Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, November 3, 2026
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/ncq-jgym-sbu
Audio: +1 315-904-1360 PIN: 692 051 133#

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

I. CALL TO ORDER-Dennis Golding-Chair

II. PLEDGE OF ALLEGIANCE

III. STUDENT or STAFF ACKNOWLEDGEMENT

IV. ADJUSTMENTS TO THE AGENDA

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

VI. BOARD CORRESPONDENCE
a. Reports
i. Student School Board Report
ii. WLCTA Report
iii. Principals' Reports
iv. Curriculum Coordinator's Data Presentation

VII. BOARD BUDGET DISCUSSION

VIII. POLICIES-2ND READING
i. JICK-Bullying Prevention: Pupil Safety and Violence Prevention
ii. JJJ-Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils

IX. ACTION ITEMS
a. Approve Minutes of Previous Meeting

X. COMMITTEE REPORTS
i. Facilities
ii. Strategic Planning

XI. RESIGNATIONS/APPOINTMENTS/LEAVES
a. Resignation-Hannah Rudd-WLC MS English Teacher

XII. 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.

XIII. SCHOOL BOARD MEMBER COMMENTS

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

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

XV. ADJOURNMENT

INFORMATION: Next School Board Meeting-November 17, 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.

NOVEMBER 2026

School Board Report:
High School
Representative: Hannah Hamilton

November 2026

Red Ribbon Week:

This year's theme is "Make A Difference. Be A Hero. Stay Drug Free.™" To promote being a hero and making good choices, students have been dressing up and discussing ways to stay drug free. In Advisory, students thought about their own goals and how to stay drug free throughout high school. Students will win prizes for their thoughtful answers! The National Junior Honor Society students planned out this week.

Alice In Wonderland Jr:

The middle school drama club has been hard at work putting together this years musical "Alice In Wonderland Jr". Performances will be taking place November 19th and 20th at 6pm and the 21st at 2pm in the WLC cafeteria. Come support our musical students!

Veterans Day Assembly:

WLC will be hosting an event to show our sincere appreciation and honor our veterans. There will be a guest speaker and a presentation of a students patriots pen essay with a reception to follow all put together by Ms. Olympia Clark.

Student Work:

Students were hard at work across all grades to maintain there grades as quarter 1 came to a close. Middle school students changed their UA classes and are excited to start something new.

Fall Sports:

Fall sports are coming to a close, we are all so proud of all of our WLC athletes and cannot wait to start our winter sports season. Go Warriors!

WLCTA Board Report 11/3/26

It's November and we are well into our school year. Teachers all over the district are continuing their learning in professional development outside of their school days, and we remain hopeful that the citizens of NH will vote to support their public schools this week.

Florence Rideout Elementary School & Lyndeborough Central School

- Our Innovation project has begun and the worms are already creating vermi-compost for our planting project this spring. Students have been excited to get their hands dirty!
- The holiday concert is scheduled for December 10th at 6pm in the FRES gym. It will feature 3rd, 4th, & 5th grade musicians.

WLC Middle High School

- The International Trip to Italy & Greece in 2028 has the highest enrollment of any international trip to date, we are super excited to prepare for this incredible opportunity!
- Scholastic Book Fair is at WLC for Parent-Teacher Conferences and students are loving the opportunity to stock up on books and other reading related goodies.
- National Junior Honor Society led the celebrations for Red Ribbon Week, which is a national event to bring attention to the dangers of drug use. Students are having discussions, wearing themed outfits, and sharing daily announcements on the topic.
- Olympia Clark is working with two teachers (From Mascenic & Lebanon) to help them get certified in Family & Consumer Sciences. What a wonderful wealth of knowledge we have here in WLCSD!

WLC School Board Report
Submitted By: T. Ronning and K. Gosselin
November 3, 2026

Student / Staff Recognition. WLC Coin recipients - *The school coin may be awarded to students, staff, and community members who demonstrate exemplary contributions to: learning, our school community, leadership, kindness, service, and school pride.*

- **Isabel McKown** - Artist who designed our school coin (certificate)
- **Travis Robichaud** - When two peers were having a student with a disability do things that were not acceptable he stepped in.
- **Adam Chandonnet** - Stepped in when two peers were throwing around another student's sneaker.
- **McKenna Crouse** - Leadership on the playing field - speaking with fellow athletes telling them to keep their heads in the game and not lowering their standard of play.
- **Mandy Kovaliv** and **Alice Bartoldus** - pursuing the Program 68 hours of Hunger to help our students / community.
- **Cathy Blais** Designed a new course and added to our learning culture. Apple Trees (will graft branches for different apples on the tree, adding a fish tank to our hallway, arranging a field trip to Touchstone Farm.

Community Recognition:

- Touchstone Farm in Lyndeborough - for opening their doors/property to share what they do with our students.
- Brian Perkins and Sara Kimber for donating a fish tank.
- Bob Newton who brought 3 apple trees to plant (Liberty, Enterprise, and Honeycrisp) as well as compost, ships, and fertilizer.

End 68 Hours of Hunger - School Counseling Office

- A public non-profit effort to confront the approximately 68 hours of hunger that some students experience between the lunch they receive on Friday and the breakfast they receive in school Monday.
- Will receive $6,000 from the Program to implement Friday "To Go" bags for families with a need.
    - WLC staff shop for items and put together bags - supplies stored in the WLC Cupboard.

Schoolwide Celebrations

- Middle School Softball Championship Banner
- Granite State Unified Champion School of Excellence
    - From NH Special Olympics - for bringing awareness to students with disabilities.
        - "Making WLC a place where every student belongs, participates, and has an opportunity to lead."
        - "Creating meaningful opportunities for students to connect, build frienshsips, discover their strengths, and celebrate one another."

ICAC - Internet Crimes Against Children Program

- Thursday, September 29th - Hosted the program for a presentation to help middle school students understand the complexities of the internet.
    - How to protect themselves
    - Sextortion

Parent / Teacher Conferences / Partnerships

- Teachers communication with parents:
    - Goal: to have 80% of our students represented for conferences.
    - Students who are struggling to be successful, encouraged a conference, or held one over the phone.
    - Students doing exceptionally well, pursue a challenge.
    - Sending Warrior Cards.
        - To date (10/26) have sent home 179 cards. Last year at this time: 125

End of Quarter 1

- Focus on providing timely feedback for students to understand accomplishments and areas of needs. This includes comments on HS Progress Reports and Middle School Report Cards.
- Good to Great
    - Academics - reviewing the ability level of our students and encouraging them to reach higher by challenging themselves.
    - Checking our curriculum maps - are we teaching what we should?
    - Being reflective of our instructional strategies
        - Making notes as to how our students did and what each staff member could do to improve the outcome.
    - Discipline: The number of disciplinary incidents has increased. We attribute this to an increase in higher standards specfic to school climate. In addition, we have broadened how we approach certain incidents - such as:
        - Poor sportsmanship required the student athlete to view the NFHS online sportsmanship video in the presence of the Athletic Director or an Administrator.
        - Possession of vaping materials - we are investigating a course our students could take - with quizzes - to help our students better understand the health concerns related to this behavior

Athletics

- Boys Soccer Team - Playoff Game @ Gorham: Tuesday October 27th at 3PM
- Investigating the implementation of a Middle School Cheer team.

WLC Dance Team

- Request for overnight travel to compete:
    - January 30 - 31, 2027 to Walt Whitman High School, Huntington, NY

- Additional competition: February 14, 2027
- Wins at both competitions would qualify the team to travel to the Nationals in Orlando, Florida in February 2028
- Will be traveling to the Boston Ballet to see a show.

Student Incidents:

High School Behavioral Referrals:

- For the month of October there were a total of **18** office referrals, which is a decrease of 15 log entries. Of the **18** referrals, there were **16** students.

Category	August/Sept 2026	October 2026	October 2025
Total Log Entries	33	18	7
Detention	0	0	2
ISS	1	0	1
OSS	1	3	0
Restorative Practice	0	2	0
Cell Phones	29	10	4 (cell phones were not reported separately)
Other (non phone issues)	2	3	

Middle School Behavioral Referrals:

- For the month of October there were a total of **20** log entries. This is a decrease of 3 log entries from this time last year. **16 students made up the total number of 20 log entries.**

Category	Aug/Sept 2026	October 2026	October 2025
Total Log Entries	23	20	7
Detentions	0	4	2
ISS	6	5	0
OSS	3	2	2
Restorative Practice	0	0	1
Cell Phone	7	2	

Other- non cell phone issues	7	7	1

Upcoming Dates

- October 28th; Parent / Teacher conferences
- October 29th; Parent / Teacher conferences
- October 30th; No School
- November 10th; Celebration of Veterans, Fall Sports Awards night
- November 11th; No School (Veteran's Day)
- November 24th; ½ Day
- November 25th through 29th Thanksgiving Break

October 23rd Enrollment: 301 students = MS (143) HS (158)

- 19 students have entered WLC (1 is an exchange student)
- 12 students have transferred

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
November 3, 2026

October Highlights

October was a busy and productive month at both Florence Rideout Elementary School (FRES) and Lyndeborough Central School (LCS), with a continued focus on student learning, school community, and hands-on experiences.

Our staff participated in data days and began implementing intervention groups to provide targeted support based on student needs. During our Workshop Day, we enjoyed learning with Polly Bath and deepening our understanding of our new math programming. These opportunities support our continued work to strengthen instruction and meet the needs of all learners.

At LCS, students celebrated Safety Month by welcoming representatives from our local police, fire, and ambulance services. Students learned more about the important roles these municipal service providers play in our community and had the opportunity to tour the ambulance and fire trucks. We appreciate our local first responders and their willingness to spend time with our students and provide these valuable learning experiences.

Our Friday Morning Meetings at FRES continue to be a wonderful way to build community and bring our school together. Third grade recently took the lead in facilitating one of our meetings, and students enjoyed a Monster Mash freeze dance. We also came together for a whole-school Hokey Pokey dance! These shared experiences give everyone an opportunity to laugh, connect, and get moving as we begin our Fridays together.

