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

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

Present: *Brianne Lavallee, John Zavgren, Michelle Alley, Paul White, Erin Collins, Anna Meigs (6:35pm)*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Stacy Maghakian, Assistant Principal Katie Gosselin, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler

I. CALL TO ORDER

Vice Chair Lavallee called the meeting to order at 6:30 pm.

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

III. STUDENT/STAFF ACKNOWLEDGEMENT

Principal Ronning and Assistant Principal Gosselin spoke about implementing a school coin which is awarded to students, staff and community members who demonstrate exemplary contributions to learning and our school. The school recognizes acts of leadership, kindness, service and school pride. Recipients can carry this coin as a symbol of the positive impact; they've made and the value that we strive to uphold here at WLC. He spoke of the student who designed the coin, Isabel McKown, who would receive the first coin. Ms. McGowan was presented with a certificate and coin. Ms. McGowan was congratulated.

IV. ADJUSTMENTS TO THE AGENDA

There were no adjustments to the agenda.

V. PUBLIC COMMENTS

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

VI. BOARD CORRESPONDENCE

a. Reports

i. Student School Board Representative's Report

Ms. Hamilton was not present, her report was submitted as written.

ii. WLCTA Report

Ms. Morgan Kudlich reported teachers throughout the district are continuing with professional development, in and out of school. Parent/teacher conferences were held last week; it went well and teachers checked in with almost all the parents in the school. The innovation project has begun; students are learning about worms. The worms are already creating vermi-compost for our planting project in the spring. Students have been excited to get their hands dirty. The holiday concert is scheduled for December 10, at 6:00pm in the FRES gym. It will feature 3rd, 4th and 5th grade musicians, all are welcome. At WLC, the international trip to Italy and Greece in 2028 has the highest enrollment of any international trip to date, we are excited to prepare for this incredible opportunity. The Scholastic Book Fair is at WLC for parent teacher conferences and students are loving the opportunity to stock up on books and other reading goodies. The National Junior Honor Society led the celebrations for Red Ribbon Week, which is a national event that brings attention to the dangers of drug use. Students are having discussions, wearing themed outfits, and sharing daily announcements on the topic. Family and Consumer Science Teacher, Olympia Clark is working with 2 teachers from Mascenic and Lebanon to help them get certified in Family and Consumer Sciences. We are very grateful to have Ms. Clark with us; she has a wealth of knowledge.

iii. Principals' Reports

Principal Ronning and Assistant Principal Gosselin reported they continue to work with Mason School District partnering with us to send students here. A teacher from Mason was here and learned about what we can offer students. When she left, she said she could see their students coming here. It's very personalized, very small, and very comfortable. He spoke of continuing community recognition and building that partnership. Touchstone Farm in Lyndeborough opened their doors for our teacher Cathy Blais's class, Ryan Perkins and Sara Perkins donated a fish tank and Bob Newton brought 3 apple trees that are now planted in front of the gymnasium. The reason why we have the apple trees is Cathy Blais, Science Teacher, who is very innovative and once the trees take hold next year, she is going to start grafting the different limbs together so that the trees will

have different apples on each tree. He spoke of the program 68 Hours of Hunger. Our school counseling office has been in contact with them. We received a $6,000 benefit so that we can start this program here and be able to send food home with students who may not have it from Friday afternoon through Monday morning. We continue to celebrate what we offer here at the school, which is obvious tonight, with Ms. McKown sitting behind him. Parent/teacher conferences were held last week and had a goal of 80%; the MS had around 75% attendance. We had some parents come on Thursday as they could not meet on Wednesday. We sent home 212 Warrior Cards. When you look at the end of quarter 1, we continue to work with staff on how to go from good to great. Ms. Jones had requested to travel with the Dance Team to Long Island for a dance competition and another one in February. If they win, they will qualify for nationals and go to Florida. He spoke of a resignation later in the agenda. We have a unique situation with having an Upper Valley Education Institute teacher training here, Mr. Lister. We asked UVEI if he could be a long-term substitute for us and they supported him moving over. As of Monday, he has provided consistency. There was no objection heard. Assistant Principal Gosselin reported on discipline, the numbers are down. The cell phone issue has gone down but is still the primary infraction with HS students. The MS numbers are down, however, compared to last year they are up. We talked about this and around this time last year we implemented a 3-strike policy. Prior to that it seemed like every class gave the students a clean slate, so now the bar is a little higher and they are being held to a higher standard and have been visiting the office more. In terms of vaping, we spent a lot of time having vape detectors, Red Ribbon Week, and conversations with students. One of our teachers learned of another resources while at a NEASC visit, called InDepth. It is a program through the American Lung Association; it's a free course that students can take about vaping and its negative effects. She is just recently completing her facilitator coursework so that she can bring it to our school and we have one student who we are as of today enrolling in the program to see how it goes. It is another measure aside from only consequences to help mitigate vaping. A question was raised whether it could be incorporated into health classes. Assistant Principal Gosselin explained it is a tool to use when students are caught not used for classes but there is another program they are looking at. Vice Chair Lavallee spoke of a podcast she listened to regarding the significant rise of behavioral issues and classroom disruptions. It was from the perspective of significantly impacting schools, but it indicated it is a societal problem that doesn't start when the children walk into school. It didn't necessarily have great solutions. She suggested incorporating it into some of our discussions about why does it costs more to run schools nowadays, and why are we having problems in certain classrooms and with certain age groups. She thinks it would be helpful for the Board to have information on how those trends are impacting teachers and also impacting students. The bigger concern she has is what can we do about this. If we keep not talking about it, she doesn't think that it is helping. She spoke of parental rights, and responsibility, and children needing to be ready to learn when they come to school. It is a partnership; we are all a team and our goal for all children is to be successful as adults. She asked for input from Principal Ronning and Assistant Principal Gosselin who have both worked in education for years. Assistant Principal Gosselin is glad she brought this up because it is something that she doesn't know has been shared as much when parental rights were first put into law. The discipline law has changed since she started in this role 6 years ago. When there is an instance of discipline, example, disruption in class, it disrupts the learning environment and before anyone is suspended, they have to show graduated sanctions, such as lunch detention, or maybe it's a phone call home and then the next time it's the lunch detention and then a recess detention then after school detention, then out of school detention. You have to go through the trajectory of consequences before you can suspend a student. The exception is when it is a matter of safety, for example, fighting, vaping etc. The total number of days they can suspend for is 10, not consecutively but overall and once a student has reached those 10 days that triggers additional things that the school is responsible for doing such as a functional behavioral assessment (FBA), considering special education if they are not already. It sets up this other logistical pathway of things that administration has to do. A lot of times when we are thinking of discipline you may think they did this, they should be out, but it is not necessarily correct. The laws that impact are different than when we were in school. We have to prove/document these graduated sanctions of the things that have been tried first. There was a brief discussion regarding whether she feels from her experience if it is helping curb some of the behaviors. Assistant Principal Gosselin responded that there is a lot we have to be mindful of, if there is an IEP what does it say if they don't what steps are we taking to get those supports which of course is another area, do you have parental support, there are lot of perspectives you have to consider when assigning consequence. We spent a lot of time when Principal Ronning came on rewriting the handbook. Because of that it was easier for us to implement because it is very clear. Vice Chair Lavallee noted there should be a level of respect for the teachers, they are professionals. Principal Ronning added you asked about the law, personally he feels it is kicking the can down the road, and you hope as you move forward and educate them, we are hoping we are getting through to them. Another variable is social media and TV and how the public acts. He spoke of 2 students Adam Chandonnet and Travis Robichaud receiving a school coin because they took a stand against other students to say, "we don't do that , it is not right", and you have to recognize people for doing the right thing. There was a brief discussion about having a great group of students who can be very kind and step us and do the right thing. The expectations are higher here than outside these walls. Vice Chair Lavallee thanked them for all their hard work and would like it if they keep the Board posted. A question was raised what the noncell phone infractions were. Assistant Principal Gosselin gave examples of a dress code violation or bus

