGUE THAT HB 1300 COULD:

- LIMIT LOCAL FLEXIBILITY
- IT IS A ONE-SIZE FITS ALL IN EVERY DISTRICT
- WILL MAKE IT DIFFICULT TO RESPOND TO UNEXPECTED COSTS
- INCREASE PRESSURE ON STAFFING AND DEFERRED MAINTENANCE
- AFFECT EDUCATIONAL PROGRAMMING
- VOTERS ARE ALREADY ABLE TO CUT OR INCREASE SCHOOL BUDGETS AT THE ANNUAL SCHOOL DISTRICT MEETING

QUESTIONS FOR OUR COMMUNITY TO CONSIDER

- WHAT EDUCATIONAL OPPORTUNITIES ARE MOST IMPORTANT?
- HOW SHOULD THE DISTRICT BALANCE AFFORDABILITY WITH EDUCATION?
- WHICH SCHOOL SERVICES ARE ESSENTIAL?
- WHAT LEVEL OF FLEXIBILITY SHOULD LOCAL VOTERS HAVE IN FUTURE BUDGETS?
- REMINDER - COMMUNITY ALREADY HAS LOCAL CONTROL MECHANISM TO IMPLEMENT BUDGET CAP