We also enjoyed several fun community-building activities throughout the month. Our PTO Penny Wars brought plenty of excitement, with second grade coming out on top! As the winners, they earned the opportunity to lead us in our Halloween parade. The PTO also hosted a successful Skate Night, providing another fun opportunity for students and families to connect outside of the school day. Both LCS and FRES held their Halloween parades on Thursday, October 29th, and it was wonderful to celebrate with our students.

Our annual Pumpkin Carving Contest showcased the creativity of our staff members. Thank you to everyone who participated and to our students for casting their votes! We appreciate the enthusiasm and school spirit that made this activity such a success.

We have also begun our Wormy Wednesdays! Our worms are doing well, and students are learning about food waste, composting, and what materials can and cannot be composted. This is an engaging, hands-on opportunity to build environmental awareness and connect learning to everyday practices.

We have completed our fall Parent-Teacher Conferences, and it was wonderful to connect with families, discuss student progress, and work together to support continued growth. A special thank you to the PTO for providing pizza for staff on one of our conference evenings. This thoughtful gesture was greatly appreciated during a busy week.

Looking Ahead to November

November is a seemingly short, fast month, and we have several important dates and exciting activities ahead. We look forward to welcoming TIGER on November 18th, followed by our PTO BINGO Night on November 20th. Our annual Turkey Trot will take place on Monday, November 23rd, giving students another opportunity to come together for a fun school tradition before the Thanksgiving break. And, let's not forget the Pie in the Face activity!

As we move into November, we remain focused on supporting student learning, strengthening our school communities, and creating meaningful experiences for our students.

Upcoming Dates

- **November 11, 2026** ~Veterans Day ~ No School
- **November 18, 2026** ~ TIGER Assembly & Workshops for 4th/5th
- **November 20, 2026** ~ PTO BINGO Night
- **November 23, 2026** ~ Annual Turkey Trot
- **November 24, 2026** ~ Early Release
- **November 26–27, 2026** ~ Thanksgiving Recess ~ No School 🦃

We appreciate the continued support of our staff, families, PTO, and community. October was a wonderful month of learning, collaboration, and school spirit, and we look forward to carrying that momentum into November.

FRES Discipline Log Summary – 2026-2027

August/September 2026

- 11 discipline log entries required administrative attention.
- 3 of these were bus referrals.
- These incidents involved 7 students out of 183, representing 3.8% of the student body.

October 2026

- 19 discipline log entries required administrative attention.
- 1 of these were bus referrals.
- These incidents involved 13 students out of 184, representing 7.1% of the student body.

FES	August/ September	Oct.	November	December	January	February	March	April	May/June
Total Log Entries	11	19							
Total Bus Referrals	3	1							
ISS	1	3							
OSS	0	0							
Loss of Privilege	0	2							
Other	7	13							

SAU 63 Fall '26 Data Presentation

Fall '26

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

~Jill M. Siler

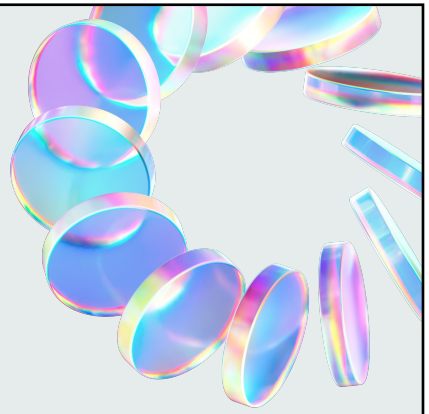
Vision of a Graduate

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

Agenda

- i-Ready
- State Assessment
- What Makes WLCSD Unique?
- Post-High School

Big Takeaways



- Changes that we've made over time are having an impact on our instruction.
- As we continue to review our data, we will to continue to dig into our subpopulations.
- Our Post-High School plans are split fairly evenly into thirds.

i-Ready

Information
Math Data
Reading Data



i-Ready Information

Timeline of Assessment

September 2026

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

January 2027

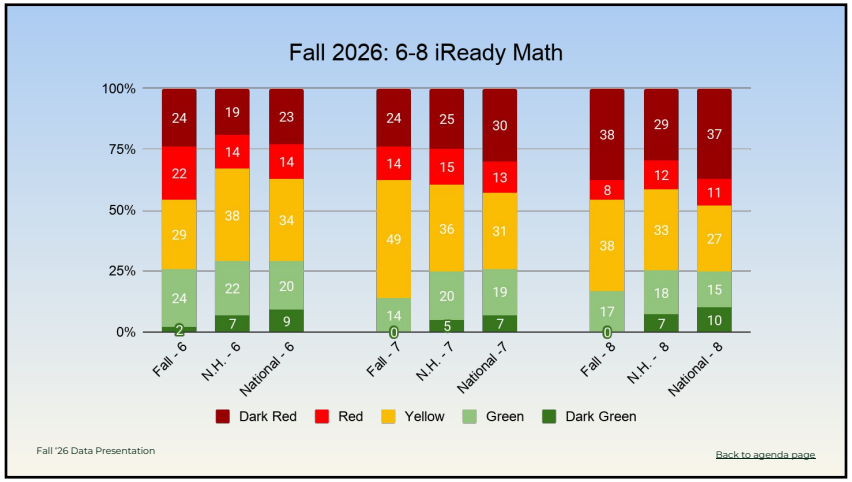
iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

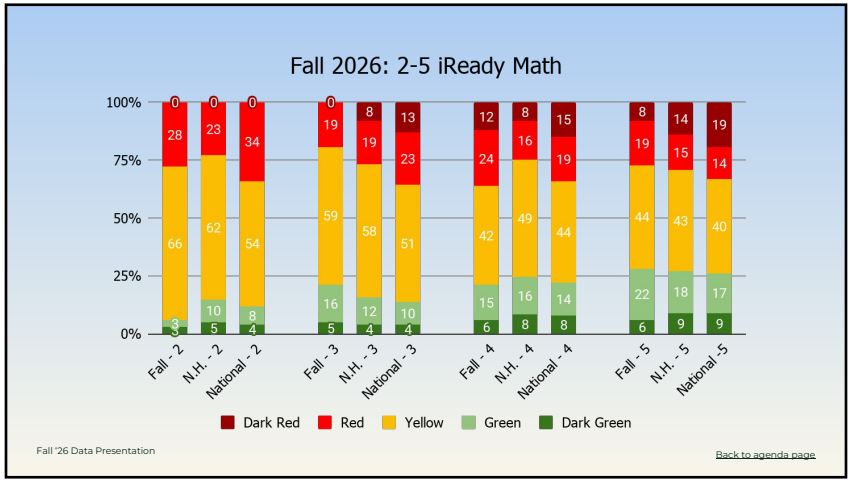
April 2027

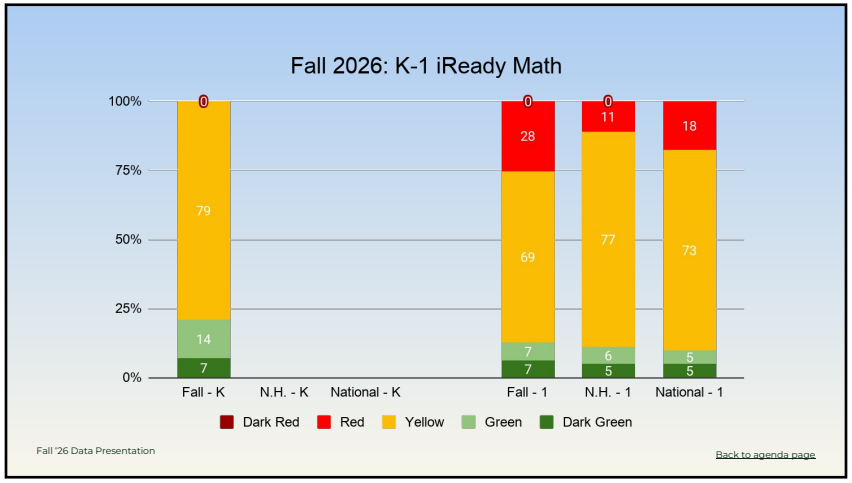
iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

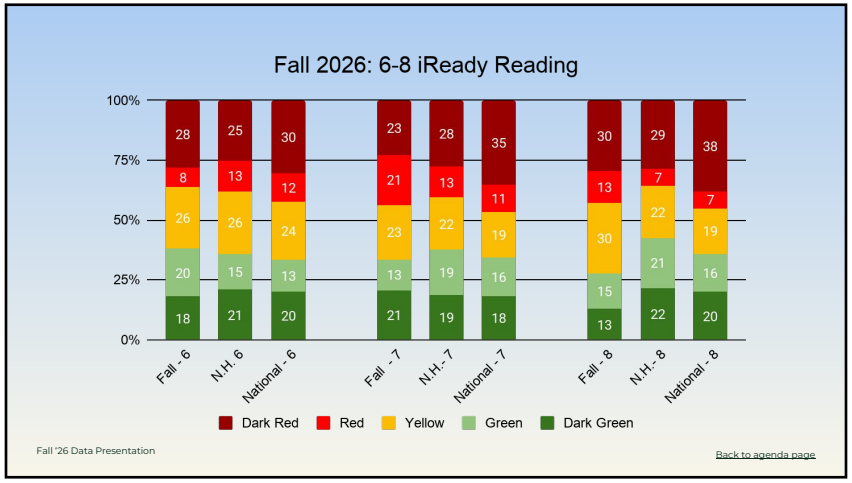
iReady Scale

Color Band	Meaning
Dark Red	Deep red indicates that students are 3 or more years below grade level.
Red	Red indicates that students are 2 years below grade level.
Yellow	Yellow indicates that students are 1 year below grade level.
Green	Green indicates that students are early on grade level.
Dark Green	Dark green indicates that students are mid-grade level or above.