issue. Discussion moved to the Dance Team's request and Vice Chair Lavallee asked for an overview. Principal Ronning explained they are requesting overnight travel; there is no funding request other than they are driving the school van to New York. He met with Ms. Jones, Dance Coach, there is the cost of the competition and possibly will go to New York City to see the statue of Liberty and also the Boston Ballet but that is not overnight, it is just a day trip. He confirms he is asking for approval for the overnight trip and travel. Ms. Alley asked for clarification if they needed approval for gas. Principal Ronning indicated, no it is already included in the transportation budget.

A MOTION was made by Mr. White and SECONDED by Ms. Collins to allow the Dance Team to travel to New York for an overnight trip and competition.
Voting: all aye, motion carried.

Principal Maghakian reported October was a busy month, LCS had their safety days with the ambulance and fire department. The police will come another day. They continue to have Friday morning meetings, this week is a grade level meeting, so they meet in their respective areas. They have had a lot of fun things happening such as Penny Wars, which the 2nd grade won. PTO's Skate Night, the annual pumpkin carving contest at FRES and LCS. Kids had a great time voting on those. We had wormy Wednesdays; they were having fun with that. Parent/teacher conferences were held. She thanked the PTO for the pizza on the 2nd night. November is always a fast-moving month. The PTO is inviting TIGER back, we had Bingo Night, the Turkey Trot is coming up and pie in the face. At the last meeting behaviors had risen for October, it is not overly significant but there is a more of a revolving door in my office but will see that disappear. A question was raised regarding behaviors and how she thinks things are going or is there anything that the Board could do differently to help support her, teachers, students and parents. Principal Maghakian said she thinks communication is key. Knowing what is going on in the classrooms, what we are doing as a whole. What our standards are to make sure that we're relaying those messages and that we're consistent, we're reliable and addressing issues as they come up and communicate about them. No matter how small. If it is coming her way, there is a phone call home and we talk about it. We build a partnership and make sure we're keeping those lines open. As Assistant Principal Gosselin said, if it's a continuation, we are addressing the issues, sometimes through punitive consequences depending on the severity and sometimes through getting support through our student support services team. There is a lot of social, emotional and mental health happening that as we grew up, we didn't see as much or didn't address as much or were told to move on. We have a lot more involvement. We have a lot of social emotional things happening with our students that need support in place through our counseling or through the BCBA. She also appreciates Polly Bath. She worked with her in a prior district and thinks our teachers have really taken to her suggestions and making sure their authority is kept in the classroom, addressing the issue initially in the classroom because once they send them out their authority is lost. If they call someone a name or something like that, we address that through responsive classroom training. There are a lot of different avenues that we use to make sure teachers feel supported and that the parents are communicated with so there are no surprises. A question was raised whether the 68 Hours of Hunger will be throughout all the schools or just WLC. Principal Maghakian is not sure just yet, but they will collaborate and see how it develops. Responding to a question she confirms FRES does Thanksgiving baskets but does not put it out there publicly. They go through the teachers, school counselor and the church or woman's club.