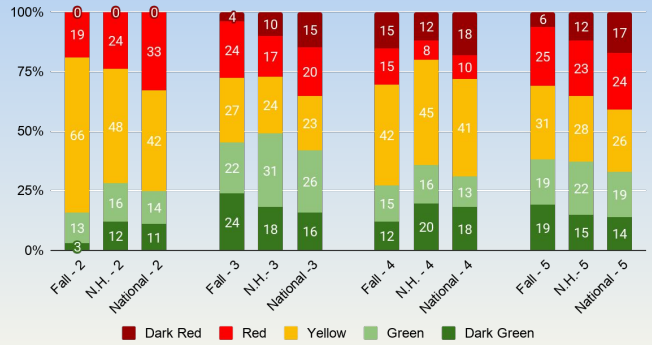

Fall 2026: 6-8 iReady Math
100%
75%
50%
25%
0%
Fall - 6
N.H. - 6
National - 6
Fall - 7
N.H. - 7
National - 7
Fall - 8
N.H. - 8
National - 8
Dark Red
Red
Yellow
Green
Dark Green
Fall '26 Data Presentation
Back to agenda page


Fall 2026: 2-5 iReady Math
100%
75%
50%
25%
0%
Fall - 2
N.H. - 2
National - 2
Fall - 3
N.H. - 3
National - 3
Fall - 4
N.H. - 4
National - 4
Fall - 5
N.H. - 5
National -5
Dark Red
Red
Yellow
Green
Dark Green
Fall '26 Data Presentation
Back to agenda page

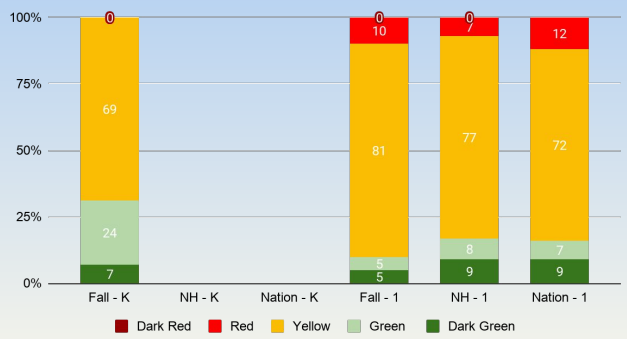

Fall 2026: K-1 iReady Math
100%
75%
50%
25%
0%
Fall - K
N.H. - K
National - K
Fall - 1
N.H. - 1
National - 1
Dark Red
Red
Yellow
Green
Dark Green
Fall '26 Data Presentation
Back to agenda page


Fall 2026: 6-8 iReady Reading
100%
75%
50%
25%
0%
Fall - 6
N.H. 6
National - 6
Fall - 7
N.H. - 7
National - 7
Fall - 8
N.H. - 8
National - 8
Dark Red
Red
Yellow
Green
Dark Green
Fall '26 Data Presentation
Back to agenda page

Fall 2026: 2-5 iReady Reading

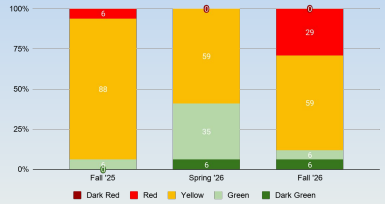


Fall 2026: K-1 iReady Reading

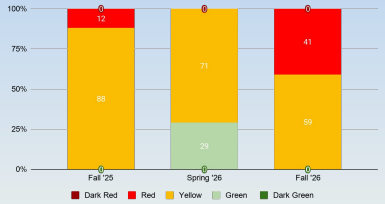


Summer Academy Comparison From Fall '25 to Fall '26

Fall 2026: Summer Academy i-Ready Math

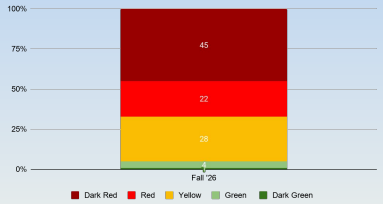


Fall 2026: Summer Academy i-Ready Reading

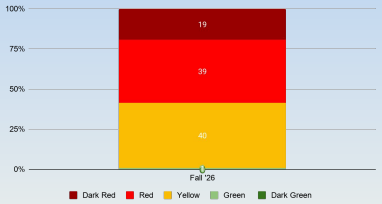


Subpopulation Data - Math

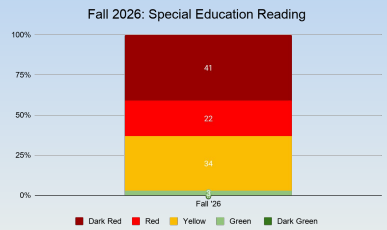
Fall 2026: Special Education Math

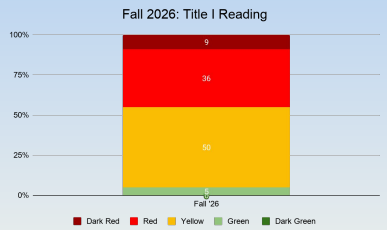


Fall 2026: Title I Math



Subpopulation Data - ELA

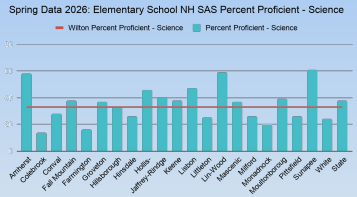


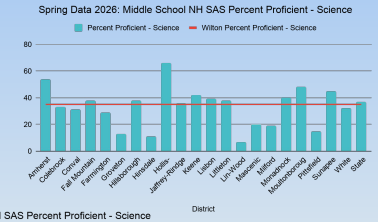


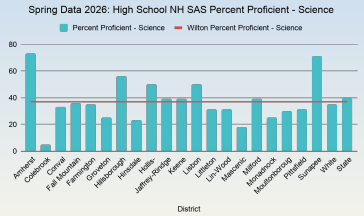
State Assessment

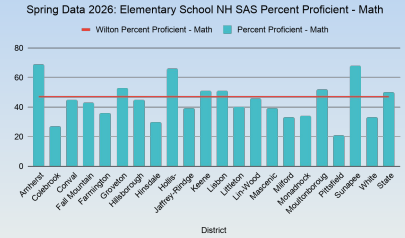
Science Data
Math Data
Reading Data

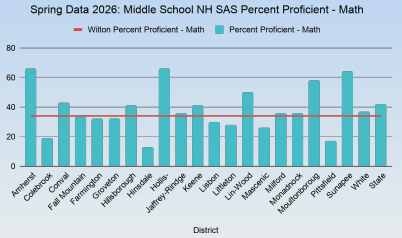


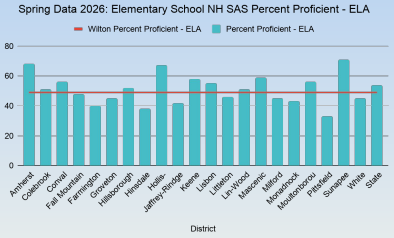


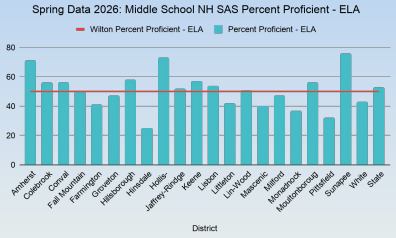










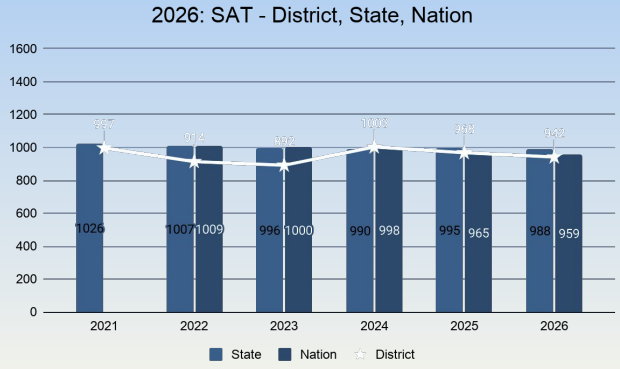


Science

Math

ELA

	24-25 School Year			25-26 School Year		
Building	WLCSD	State	Gap	WLCSD	State	Gap
FRES	53	46	7	49	54	-5
WLC MS	53	54	-1	50	53	-3



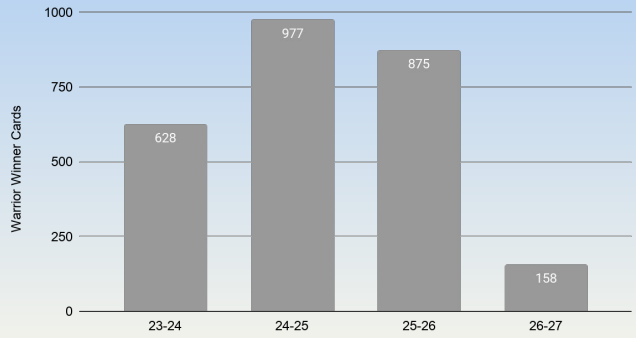
What Makes WLCSD Unique?

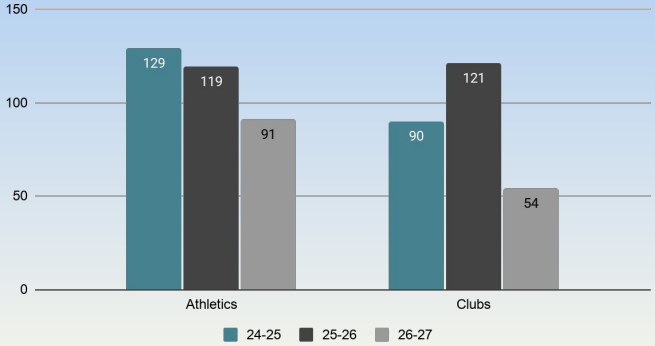
LCS/FRES

- Trips this year:
  - K - Windy Hill Apple Orchard, town library visits
  - 5th - Sturbridge Village
  - 4th - Historical Town Tour
- CARES ideals
- School Community Building ~ Friday Morning Meetings
- Community Connections - Safety Days
- Apple Pie Day - 1st & 5th
- Innovation Project ~ W.O.R.M.S.