iv. Curriculum Coordinator's Data Presentation

Ms. Dignan reviewed the data presentation; a copy can be found with these minutes. She spoke of continuing to take the next best step repeatedly which has impacted our data and we are making progress. She reviewed the agenda for the presentation including some post HS data. The big takeaways and changes we made, continuing to review data, and continuing to dig into subpopulations. The post HS plans are split fairly evenly into thirds. She reviewed the iReady scale, at this point in the year we would expect students to be in the yellow as they have not had grade level instruction yet. She reviewed the data. Grades 6-8 in math, first column is our students, 2nd compares us to the state, and the 3rd compares us to the nation. We looked through all the data. Grades 7-8 are pretty close to the state and national average. We talked about digging further into the 6th grade as they were not as close. Principal Ronning commented that we noticed what is on the test and what is in the curriculum and asked if we are mirroring them. We found many had not taught it yet. We might be teaching at a 5.5 grade level and looking to see what we need to do to increase the level. Ms. Dignan reviewed grades 3-5 are similar to the state and the nation. Grade 2 is an outlier group. Principal Maghakian spoke of not being surprised to see this as there are some social emotional things. She spoke of one change they made which was to break out the 1st grade into 3 classes to target what they need and hope that will change the data. A question was asked if the iReady tests are formed by the school. Ms. Dignan explained they are not, she gave an example of a 4th grade test, as the student gets the questions correct, the level increases and if they get them wrong it decreases so each student gets their own test. A question was raised whether parents are told if their student is below grade level. Ms. Dignan confirms yes that reports go home. Principal Maghakian added that it was part of parent/teacher conferences. We print them out and teachers explain it to the parents. A question was raised if when students take the next test does it start at grade level again. Ms. Dignan believes it starts where you left off. It is designed for students to get about 50% of questions wrong because they have not had that instruction yet. She noted that in 1st grade we have the math coach helping. She reviewed grades 6-8 in reading; across the board we are along side of the state and nation. Grade 1 is close to the state and nation. She reviewed Summer Academy data, which was requested. She explained the graph, the one for math is on the left and reading is on the right. When students leave school in the spring, you want most of them to be in the green and darker above grade level. If they are in the yellow, they are receiving services. The spring data is the middle graph. It is not a great representation of where they grew from previously. Fall 2025 is the same group from Summer Academy and the 2nd column is spring, the 3rd column is they are now, fall 2026. Principal

Maghakian spoke of being disappointed to see the kids recommended for Summer Academy showed progress but iReady did not. Ms. Dignan noted there were 2 students who were recommended but did not attend and one who only attended less than 4 sessions. They were not getting instruction everyone else was at least 5 times. Principal Maghakian said they used Acadience data which did not align with this data. Vice Chair Lavallee noted we are looking at kids who did receive some instruction over the summer and we can see some learning loss. She wondered if other kids where struggling compared to kids who attended or kids who did not participate. Ms. Dignan suggested, maybe kids who were recommended and did not attend vs. those who did attend. Principal Maghakian noted we need to disaggregate the data to see where the focus needs to be. A discussion was had including then we could see if we needed to look at the program, Ms. Dignan confirms it runs 15 days in July, right in the middle of summer. It was suggested maybe it's the timing of it. A question was raised whether additional feedback is given to parents, or suggestions for things they can do at home in the summer. Ms. Dignan responded they do have different things for grade levels but does not know if it happens over the summer. Principal Maghakian confirms there is communication with parents over the summer. Ms. Dignan spoke of another area that she was asked to look at, the subpopulation data. There is no state and nation to compare, it is going to be more of an informative graph comparing beginning to end of year. Title I is available through 9th grade. She reviewed a graph that compares us to 22 other schools that are either in our area or we play sports against. The first slide is spring NHSAS, science, top left graph is science elementary and when you compare that there are 11 schools higher than us in science, we are really close to the state average. The right is MS science, there also are 11 schools higher than us out of 22, we are in the middle and close to the state. HS is the bottom graph and 6 schools out of 22 are higher than us, we are close to the state in proficient. Math is on the left, elementary grades 3-5, and right is grades 6-8. At elementary 7 schools are higher than us out of 22, we are close to the state in proficient and in the MS 12 schools are higher than us, again close to the state in proficiency. The last is ELA, elementary and right is MS. Again, 12 schools are higher than us and are close to the state in proficiency and in MS, 11 schools higher than us and we are close to the state in proficiency. She reviewed a slide showing growth in science. Every year the state average changes. She looked at 24-25 vs. 25-26 and compared our students to the state and then what was the gap did we have any above or below the state average. The first two, FRES 5th grade and then MS 8th grade there is a little bit of the MS that stayed the same. FRES has gone down a little bit.

HS had a gap of 17 and now that is 3, even with the state average going up, we are closing the gap. She did the same with math scores which are going up, and the gap is getting smaller. ELA were roughly the same or losing a little, but our focus has been math and science for the last couple of years. SAT data was also provided. The principals spoke of what makes us unique. LCS went to the orchard, the town library and had safety day. Grade 5 went to Sturbridge Village; we did a town tour and the CARES ideals. We are making community connections. The fire department comes to FRES too; they have apple pie day too. Our innovation project is integrated into K-5 grades. The kids are connected and having an impact on our community. At the MS we continue with best version of self, and we ask them what they would like. We incorporated recess, and some clubs too. Mr. Comerford has the outdoor club, Ms. Blaise did agriculture, small animals and a fish tank. We are looking to take our basketball games up a notch. We reached out to Mason with open enrollment, and we look at things we can do here that are a good fit for our students as well as attract other students to our schools in regard to tuition. With the Warrior Cards we continue to promote our students. When you look at co-curriculars, Principal Ronning was amazed to see that we are in the first 25% of school and we already have 91 students participating in athletics. Clubs are down but he thinks throughout the year we will add them and get them going. We are always looking to offer things that our students can be invested in at school. It was suggested that the clubs be posted for kids to see. Principal Maghakian spoke of last year having tennis and this year Girls on the Run and chess. We have 22 students for chess and are splitting it up in fall and spring. Last year we were funded materials for robotics, and we are looking to get that started as well. Ms. Dignan spoke of AP courses, which can only be taught by teachers who have trained in that area. Students can take them here or not here and take the test in the spring and obtain college credit. If a student wanted to take psychology, which we don't offer, they can take it and we will help them with taking the test. It was confirmed that last year AP environmental science was run. This year we that again plus AP art. Assistant Principal Gosselin spoke of the Running Start program, as long as the student earns 75%, they get credit and it is free. Teachers need a master's degree to teach it, and we are lucky to have those teachers here. A question was raised how different the curriculum is in AP vs. regular classes or do they equally prepare students what about the workload vs. non college credit. Superintendent spoke about this, sometimes people say the AP class is more rigorous, the schedule does not change. If the test is on May 12, we have to get to that. We sent some teachers to St. Johnsbury to learn to teach it. While they are community college credits, they transfer to over 600 universities. AP is rigid vs. Running Start. There was a brief discussion about the need for students to be academically prepared for college and that level of work and if not, it is a more difficult transition. It was noted that it is important for kids to have those conversations and for guidance to have them with the students. Superintendent noted AP classes are open to anyone whether they are capable or not and some just don't take the test. CTE numbers have increased, last year was big hike too. Ms. Dignan shared attendance data, all of our buildings have over 90% attendance across the board. That is impressive. She reviewed post HS data which she found on the DOE website which shows 2017-2026 graduates. This is about where students go after graduation. It includes employed, unaccounted, armed forces, out of state college other, NH college and other NH college, out of state 4-year college, NH 4-year college. She reviewed the graph, in 2017 the 45 number is the number of students that graduated that year, there were a lot of unaccounted for seniors in the gray area. The purple is unemployed students, armed forces are red, etc. In 2024 three were 27 students graduated and 10 went into employment, 1 went into armed forces and 2 went an out of state other college, 7 went to a NH 4-year college, In 2025, 13 students went into employment, 12 went to a NH other college, 6 went into an out of state 4-year college, and 10 went to a NH 4-year college and then in 2026, 2 students went into armed forces, 4 went into employment, 7 went to NH other college and 2 to out of state 4-year college and 11 to a NH 4-year college and 1 went to out of state other college.

She spoke about making a lot of changes in the last year. We exposed students to modular data in grades 3-8, provided PD, and PD with Polly Bath, worked on curriculum alignment and increased rigor on our assessments across the district. FRES/LCS looked at literacy and geos, and the flow needed to be more aligned and did some training with Magnetics training in grades 3-5. We aligned classroom consistent management and recess, targeted interventions with data days and aligned W.I.N. groups based on data. A question was raised how you track rigor. Ms. Dignan spoke of a book study the administrative team did, with rigor matrix and gave some examples of the depth of knowledge comparing those to rigor. Superintendent spoke of part of the Strategic Planning Committee is talking about philosophy of knowledge, taking what they know and creating something new, the idea of applying it as rigor and if we can all move that way asking kids to take what they know and use it in an authentic way maybe they will find it more useful. He thinks Ms. Dignan is on to something focusing on critical standards and separating those out. Principal Maghakian added that teachers are diving deeper into their instruction. Ms. Meigs commented that the worms project has a real opportunity for rigor. It asks students to engage and really think, and she thinks with more teachers engaged to do it , it would show up on the test. Ms. Dignan noted that is one of the things the innovation group was looking at. Principal Ronning spoke of at WLC it being slow but steady. He reviewed what they have done at WLC including making small tweaks but the first was culture and climate. Assistant Principal spoke of senior project. It can be anything they want, they have to do all the research, and they have to present it. It is a culmination of what they have learned. Ms. Dignan noted the students worked so hard and they were so impressive. A question was raised if Ms. Dignan had conversations with other districts who perform well about the data and what they are doing. Ms. Dignan responded not those conversations; we talk about programing and the DOE mandates coming out. Today she received a new rubric for writing that we must do. She can put things on the agenda in curriculum coordinator meetings. When she met with Mason, they talked about that.

VI. BOARD BUDGET DISCUSSION

Vice Chair Lavallee informed the group that she did not attend the last meeting, Chairman Golding did. They did elect a new member and a Chairman, Mr. Lavallee. There may be a meeting later in the week if HB1300 passes or not if it doesn't. The agenda is being worked on for the committee's next meeting. Superintendent noted we had a meeting for tomorrow but will cancel as we won't know the outcome yet. We may need to meet later in the week. A question was raised why they would not know results for tomorrow. Ms. LaPlante responded that the numbers are incredibly close. The preliminary information they received from Wilton is it is very close.

VII. POLICIES-2ND READ

i. JICK-Bullying Prevention: Pupil Safety and Violence Prevention

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

Vice Chair Lavallee reviewed this is the 2nd reading. If everyone is satisfied with the language, a motion can be made.

A MOTION was made by Mr. White and SECONDED by Ms. Alley to accept policies JICK Bullying Prevention, Pupil Safety and Violence Prevention and JJJ-Access to Pupil School Programs by Nonpublic, Charter School and Home Educated Pupils as written.
Voting: all aye, motion carried.

VIII. ACTION ITEMS

a. Approve Minutes of Previous Meeting

A MOTION was made by Mr. White and SECONDED by Ms. Alley to approve the minutes of October 20, 2026, as written.
Voting: five ayes; one abstention from Vice Chair Lavallee, motion carried.

IX. COMMITTEE REPORTS

i. Facilities

Ms. Alley reported not being able to attend the meeting; she does not think there was a quorum. Mr. Zavgren spoke about the discussion they had which was mostly about the fuel tank. It was installed in 1991; it's a double wall tank. There is a moisture sensor that goes between the 2 walls of the tank in case there is water coming into the tank the alarm goes off in the furnace room that is very loud. He had asked what happens if it does fail catastrophically, what do we do. An idea was we would use 2 fuel trucks because it takes roughly a thousand gallons every 3 days, or so in the dead of winter to heat the building. We could have 2 trucks and when a truck pulls up you connect it up to the feed line and when it gets low you switch out the truck which seems like the most sensible way of doing this. Having EMC as a partner, this might be an opening gambit to see if they can help and provide some advice about this and maybe help us with any grant funding for the replacement of the tank. That was the gist of the meeting. Ms. Collins mentioned EMC sounds like they have ways to finance a little easier for us perhaps. She is glad we have connected with them.

ii. Strategic Planning

Ms. Alley reported the discussion was mostly about innovation and providing a more authentic education. There are quite a few things said, mainly we're taking what's been collected by all of our meetings and they're taking it to the teacher leadership group to see if we're on the right track, if it seemed like something they would accept and get behind. After that, we will bring it to the school board.