WLC MS/HS

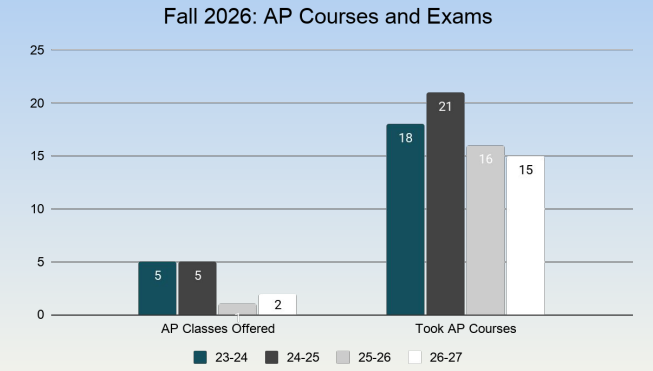
- Trips this year:
  - Mt. Monadnock
  - Beach Cleanup
  - Clubs Field Trips (such as Touchstone Farm, Squam Lake etc)
- "Best Version of Self"
- "Academic Best"
- Recess and frequent movement breaks in our middle school
- Partnerships with surrounding towns- Mason, Milford, etc.

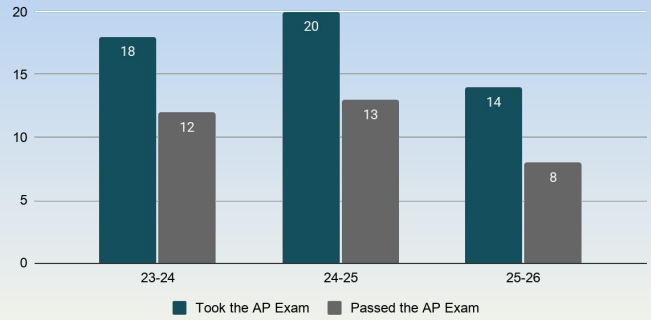




Advanced Placement

- Advanced Placement classes can only be taught by an educator with specialized training from College Board.
- Students can take this course at WLC and earn college credit by scoring a 3 or higher on the Advanced Placement Test for that content area.

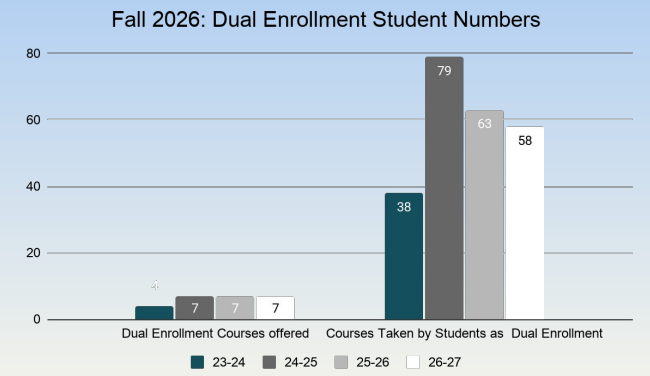




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Dual Enrollment

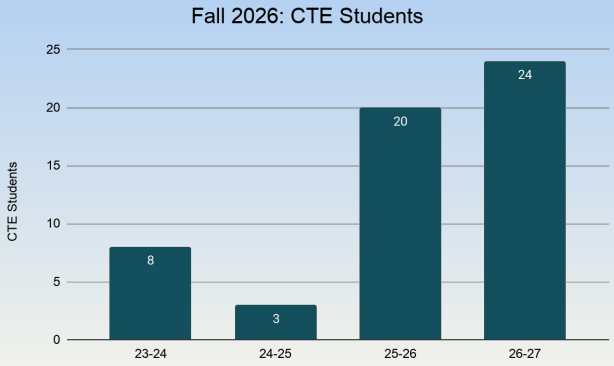
- Dual Enrollment Courses can only be taught by an educator with a Masters Degree and specific training from the Community College the school is associated with.
- Students can take this course at WLC and earn Nashua Community College credit by scoring a 74% or higher in the Course.
- This year if all of the students taking a Dual Enrollment course earn the NCC credit they will save **$41,412** in tuition costs for this current school year.



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Career and Technical Education (CTE)

- Career and Technical Education courses are offered through several other high schools.
- Students can earn Certifications (think LNA, Food Service Certs, OSHA etc.) through these courses.
- Partnership Schools: Milford, Mascenic, and Conval
- PHAZE - Welding

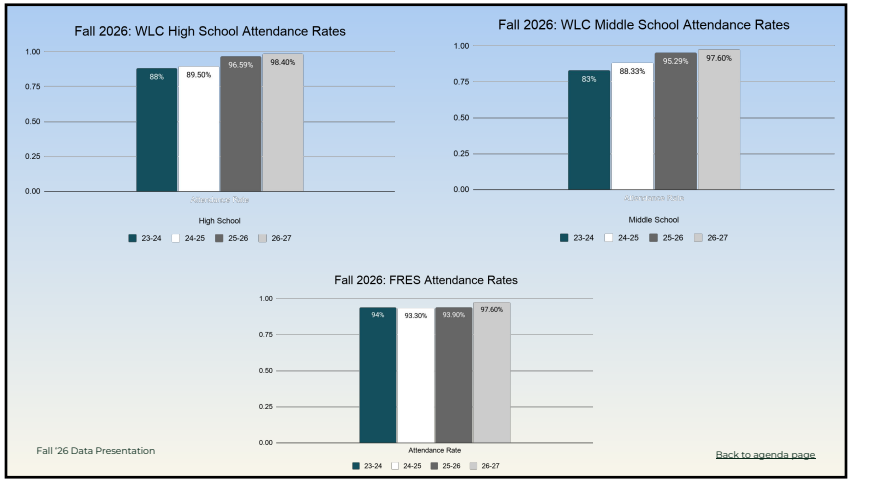


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Attendance Data

FRES
WLC Middle School
WLC High School



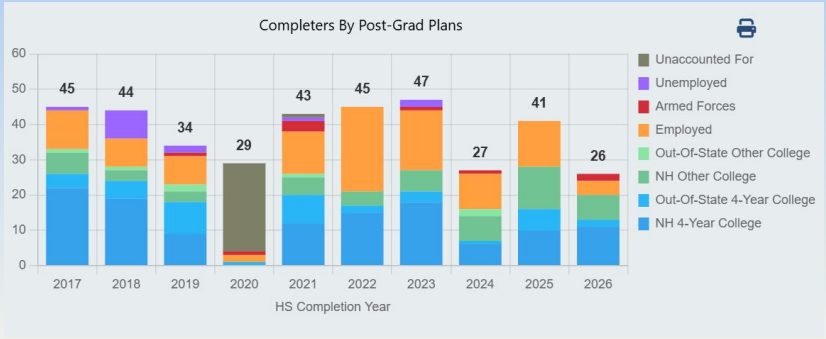


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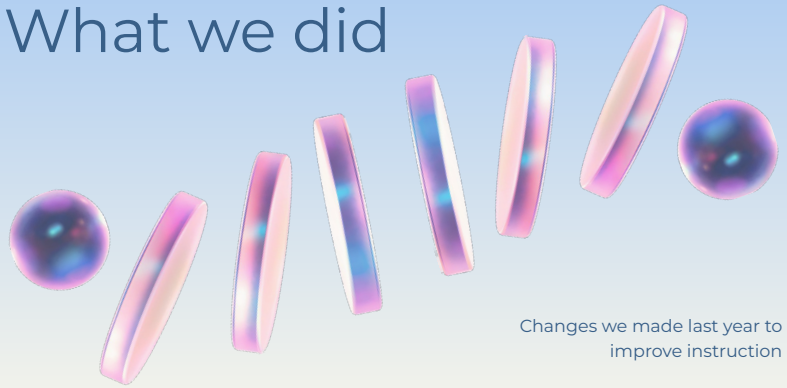
Post-High School

What do our students do when they graduate





What we did



Changes we made last year to improve instruction

Three moves that shaped our progress

Modular Data

In the 25-26 School Year, teachers used the Modular (Interim in Science) Assessments and the data from these assessments to make instructional shifts.

Professional Development

- Polly Bath
- Curriculum Alignment
- Curriculum Revisions (including updating assessments for rigor)

MISC.

FRES/LCS:

- Literacy Curriculum
- Consistent management practices
- Targeted Interventions

WLC:

- Focused on grading practices
- Celebrate success

Questions?



JICK – BULLYING PREVENTION: PUPIL SAFETY AND VIOLENCE PREVENTION

Category: Priority/Required by Law ***See also JIC, JICD, IHBA***

A. **Purpose and Intent.** The Wilton-Lyndeborough School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students. This policy defines and prohibits bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a). This policy is intended to comply with and implement RSA 193-F. Bullying, in any form—whether physical, verbal, social, or cyber—is strictly prohibited and will not be tolerated. The prohibition against bullying and cyberbullying, also applies to conduct that occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property, or occurs off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school-sponsored activity or event.

2. Protection of all School Aged Children - RSA 193-F:4, II(c). This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the District and regardless of status under the law.

3. Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b). This policy further prohibits retaliation or false threats against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying.

B. **Definitions** - (RSA 193-F:3).

1. "Bullying" means 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 any 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; or
- occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property.

Examples of bullying conduct include, but are not limited to:

- mocking a student's appearance, speech, or abilities.
- Spreading rumors to damage a student's reputation.
- Intentionally excluding a student from social or school activities.
- Threatening a student with physical harm or intimidation.
- Encouraging others to target or ridicule a specific student.
- Taking, hiding, or damaging a student's personal belongings.
- Using slurs or derogatory names to demean a student.

2. "Cyberbullying" means conduct defined above as bullying committed or undertaken through the use of electronic devices. Unless the context indicates otherwise, the term "bullying" as used in this policy will include acts of cyberbullying.

   Additional examples of cyberbullying conduct include, but are not limited to:

   a. "Doxxing" - sharing through digital means another student's private information, such as their address(es), telephone number, images with the intent to cause embarrassment or damage to personal reputation.

   b. "Cyberstalking" — repeatedly contacting another student through electronic devices, repeatedly attempting or requesting a connection on social media or messaging apps when that other student has requested not to be contacted or in any other manner that causes fear or distress.

   c. "Catfishing" - creating fake accounts or pretending to be another student.

   d. Sharing of "deepfakes" - distributing or communicating through electronic devices digitally altered images, video, audio or other content that impersonates another student, misrepresents facts, harasses, embarrasses or otherwise causes or is intended to cause reputational harm.