X. RESIGNATIONS / APPOINTMENTS / LEAVES

a. Resignation-Hannah Rudd-WLC MS English Teacher

Superintendent reviewed the resignation.

A MOTION was made by Mr. White and SECONDED by Ms. Alley to accept the resignation of Ms. Hannah Rudd, MS English Teacher.
Voting: all aye, motion carried.

XI. PUBLIC COMMENTS

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

XII. SCHOOL BOARD MEMBER COMMENTS

Ms. Collins thanked Ms. Dignan for the lovely presentation as usual. She is excited to see where everything goes.

Ms. Meigs commented that we heard a lot tonight about different ways in which the school is working to fine-tune the kind of education they deliver and watch carefully to see how the students are responding and how to tweak it this way and that way. It is impressive how carefully they watch and attune to the students' academic, social and communal needs.

Mr. White commented the data presentation was great tonight and hoping we can get past this stuff and get on with the budget after we get results.

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

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 8:21pm.
Voting: via roll call vote, all aye, motion carried.

RETURN TO PUBLIC SESSION

The Board entered public session at 8:42pm.

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 8:43pm.
Voting: all aye, motion carried.

Respectfully submitted,
Kristina Fowler

DRAFT

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

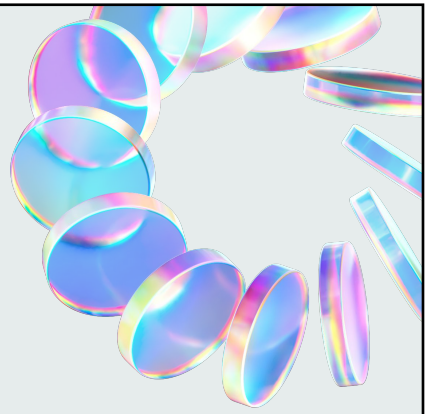
Vision of a Graduate

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

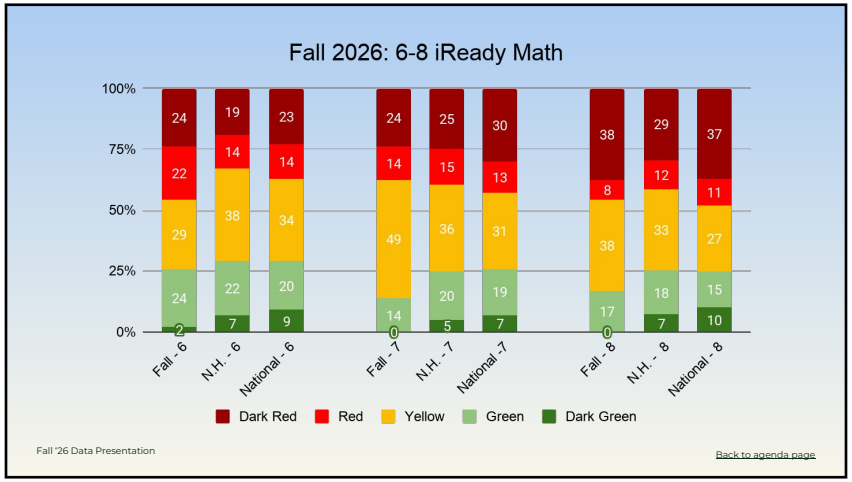
iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

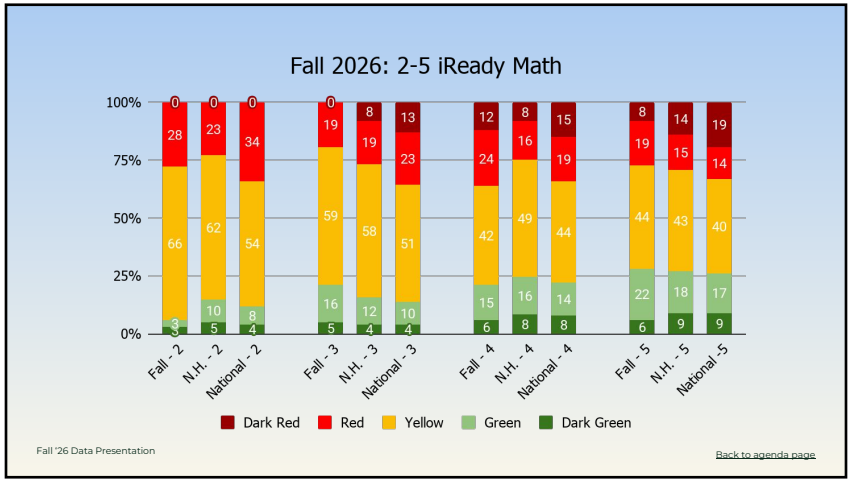
April 2027

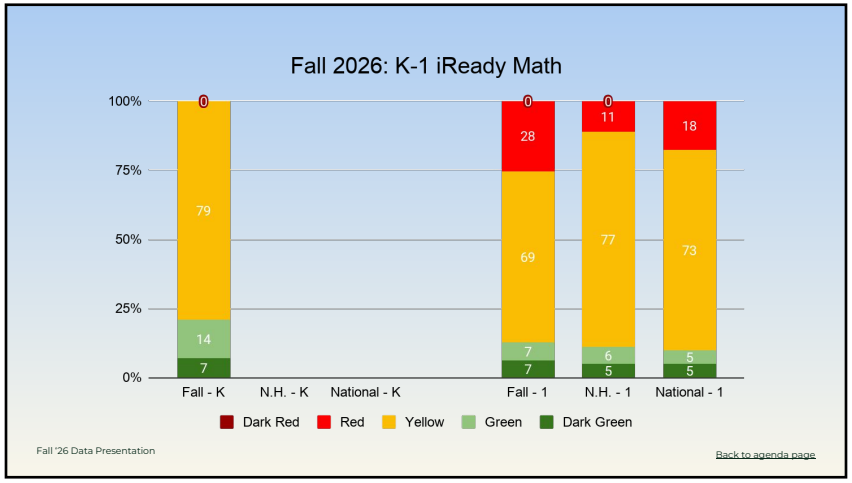
iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