3. "Electronic devices" includes, but is not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or can transmit: voice calls or messages; electronic mail; text/instant or other verbal messaging; images or videos; and websites.

4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.

5. "Perpetrator" means a student who engages in bullying or cyberbullying.

6. "Principal" shall mean and include the building Principal or other senior building administrator of a school, as well as any "designee" (qualified person) designated by the Principal to carry out all or some Principal functions as described in this policy.

7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or an effort to prevent) a victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.

8. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

9. "Staff" means and includes all district, school or SAU employees, bus drivers, coaches, designated volunteers (as defined in Board policy{**}(GBCD) (or other volunteers who are regularly on school property, or who have significant contact with students, and any contracted consultants or employees of a company under contract to the District or SAU who provide services on school property.

10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.

11. "Superintendent" means the Superintendent (Senior Education Official) or other person designated by the Superintendent to carry out all or some Superintendent functions as described in this policy.

12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

C. **Retaliation & False Accusations** - RSA 193-F:4, II(b). Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy. Upon receiving any report of bullying or cyberbullying, the Principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in Sections E-H for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the Code of Conduct/Student handbook.

D. **Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations** - RSA 193-F:4, II(f)- (h). At each school, the Principal is responsible for receiving reports or complaints of bullying or cyberbullying.

1. Student Reporting. Any student who believes he or she has been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the Principal, or to a school district employee or volunteer that the student feels more comfortable making the report.

2. Staff Reporting. Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the Principal as soon as possible, but no later than the end of that school day.

3. Parent Reporting. Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the Principal.

4. Anonymous Reports. The Principal may develop a system or method for receiving anonymous reports of bullying within the building. Although students, parents, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.

5. Reports Involving Students from Different Districts. Reports of bullying which relate to students from different districts should, when possible, be made to the Principal of the school in which the victim(s) is enrolled/attending, otherwise to the Principal of the school in which the perpetrator is enrolled/attending.

6. Report Forms. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

E. **Actions Upon Receipt of Report of Bullying or Cyberbullying.**

1. Notice when Allegations Involve Students from Other Districts/Schools/States - RSA 193-F:4, II(k). When a report of bullying involves conduct across multiple districts or students from multiple school districts, the Principal/designee will immediately inform the Principal(s) of each

of the other schools/districts. Additionally, if the report concerns bullying across state lines, the Principal/designee will inform the New Hampshire Attorney General's office.

2. Information to Alleged Victim - Upon a receipt of a report of bullying, the Principal/designee shall provide the alleged victim with a written copy of their rights, protections, and support services available. RSA 193-F:4, II(i).

3. Parental Notice of Bullying Report — RSA 193-F:4, II(i). Within 48 hours of receiving a report of bullying, the Principal will notify the parents of any student reported as a victim of bullying, as well as the parents of any student who has been reported as a perpetrator of bullying. The notification to parent(s)/guardian(s) will include the measures being taken to ensure the safety of the victim (alleged) and to prevent further acts of bullying. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the student privacy rights of each student indicated in the report.

   The Principal may request of the Superintendent designee a waiver of the parental notification requirement, which may be granted only if the Superintendent deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. Details of any request for a waiver and any grant of such request will be included in the investigative report. However, notification to parents/guardians may not be waived for longer than 5 school days except for reports of bullying across multiple school districts (see Section E.1). RSA 193-F:4, II(j).

4. Receipt of Report. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section F of this policy, and shall assess:

   a. the need for a plan to protect students against retaliation,

   b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy AC (Non-Discrimination/Equal Opportunity). If so, the Principal shall confer with the District staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations); and

   c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.

F. **Investigative Procedures -** RSA 193-F:4, II(k).

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.

2. Under state law, when bullying is alleged to occur across multiple New Hampshire school districts, the Principals/designees for each New Hampshire school involved are expected to collaborate and cooperate in the investigation. The Principal who first learns of the incident(s) is required to initiate the investigation.

3. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

4. The investigation should include review of any available surveillance recordings subject to the provisions of Board policy ECAF (Audio and Video Surveillance on School Buses). As required under RSA 507-A:2, II(k), parents/guardians and students are notified that surveillance

recordings with audio may occur on school buses if authorized under Board policy ECAF.

5. If the alleged bullying was cyberbullying in whole or in part, the Principal may ask students and/or parents to provide the District with printed copies e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy JIH (Student Searches and Their Property) and RSA 189:68. The Principal may not, however, require or request a student to disclose or to provide access to a personal social media account through the student's user credentials.

6. The Principal or other investigator may consider all relevant facts and circumstances during the course of the investigation, including but not limited to:

    a. Description of incident, including the nature of the behavior;

    b. How often the conduct occurred;

    c. Whether there were past incidents or past continuing patterns of behavior;

    d. The characteristics of parties involved, (name, grade, age, etc.);

    e. The identity and number of individuals who participated in bullying behavior;

    f. Where the alleged incident(s) occurred;

    g. Whether the conduct adversely affected any student's education or educational environment;

    h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and/or

    i. Whether the conduct violated any other District or school policies or rules.

7. In most instances, the Principal shall complete the investigation within 10 school days of receiving the initial report. See RSA 193-F:4, II(o). If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Superintendent/designee shall notify in writing all parties involved of the granting of the extension and the reason for the extension. To the extent not previously communicated, the Superintendent shall ensure that the victim's parent(s) or guardian(s) are notified of the investigation, the extension, and the reason for the extension.

    Without limiting what might constitute sufficient cause for an extension under this paragraph, the Superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before waiving the time requirement on account of such other investigation, the Superintendent should confer with counsel and/or the Title IX Coordinator.
8. In cases involving reports of bullying across multiple districts or states, the Principal(s) of any and all districts in New Hampshire involved SHALL collaborate with any other principals or districts involved.

G. **Completion of Investigation and Report**.

1. Investigative Determination and Report. Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include

provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school.

2. Communication with Students and Parents Upon Completion of Investigation - RSA 193-F:4, II(m) and (o).

    a. Within 10 school days, the Principal will notify the parents of the alleged victim and of the alleged perpetrator regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the Principal will also send a letter confirming earlier determination to the parents within 2 school days confirming the earlier notification.

    b. The Principal/Designee shall conduct a conference with each perpetrator, and the perpetrator's parents/guardians and applicable school personnel for age-appropriate discussion that includes at a minimum the impacts of bullying. The conference shall occur even if the parent or parents or guardian or guardians decline to participate or fail to attend. Information concerning the date, time, place and attendees of the conference, and any other information from the conference deemed pertinent by the Principal/designee shall be appended to the investigative report provided to the Superintendent.

    c. If the victim's parents request, the Principal shall schedule a meeting with them to further explain the investigative determination.

    d. In accordance with the Family Educational Rights and Privacy Act (FERPA) and other laws concerning student privacy, the District will not disclose educational records of other students, including the disciplinary consequences assigned to the perpetrator(s).

3. Appeals

    A parent or guardian who is aggrieved by the investigative determination letter of the principal or his/her designee may appeal the determination to the Superintendent for review. The appeal shall be in writing addressed to the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek. The Superintendent shall not be required to re-investigate the matter and shall conduct such review as he/she deems appropriate under the circumstances.

    It is in the best interests of students, families and the District that these matters be promptly resolved. Therefore, any such appeal to the Superintendent shall be made within ten (10) calendar days of the parent/guardian's receipt of the investigative determination letter of the principal or his/her designee. The Superintendent shall issue his/her decision in writing.

    If the parent or guardian is aggrieved by the decision of the Superintendent, they may appeal the decision to the school board within ten (10) calendar days of the date of the parent/guardian’s receipt of the Superintendent's decision. An appeal to the Superintendent shall be a prerequisite to any appeal to the School Board. The appeal to the School Board shall be in writing, addressed to School Board Chair in care of the Superintendent, shall state the reason(s) why the appealing party is aggrieved, and the nature of the relief they seek.

    An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family

member.

4. Additional Reporting Requirements.

   a. Reporting Substantiated Incidents - RSA 193-F:4, II(n). The Principal shall forward all substantiated reports of bullying or retaliation to the Superintendent upon completion of the Principal's investigation.

   b. Department of Education Reports - RSA 193-F:6. The Principal shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with NHED, the report/form or the information required for the report/form shall be completed/compiled within 10 school days following an investigative finding of a substantiated bullying/cyberbullying report. The Principal or designee shall retain a copy and shall forward one copy to the Superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.

   c. Reporting to NH Department of Education - RSA 193-F:6, I. The Superintendent shall annually report the District's substantiated incidents of bullying to the New Hampshire Department of Education. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.

H. **Substantiated Instances of Bullying or Retaliation: Interventions, Remedial Measures and Disciplinary Consequences —**

While students who have been found to have committed an act of bullying/cyberbullying (i.e. perpetrators) shall face disciplinary consequences as provided in paragraph H.2.a below, the Board encourages the administration and school district staff to explore additional measures, remedies and interventions to address the substantiated instances of bullying/cyberbullying, and prevent their reoccurrence.

1. Interventions and Other Remedial Measures. Examples of interventions and remedial measures include, but are not limited to:

   - Restitution,
   - Parent conferences,
   - Student counseling,
   - Behavior assessment,
   - Corrective instruction or other relevant learning experience,
   - Peer support group, and
   - Mediation (but only after the investigation has been completed).

Interventions and other remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

2. Disciplinary Consequences

Consequences for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to

bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

a. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD (Student Discipline and Due Process), RSA 193:13 and Ed 317.

b. Staff (see definition above) who fail to report bullying or retaliation as required by this policy, fail to adhere to the timelines described above, submit inaccurate or false information with respect to reports or investigations under this policy, or commit an act of retaliation against a reporter of bullying or any parent will be disciplined up to and including dismissal. Additionally, under RSA 193-F:4, VI, any such violation by an "educator" as defined by state law or regulation will constitute a violation of the Code of Conduct for New Hampshire Educators.

3. Additional Requirement of Principal(s)/Designee(s) - RSA 193-F:4, II(l). Upon a determination that a bullying report is substantiated, the Principal or designee will, in addition to the specific interventions and disciplinary responses described above, will, in appropriate circumstances, make recommendations to the Superintendent strategies for "protecting all pupils from retaliation of any kind."

I. **Dissemination of Policy and Bullying Prevention Education** - RSA 193-F:4, II(e) and 193-F:5.

1. Staff, Coaches, Bus Drivers, Designated Volunteers, Employees of Contracted Companies/Contracted Consultants. All staff (see definition section above) will be provided with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, website, workshops, etc.). The Superintendent will ensure that all school employees and volunteers receive **annual** training on bullying and related Board policies, consistent with RSA 193-F:5.

2. Students and Parents, and Student Handbooks. RSA 193-E:4, II(e) and (f). The Superintendent may determine the method of providing information about this policy to students and parents. Methods may include student handbooks, mailing, hard copy, website, etc. Additionally, that provision of the student handbook(s) will include information as to where the entirety of this policy may be found on the District's website.

3. Curriculum. Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when the conduct can lead to disciplinary consequences.

The Superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

4. ***The following two sentences may be deleted from this policy any time after March 15, 2027 without further action of the School Board****. No later than* ***December 15, 2026,*** *the Superintendent shall cause a report or a link to a report on how the District's policy has been integrated into the school's curriculum, discipline policies, behavior programs, and other violence prevention efforts. Such report or link shall be provided to the office of the Commissioner of Education, the Chair of the State Board of Education, the President of the New Hampshire Senate, the Speaker of the New Hampshire House of Representatives, and to members of the New Hampshire House and Senate education committees.*

5. Additional Notice and School District Programs. The Board may, from time to time, host or schedule public forums in which it will address this anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals, including teachers, administrators, guidance counselors, school psychologists and other interested persons.

J. **Summary of School Officials' Duties to Implement Policy** - RSA 193-F:4, II(p).

The Superintendent, as the person charged with supervision of all employees of the District, is responsible for the implementation of this policy and the provisions of RSA 193-F. The School Principal(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this Policy, the Principal(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents) consistent with privacy laws, and communicate/report to the Superintendent. The Superintendent shall oversee the Principal(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the Superintendent, will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the Principal(s), the School Board, and the NH Department of Education, all as provided in this policy.

K. **Immunity and Liability** – RSA 193-F:7 & 9.

Under 193-F:7, employees, volunteers, students, parents and any other person covered by this policy will be immune from civil liability for **good faith** conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorney's fees) in the event of gross negligence or willful misconduct for violations of this policy.)

Legal References:

NH Statutes	**Description**
RSA 189:70	Educational Institution Policies on Social Media
RSA 193-D:4	Written Report Required (Safe School Zones)
RSA 193-F	Pupil Safety and Violence Prevention
RSA 193-F:3	Definitions (Pupil Safety and Violence Prevention)
RSA 193-F:4	Policy Requirements (Pupil Safety and Violence Prevention)
RSA 193-F:7	Immunity (Pupil Safety and Violence Prevention)
RSA 570-A:2	Capture of Audio Recordings on School Buses Allowed

First Reading*:* June 2, 2010, August 8, 2023, October 20, 2026
Second Reading: July 13, 2010,
Adopted*:* August 10, 2010, August 22, 2023

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Priority/Required by Law ***Related Policies: IHBG, IK, & JG***

All pupils or school aged children **residing in the District** consistent with RSA 193:12, whether they participate in a home education program under RSA 193-A, participate in the New Hampshire education freedom account (EFA) program, or are attending public chartered school or nonpublic schools, (referred to **collectively as "non-enrolled resident students**"), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. <u>Equal Access to District Courses and Programs</u>.

Non-enrolled district students will have the same access as do enrolled students to the District's courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District's courses or programs that are more restrictive than those governing the District's enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District's students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined below in section E.

B. <u>Participation in Curricular Courses</u>.

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria, including class syllabus, to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. for determining whether a course satisfies requirements for awarding credits (Board policy IK); and

2. for assigning to classes or grade levels and for students transferring from other schools (Board policy JG).

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student. The principal may also require assessment testing.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Director of Student Support. If a dispute arises between the parent/guardian and the District as to the pupil's right to these services, the Director of Student Support shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

C. Use of School Texts and Library Materials.

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs.

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;

2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district; and

3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity.

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.

2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).

3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.

4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.

5. The student/parent/guardian may within 3 days of the Principal's notification of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

F. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

District Policy History:

First reading: *September 12, 2023, October 20, 2026*
Second reading: *September 26, 2023*
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Revision:

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JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Priority/Required by Law ***Related Policies: IHBG, IK, & JG***

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A. <u>Equal Access to District Courses and Programs</u>.

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The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined below in section E.

B. <u>Participation in Curricular Courses</u>.

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria, including class syllabus, to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. for determining whether a course satisfies requirements for awarding credits (Board policy IK); and

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In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student. The principal may also require assessment testing.

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In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;

2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district; and

3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity.

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.

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JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Priority/Required by Law ***Related Policies: IHBG, IK, & JG***

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In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

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B. <u>Participation in Curricular Courses</u>.

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria, including class syllabus, to parents or guardians of non-enrolled district students upon request.

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JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Priority/Required by Law ***Related Policies: IHBG, IK, & JG***

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2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).

3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.

4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.

5. The student/parent/guardian may within 3 days of the Principal's notification of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

F. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

District Policy History:

First reading: *September 12, 2023, October 20, 2026*
Second reading: *September 26, 2023*
Adopted: *October 10, 2023*
Revision:

Legal References:

RSA 193:1-c, Access to Public School Programs by Nonpublic…Pupils.

RSA 193-A:6, (Home Education), Records; Evaluation

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

JJJ - ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

Category: Priority/Required by Law ***Related Policies: IHBG, IK, & JG***

All pupils or school aged children **residing in the District** consistent with RSA 193:12, whether they participate in a home education program under RSA 193-A, participate in the New Hampshire education freedom account (EFA) program, or are attending public chartered school or nonpublic schools, (referred to **collectively as "non-enrolled resident students**"), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. <u>Equal Access to District Courses and Programs</u>.

Non-enrolled district students will have the same access as do enrolled students to the District's courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District's courses or programs that are more restrictive than those governing the District's enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District's students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined below in section E.

B. <u>Participation in Curricular Courses</u>.

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria, including class syllabus, to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would:

1. for determining whether a course satisfies requirements for awarding credits (Board policy IK); and

2. for assigning to classes or grade levels and for students transferring from other schools (Board policy JG).

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student. The principal may also require assessment testing.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Director of Student Support. If a dispute arises between the parent/guardian and the District as to the pupil's right to these services, the Director of Student Support shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

C. Use of School Texts and Library Materials.

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs.

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;

2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district; and

3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity.

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.

2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).

3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.

4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.

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WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, October 20, 2026
Florence Rideout Elementary School
6:30 p.m.

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

Present: *Dennis Golding, John Zavgren (6:35pm), Michelle Alley (6:33pm), Paul White, Erin Collins, Darlene Anzalone, Anna Meigs (6:33pm), and Craig Chandonnet*

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

I. CALL TO ORDER

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

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. STUDENT/STAFF ACKNOWLEDGEMENT

This was deferred due to scheduling conflicts.

IV. ADJUSTMENTS TO THE AGENDA

Superintendent requested to remove the FYI new hire and move the EMC presentation to November.

A MOTION was made by Ms. Collins and SECONDED by Mr. White to accept the adjustments to the agenda, removing the new hire and rescheduling EMC.
Voting: all aye, motion carried.

V. PRESENTATION-ENERGY MANAGEMENT COMPANY

The company EMC performs energy analysis throughout facilities for the last 30 years in NH. Joe, the Director of Project Development, explained they are a consulting and energy firm. He reviewed their process, prioritizing things from the highest, then out 2-4 years and out 4 plus years. He gave examples such as if the filters are in poor condition, it prevents proper performance. He spoke of forecasting and budgeting which is all data driven. Once a project is chosen, they utilize the life cycle, cost analysis and cost to operate it over the lifetime. Project implementation would include a conceptual design and obtain 3-5 competitive bids for each measure. Then it is transferred to a manager who manages the Gannt Chart. He reviewed the bid process and bid opening which is all fully transparent. They would provide a link that can be posted on the website for the public to see what is happening at the facilities in real time and can be catered to whatever the Board wants. They also provide STEM camps in the summer with a coordinator teaching it for a couple of weeks in the summer. They also look at grant opportunities and work with utility providers. He provided project examples. They are not tied to anyone or any supply or entity, they look at what is best for the facility. He reviewed a customer choice tool and report. Once a project is selected, the additional deficiencies are still there and instead of waiting for the next year to make decisions they track them and prioritize them for which phase. The Board makes the decisions on how those things will be implemented. Once the analysis is completed, they go into great detail and go through the engineering and provide a report with unit inventory. They show how many of each unit you have, the age of it and life expectancy. They provide a capital planning matrix and show the details of each and every measure. He reviewed the implementation, full analysis, RFP process, engineering and the costs are identified. They want to continue the relationship and help the district through the projects. There are no upfront costs until a project is selected. Once a project is selected, they have a development kick off meeting and talk about the issues and common problems and what is constantly being fixed. Those things would be high priority. They then go through everything, such as windows, roofing, fire alarms, fire suppression, ADA compliance, bathrooms, etc. Once the projects are approved there are no change orders, and once you get the budget and it is approved that is what you are paying. If they miss something, he gave example, that is on them which is a big benefit to the district. That is why they do the upfront work, to make sure they don't miss anything. They would do the grant work then provide it to the district to sign. Mr. White indicated he is supportive, however it may be best to table this until after November 3 vote. Joe informed them the first payment is not due for a year from today. There would be time to prepare for it. Chairman Golding having them come in to do the analysis doesn't cost anything, and we decide not to do it, there is no cost now and could do it later possibly. Joe confirms this. Responding to a question, he confirms the software they use is not shared with the district but certainly he will make any changes and send it out. They are transparent about what they are showing. Chairman Golding asked if the Board wanted to move forward or not with this.

A MOTION was made by Mr. Chandonnet and SECONDED by Ms. Anzalone to bring on EMC Company to start the analysis with Mr. Hofstetter leading the project.