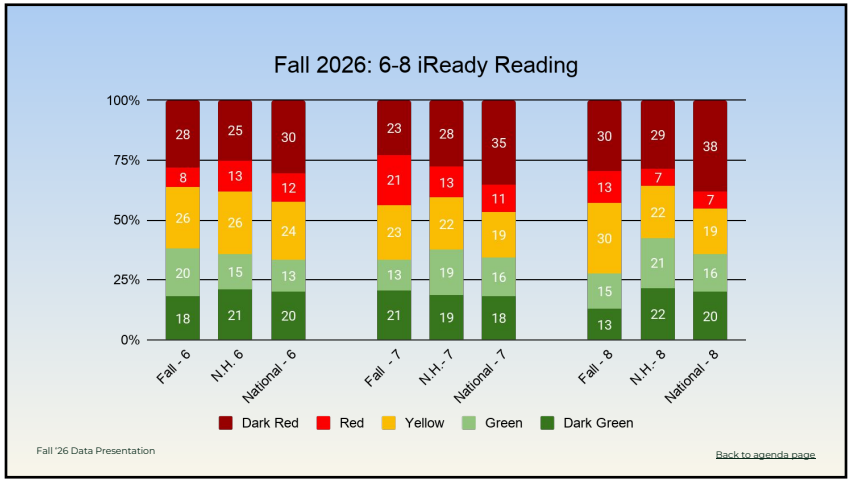
iReady Scale

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.

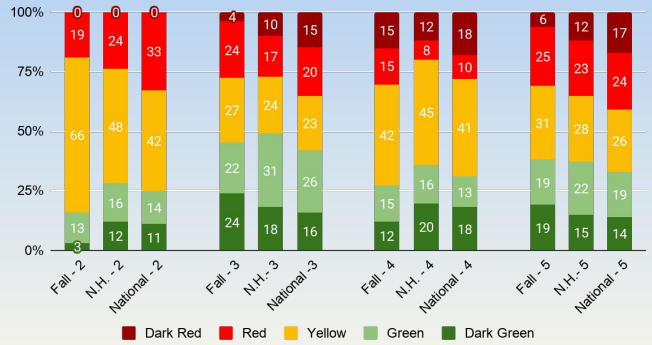

Fall 2026: 6-8 iReady Math
100%
75%
50%
25%
0%
Fall - 6
N.H. - 6
National - 6
Fall - 7
N.H. - 7
National - 7
Fall - 8
N.H. - 8
National - 8
Dark Red
Red
Yellow
Green
Dark Green
Fall '26 Data Presentation
Back to agenda page


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

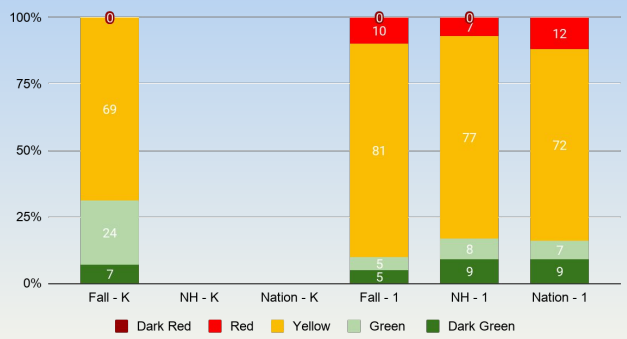

Fall 2026: K-1 iReady Math
100%
75%
50%
25%
0%
Fall - K
N.H. - K
National - K
Fall - 1
N.H. - 1
National - 1
Dark Red
Red
Yellow
Green
Dark Green
Fall '26 Data Presentation
Back to agenda page