Voting: all aye, motion carried.

VI. PRESENTATION-INNOVATION COMMITTEE

The slides are attached to the minutes. This committee consists of the following teachers, Andrea Lawner, Meghan Levesque, Julie Lemire, Jessica Hill, Kirsten Rourke and Morgan Kudlich with support from Principal Maghakian and Ms. Dignan. The group met over the summer to define what innovation means in the district, sharing ideas and narrowing their focus to things that could be obtained this year. They explored outdoor activities they could tie to the curriculum. They noticed there was a lot of food being thrown out and came up with the idea of worm farming. They reviewed their process, which begins with collecting food waste from lunches weighing and tracking it to be used in worm bins and rotating composters to create compost. Students will learn what food is fit for worms. The timeline was reviewed; they will start tomorrow collecting food waste. Students have been spoken with about what is appropriate and what is not for worms. Students will record and graph learning these techniques and collect data. It is tied to every subject in the school and projects happening in school including specials, reading, writing, math and science plus community and nature involvement. The goal is that on Earth Day each student at LCS and FRES will plant a seed from the soil they created by composting. They hope eventually to make this project bigger and possibly involve WLC with having them test the soil and use it in their classes, then later possibly have a school garden. The success criteria was reviewed, students can correctly identify compostable vs. non-compostable items, sort food waste correctly and can demonstrate an understanding of how composting helps the environment. The 1,000 worms came from an online purchase which included the kit. Students will be wearing gloves when touching the worms. It was suggested another project could be collecting and measuring rain. The group has not chosen what type of seeds, likely native wildflowers, something that is good for bees. One of the PTO members works for UNH and can supply the seeds from NH and maybe help with community partnerships. A brief discussion was had about how this program could grow, including a greenhouse and farm stand. They discussed how it can be included in the curriculum and common core, reading, science and improving skills. If students have more of an investment, hopefully that will lead to higher scores and hands-on opportunities for students. It was noted it should be an enhancement and not take away anything. It was suggested students keep journals. Superintendent spoke of how excited this team is, and we want to keep that momentum going. He spoke about creating a foundation where you get students excited about learning. He thinks it will be successful and likes the idea of taking a problem and figuring out a way to solve it.

The EMC presenter arrived and there was no objection from the Board to hear his presentation. See above.

VII. PUBLIC COMMENTS

The public comment section of the agenda was read. There was no public present. Chairman Golding reported there is no online public comment due to technology.

VIII. BOARD CORRESPONDENCE

a. Reports

i. Business Administrator's Report

Ms. LaPlante reported she will be sharing a verbal report tonight. She spoke of being consumed with dollars and cents with everything from continuing to close out FY 26, open and implementation of FY 27 as well as plan into FY 28. She submitted the "powerhouse" financial document. It takes every dollar that the district spends and analyzes it in many ways and provides a lot of great, useful data in a uniform statewide report so that everyone is using the same data which allows us to accurately compare to other districts. The next thing to complete is the tax rate paperwork with the DRA once the form is approved by the DOE. This year we're returning $239,510, which is lower than we originally anticipated. We had spoken of having about $500,000 in unspent funds. The decrease is because in the year end closeout process in accounting, we have to close out what are called due to and due from accounts. With funding, if one account owes another account, we have to close that out. Guidance she had received by the Office of Nutrition a few years ago regarding the food service deficit contradicted NH accounting laws. We have had to make that adjustment. The good news is we are not in a deficit. One of the reasons this report takes so long is because she is not going to release any information until she has reviewed it. She sent around the MS 25, which is the school financial report for setting the tax rate. The Budget Committee has received the 1st draft of the budget. For us, there is a little bit of lull until we figure out the results of the community vote on the tax cap and then are prepared to start drafting the 2nd draft which will be reviewed later in November after we get the revised health and dental rates from SchoolCare. She had originally talked about having the FY 27 year-to-date report for this meeting but is not going to release something that is not factually vetted by her and will bring this in November. She will be doing a deep dive into better understanding and explaining what makes up our per pupil cost, what makes up our spending, and how it impacts when we're compared to other districts. Because per pupil cost is a common term, she really wants to dig in and provide some helpful data for the Board and community at the November meeting. She recognizes much of her time has been taken up and if she has overlooked getting anything to the Board over the last couple months please reach out to the Board Chair and Vice Chair and they can let her know what is still lingering. She was asked if she would be providing per pupil cost data like was provided last year at district meeting, including the special education piece and not just a broad per pupil cost. Ms. LaPlante responded, not being comfortable having time to analyze it and making sure that she really gets the nitty-gritty of it. For the next meeting she will talk about the state comparable cost but wants to dig in and see what Ms. Lavoie's data set was so she can provide that comparable information.

ii. FRES/LCS Principal's Report

Principal Maghakian's report reflects September. She reports they have established instructional baselines, completed assessments and data meetings. They recently created the W.I.N. groups and things are in full swing. One of the things she

started this year is holding Friday meetings. She reviewed how they meet as a whole school community and talk about different things such as the innovation project, CARES and each grade level takes over one of the Friday meetings and does their own thing to lead the school. On the first Friday of the month each grade level does their own Friday morning meeting at their respective areas. The other Fridays, she has student recognition and school updates. She spoke of the students being excited about the worm farm project, talking about it and how we can have some impact on our community. She reviewed some of the upcoming field trips, LCS went to Windy Hill Farm, 4th grade had the Wilton-Lyndeborough local tour, PTO Penny Wars started, the 5th grade will go to Sturbridge Village. Parent/teacher conferences are coming up next week and we are celebrating Halloween with a parade. Skate night is this week with the PTO. She is working on culture building with the staff and has a calendar where we do different things on a certain day. Tomorrow is flannel day, there is apple cider donut day, and we are having a pumpkin contest. The parent who is helping with the innovation project also donated the pumpkins for it and you can see those down the hallway. She provided the discipline report. August and September comparatively compared to last year are much different. October will also be much different. A question was raised what the 7 "other" incidents were. Principal Maghakian responded that it's things like playground infractions or disrespect in the classroom, and a lot of disruptive behavior and reminders, things like that. When it comes to consequence, it is usually that they have met with her or she has called the parents or there may be a note of apology or intervention with the student, or she reaches out to the school counselor for intervention.

iii. Director of Student Support Service's Report

Mr. Pratt reviewed that when he started in the district, we had 43 district staff and now we have 42.5. in 2019 we had 6.5 contracted service staff and now we have 9.2. We have 17 more students than we did in 2019. You can see other staffing from 2019 to 2026 in his report. The RISE program has increased by about 40% in students and 50% in staff. He has spoken with the Board previously about issues relating to COVID such as speech and language and this is proof. It also says our staff, especially on the district side, are very efficient. We are having some issues with the grant and the DOE, but everyone is helping and we will look at it very closely in terms of what we need to do to improve our performance. One standard we know we need to improve is based on testing. When he started to look at this, it was a stunning portrait; we have done more with a lot less and it speaks volumes about the staff, and many have been with us for years. We have a lot of work to do still. Next month he will provide a summary, and challenges for the future. This month he wanted to provide this information to the Board and public. A question was raised with fewer paraprofessionals, how is it affecting the staff. Mr. Pratt explained they made a shift, a budgeting shift with the growing RISE population to eliminate some paraprofessionals, typically in the past there was a crossover between paraprofessionals and ABAs. We eliminated that and moved some people up to the ABA group. It is not that staff are getting extra stressed out because we do not have the extra set of hands, it is just labeled differently at times. He spoke of not minimizing what paraprofessionals do, they do a tremendous job and work really hard and are flexible. Sometimes we have to move them to different buildings and are flexible with that.

iv. Curriculum Coordinator's Report

Ms. Dignan reported much of the information in her report was reviewed by Principal Maghakian and the innovation group. She informed the group they continue to work on the health curriculum in the MS and moving that up into the HS. The math coach is working with the 1st grade in particular and met with them to talk about data they are collecting and one thing they did was to look at the assessment and make sure they are most efficient by paring it down and not spending extra time assessing instead working with the students. The new math curriculum has a readiness screener that asks did the students learn everything needed for the grade. Google sheets were made that have all the different standards, which students did not master it yet and came up with a plan to make sure all students have them before it would impact the 1st grade for example. The data sheets the coach created are for all grade levels although not completed yet. There have been 2 professional development days, back-to-back which was a lot to do in a short time. On the half day, teachers had options for podcasts, and they would self-select what they needed to work on as an educator. She surveyed teachers to obtain feedback, and some said they wanted more time to collaborate with their team after the podcast. One said there were too many options. The 2nd professional development was a full day. Based on feedback when Polly Bath came previously, teachers did not want this on opening day. This time they broke it up by grade and had 2 sessions. The other half of the day was spent with an educational consultant from the new math program. She talked about research based instructional strategies and how teachers can navigate the online platform. There are a lot of resources on that platform and it can be overwhelming. Ms. Dignan has been going to LCS about 2 days a week most weeks. She went on the field trip to Windy Hill with the kindergartners. Today she walked with them and staff to the library. The librarian was amazing! Ms. Dignan spoke about grants. The most recent approved are Title 1, Title II for the math professional development and innovation group materials were approved. A question was raised what she is required to do when she is speaking with High Mowing; shouldn't they have a list of things they want, and she guides them in that direction? Why did she then have to speak with another person there and what is she having to help them with? Ms. Dignan explained federally that she has to meaningfully consult with them. She was asked to meet with the head of the HS who had an idea and was asked to see if it was viable. She reviews the parameters of the grant and the rules and expectations, which is the same as with the first person she met with. A brief discussion was had that if she is comfortable and it's not taking away from any of her other duties it is ok. It was also noted that this is another hoop public schools have to go through and private citizens get a check from the state and basically send their kids wherever they want whether it be a religious school or a school that takes only certain types of students, who is looking at that. We have to spend money to make sure that not only our school, but other neighboring schools are doing things correctly and that it is frustrating. Superintendent Weaver explained that High Mowing does not have the expertise on staff. He provided an example. Ms. Dignan added it's because the pedagogy is different, their data is very different in how we collect data. We can always pull data from NHSAS or iReady and they don't have that. They don't know how to collect data to show growth and that is a barrier for them. Ms. LaPlante added the state changed and began enforcing the time limit on grants. High Mowing can only