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

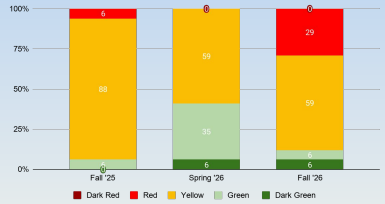


Fall 2026: K-1 iReady Reading

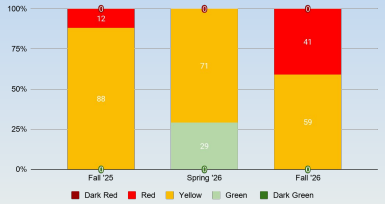


Summer Academy Comparison From Fall '25 to Fall '26

Fall 2026: Summer Academy i-Ready Math

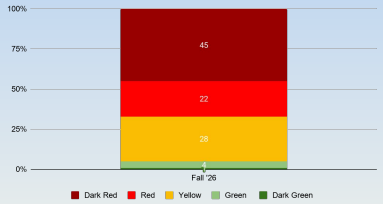


Fall 2026: Summer Academy i-Ready Reading

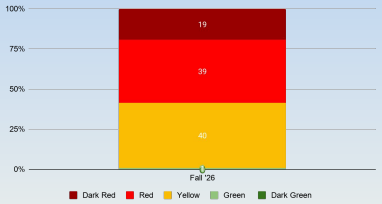


Subpopulation Data - Math

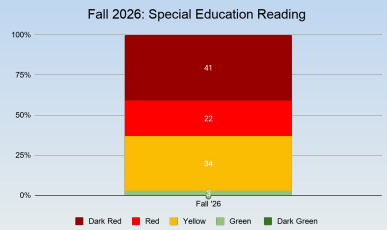
Fall 2026: Special Education Math

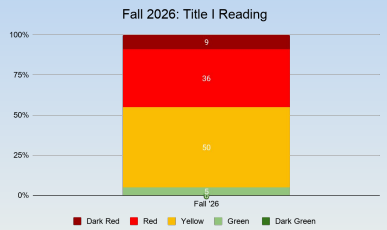


Fall 2026: Title I Math



Subpopulation Data - ELA

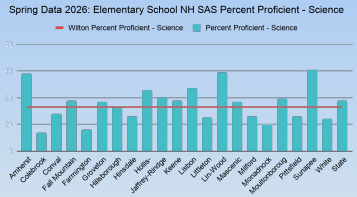


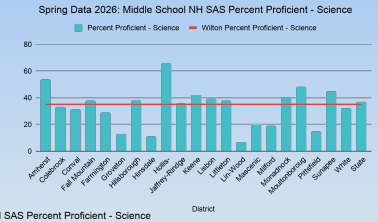


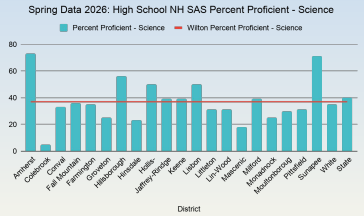
State Assessment

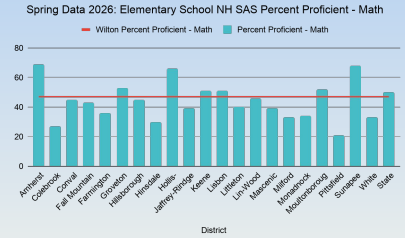
Science Data
Math Data
Reading Data

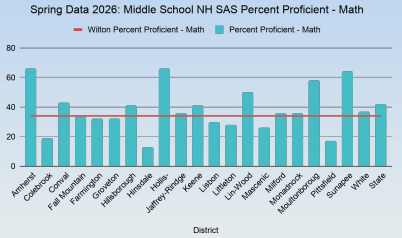


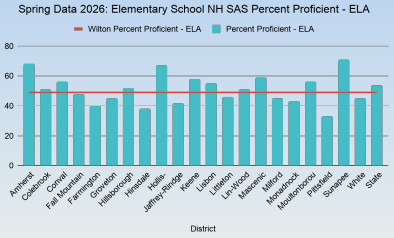


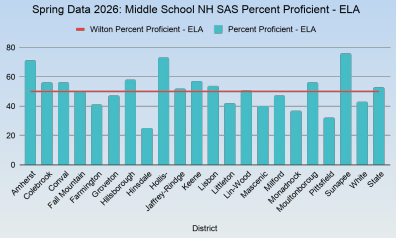










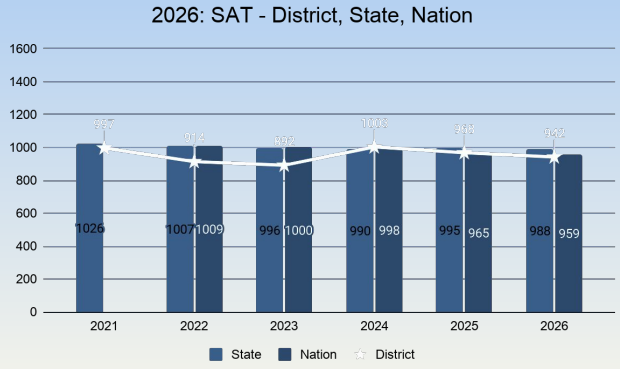


Science

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



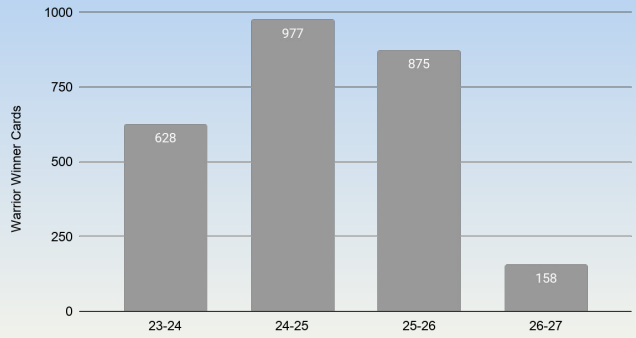
What Makes WLCSD Unique?

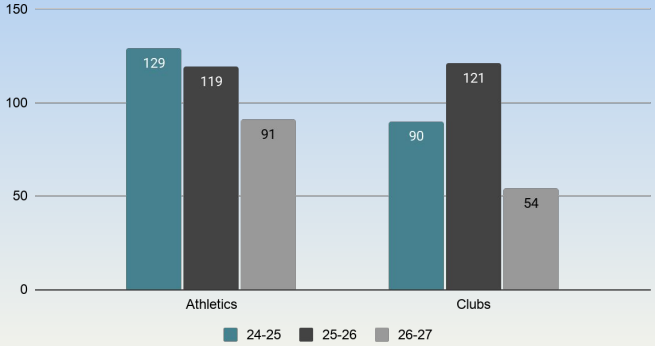
LCS/FRES

- 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

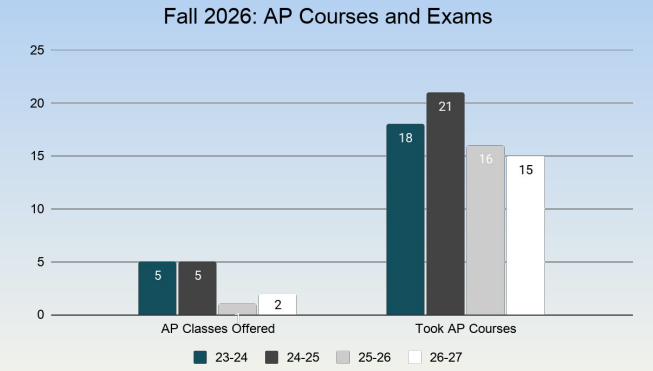
- Trips this year:
  - Mt. Monadnock
  - Beach Cleanup
  - Clubs Field Trips (such as Touchstone Farm, Squam Lake etc)
- "Best Version of Self"
- "Academic Best"
- Recess and frequent movement breaks in our middle school
- Partnerships with surrounding towns- Mason, Milford, etc.