spend it in the year it is awarded vs. 2 years as in the past. We are working closely to make sure we are only paying for qualifying things so that it doesn't get returned from the state. Chairman Golding noted that ultimately, we don't want to put our staff in a situation where they are uncomfortable and are not spending an exorbitant amount of time on it. It sounds like it is okay for now. Ms. Dignan confirms she provides the same as she would here, a blank template of what the grants look like and a list of questions to help them fill it out. She was asked why we work with them. Ms. Dignan explained we get Title I, Title II and Title IV funds, they have opted not to participate in Title IV she believes because it is data heavy and is student centered. Because it is federal funds, we must provide equitable service funding from our grant money to any nonpublic school in our district. There is a formula to figure out how much and once that is allocated, she has to meet with them, give them the parameters, tell them how much they receive and there are rules provided by the government on how many times she has to meet with them and a whole set of things she has to do. They still have to follow the same rules we do, and she shares resources with them. Mr. Pratt informed the group we have a fairly large amount with the IDEA grant, and we have to essentially do the same thing. October 31 every year we must do a very thorough analysis not only for our SPED students but also for theirs. They have an eligibility determination somewhere from us to another school. They also have an to have an individualized plan not an IEP, they do it differently. Every year we get a booklet about all the different changes, and we share it with the private schools who get upset with us and I explain it is not us. It does take a significant amount of time and can affect funding, so we pay significant attention to theirs. It is complex at times; we are pretty good at it trying to do what is right and requited but at the same time getting all the dollars we can. Superintendent Weaver added the more we teach them to be self-sufficient the easier it is for us and Mr. Pratt as his issues are larger because the funding is larger.

VI. BOARD BUDGET DISCUSSION

Chairman Golding asked unless there is anything anyone wants to discuss there is not much going on. The committee did have a meeting last night but did not discuss the budget. They did fill the Lyndeborough At-Large seat and have a new Chair. He will report on this during committee reports unless the group wants him to do it here. Superintendent Weaver wanted to remind the public and Board that we will hold an information session regarding HB 1300 with a brief review and how it may impact our school district if passed and if not on Monday, October 26, 5pm at WLC MS/HS. Our employees will be neutral and as a Board you have to remain neutral but as a private citizen you may have a different opinion about how that impacts the district and can voice that. Mr. Chandonnet expressed as a Board we can give our opinion but cannot use any school district materials. Superintendent Weaver added there will be question and answer time. It was noted on the handout, to change the color and perhaps use black text. Mr. Buroker informed the group his plan is to livestream it like he does with district meeting for those who just want to listen and post the link for those who wanted to listen to the recording (if appropriate) at a later time. It will be Monday, October 26, at 5pm in WLC for those who would like to come and listen or ask questions.

VII. POLICIES-1ST READING

i. JICK-Pupil safety and Violence Prevention-Bullying

Superintendent reported the lettering in black is existing language and yellow is the new language since the law passed in 2026. There is a big focus regarding bullying or harassment involving other districts which does not happen on a regular basis but happens. There is also stronger language around retaliation for those who come forward with an issue of bullying or harassment. Mr. Chandonnet added that the definitions around cyberbullying were not there before. Superintendent referred to section I, the red text under number 3 directs the Superintendent to create a report that shows how the district's policy has been integrated into the school's curriculum, discipline policies, behavior program and other violence prevention efforts and is sent to the Office of the Commissioner of Education, the Chair of the State Board of Education, the President of the NH Senate, the Speaker of the NH House of Representatives and to members of the NH House and Senate Education Committees. It is in an effort to revisit the different ways rather than something we take off the shelf when there is an incident. It is added work and it needs to be completed by December 15, 2026.

ii. JJJ-Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils

Superintendent reported there are less changes in yellow in this policy. Essentially, it adds education freedom accounts and home school students and EFA students. Prior to this new law, the EFA students were not part of the definition. Most of this policy does not change. The goal is for November 3 if there are no questions or changes to take a vote and pass both policies. We are a little behind on approving the bullying policy. Chairman Golding informed the group if there are changes requested, send those to the Policy Committee and bring them back to the next meeting for the 2nd reading.

VIII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. White and SECONDED by Ms. Collins to approve the minutes of October 6, 2026, as written. Voting: all aye, motion carried.

IX. COMMITTEE REPORTS

i. Budget Liaison

Chairman Golding reported there was no budget discussion. Mr. Adam Lavallee put his name forward to fill the At-Large, Lyndeborough seat and was voted in and voted in as Chair. It was confirmed that Mr. Lavallee has been sworn in. There was a different tone at the meeting. It was very respectful and probably the best meeting they have had so far in his opinion.

ii. Negotiations

Chairman Golding reported there is nothing really going on. We have not had any meetings. We will talk more about it during nonpublic.

X. RESIGNATIONS / APPOINTMENTS / LEAVES

a. Resignation-Tom Ronning, WLC Principal

Superintendent informed the group of Principal Ronning's resignation at the end of the year. He read his resignation letter with his approval. Superintendent Weaver spoke of his positive impact in all kinds of ways and we will need to look for someone to continue to move WLC forward. It is with some regret that he shares his resignation with the Board.

b. FYI-New Hire-Nicholas Kennedy-WLC ABA

This was removed from the agenda.

XI. PUBLIC COMMENTS

Chairman Golding noted there is not public present. He asked anyone online if you have any comments to send those to him and they would be included in the minutes of the meeting.

XII. SCHOOL BOARD MEMBER COMMENTS

Mr. Zavgren commented that he liked the presentation from EMC. He thinks it is a good thing and going forward would make things much easier to follow.

Ms. Alley spoke of appreciation for Principal Ronning and his commitment to the school. She loves that he always has new ideas and wants the best for the staff and loves the way he has gone about it. She is and is not looking forward to seeing what's happening with the new principal position and looking forward to having EMC as well. She thinks that will be really good.

Mr. Chandonnet thanked the innovation team; you could feel the energy and hopes it expands and into the garden at WLC and make it a full community program. Those things are just going to build and create ideas, and it could go into the shop class and make rain catchment and things like flower beds and maybe build boxes next time.

Ms. Anzalone also sees it growing. She was hoping to talk Principal Ronning into one more year and is hopeful we will get more candidates.

Ms. Meigs loved the worm project. It is excellent teaching, she is a former teacher, it draws students in and they get to be creative and innovative and involved other aspects of other subjects.

Ms. Collins agrees with all that has been said.

Mr. White thought both presentations were great. He feels like we received a lot of useful information that we can use to steer us in that proper direction for the foreseeable future.

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

- **i. Review Nonpublic Minutes**
- **ii. Personnel Matters**
- **iii. Negotiations**

A MOTION was made by Mr. White and SECONDED by Ms. Alley to enter Non-Public Session to review the non-public minutes, discuss personnel matters and negotiations, RSA 91-A: 3 II (A) (B) (C) at 8:25pm.
Voting: via roll call vote, all aye, motion carried.

Ms. Collins exited the meeting at 8:25pm.

RETURN TO PUBLIC SESSION

The Board entered public session at 9:10pm.

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.

XIV. ADJOURNMENT

A MOTION was made by Mr. White and SECONDED by Ms. Alley to adjourn the Board meeting at 9:10pm.
Voting: all aye, motion carried.

Respectfully submitted,
Kristina Fowler

Innovation Project Kick-Off



W.O.R.M.S.

2026-2027

Meet the team:



Andrea Lawner

4th Grade Teacher

Meghan Levesque

Special Education

Julie Lemire

2nd Grade Teacher

Jessica Hill

1st Grade Teacher

Kirsten Rourke

Kindergarten Teacher

Morgan Kudlich

Music Education Teacher

With support from Stacy Maghakian & Samantha Dignan

Agenda

01
Where did our ideas come from?

02
What does W.O.R.M.S. mean?

03
Main Purpose

04
Timeline

05
End Goal

06
Wrap-Up and Questions

Where did this idea come from?

Our team worked together to define what **innovation** means in the Wilton Lyndeborough district.

When we think of **innovation**, we think of students engaging with our outdoor environment, creating community partnerships and solving real-world problems.

We secured grant funding to establish this project in our school and will be collecting data points to evaluate its success.

We

Observe

Recycle

Make

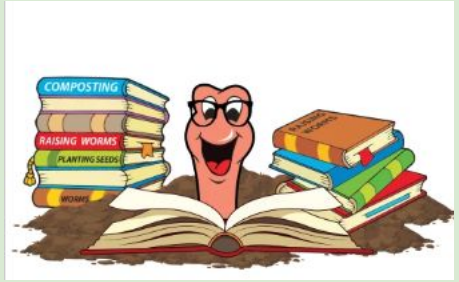
Soil



Timeline









Begin Collecting

As a school community, we will be collecting food waste from our lunches. We will be using that waste in worm bins and rotating composters to create compost. Students will be learning what food is fit for worms.

Tracking

Students will be learning how to weigh and record food, tracking the progress of the project throughout the year.

Curriculum Connections

Students will also be completing activities in every subject relating to the worms and the composting process.

Compost Maintenance

Every student will participate in maintaining the health and balance of the compost bins. Students will be responsible for adding food and bedding, as well as removing finished compost and liquids.



Our End Goal

By Earth Day, every student at LCS and FRES will be able to plant a seed in the soil we created by composting.

Success Criteria

We know we are successful when:

Students can correctly identify compostable versus non-compostable items.

Students will be able to sort food waste correctly.

Students can demonstrate an understanding of how composting helps the environment.

Where do we go from here?

After this year…

- ❏ We could ask students to find another problem in our community and brainstorm ideas to help solve it
- ❏ We could extend our innovation project and create a garden

Any questions?
Ask away!

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

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

Peter Weaver
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Kristie LaPlante
Business Administrator

TO: Hannah Rudd
FROM: Peter Weaver
DATE: October 29, 2026
RE: Resignation

In accordance with Policy GCQC:

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

I am in receipt of your letter that you intend to resign your position as WLC MS English Teacher effective end of day October 29, 2026.

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.