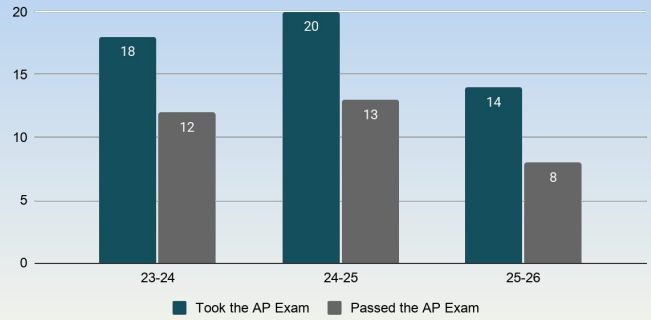




Advanced Placement

- 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.

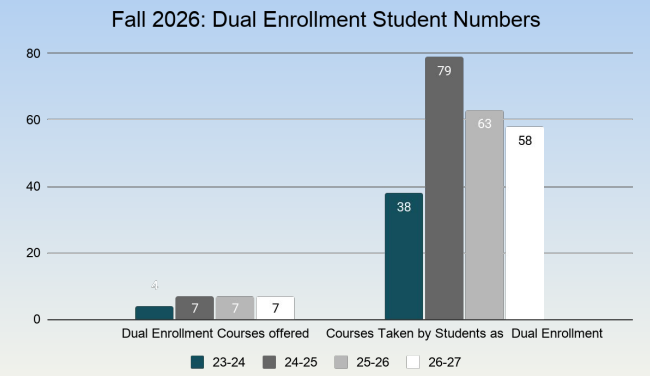




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Dual Enrollment

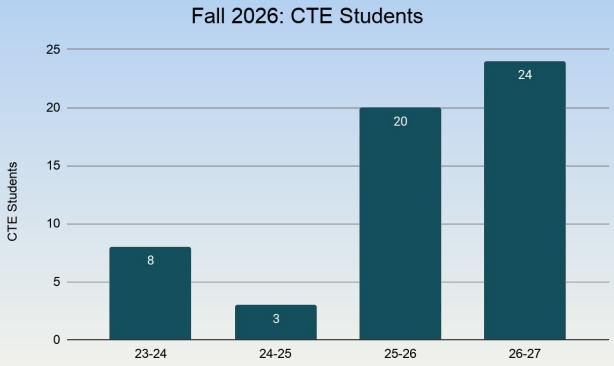
- Dual Enrollment Courses can only be taught by an educator with a Masters Degree and specific training from the Community College the school is associated with.
- Students can take this course at WLC and earn Nashua Community College credit by scoring a 74% or higher in the Course.
- This year if all 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

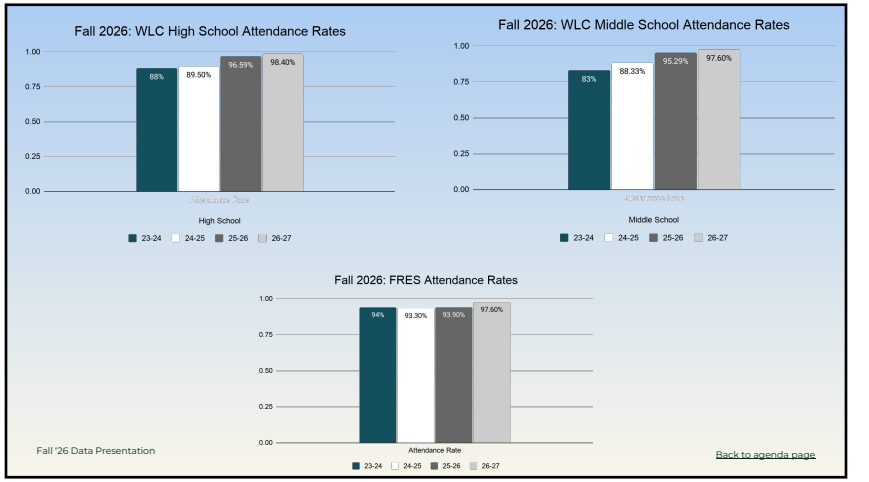


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Attendance Data

FRES
WLC Middle School
WLC High School



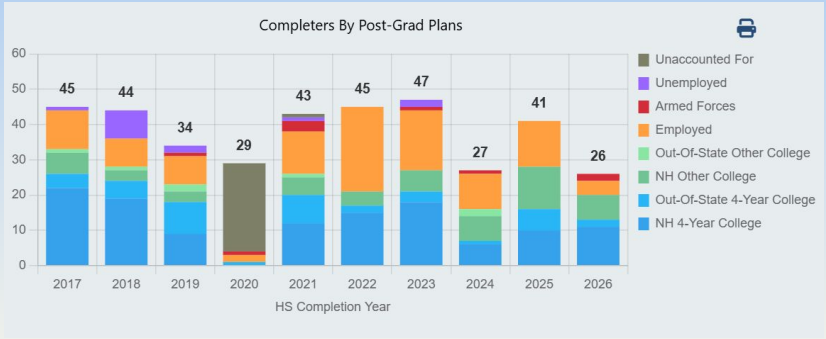


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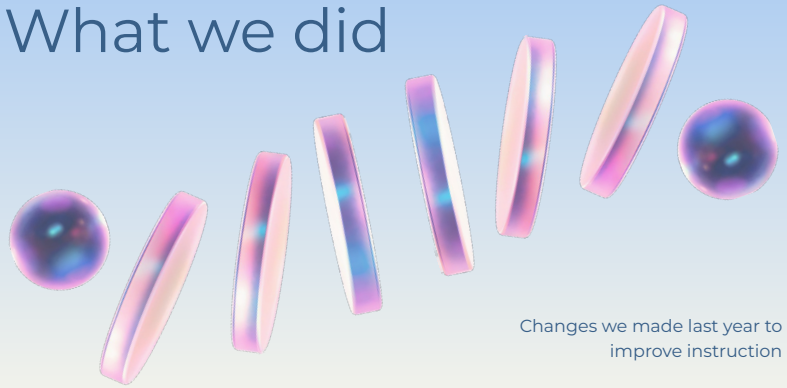
Post-High School

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?

