

AGENDA

SCHOOL ADMINISTRATIVE UNIT NO. 12 Office of the Superintendent of Schools Londonderry, New Hampshire 03053

The meeting of the Londonderry School Board will be held on Tuesday, March 21, 2023, at 7:00PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the Cafe. The meeting will also be broadcast on local Cable Access Ch. 21 as well as the District's YouTube Channel.

- 7:00 PM 1. Call To Order
2. Pledge of Allegiance
- 7:05 PM 3. Reorganization
- 3.1 Election
- a. Chairperson
- b. Vice Chair
- 3.2 Appointments:
- a. Truant Officers at Each School
- b. School Board Secretary – Lisa Muse
- 3.3 Re-adoption of Policies
- 3.4 Re-adoption of Policy CI Temporary Administrative Arrangements
- 3.5 Re-adoption of Policy DFA Investment Policy
- 7:30 PM 4. Consent Agenda
- 4.1 Retirement(s)
- | | | |
|------------------|---------------|------------------|
| Kathleen Gagnon | Support Staff | Moose Hill |
| Maureen Hutchins | Support Staff | High School |
| Lori Jabar | Teacher | High School |
| Sharon Rice | Teacher | Moose Hill |
| Kelly Sarbaugh | Teacher | Matthew Thornton |
- 4.2 Resignation(s)
- | | | |
|----------------|---------------|------------------|
| Elaine Davis | Support Staff | Matthew Thornton |
| Erin Donovan | Teacher | High School |
| Apryl Forest | Support Staff | Matthew Thornton |
| Kelly Gordon | Teacher | High School |
| Robert Lees | Energy Cons | District Wide |
| Felicia Lodato | Custodian | High School |
| Ayesha Malik | Teacher | Moose Hill |

March 16, 2022

Greg Pantazis	Teacher	South School
Jianna Spina	Support Staff	Moose Hill
Chuck Zappala	Energy Mgr	District Wide

4.3 Minutes
January 24, 2023
February 14, 2023
March 9, 2023

4.4 Meetings

April 4, 2023*	Regular Meeting	LHS Cafe	7:00 PM
April 18, 2023*	Regular Meeting	LHS Library	7:00 PM

*Based on approval of Board Meeting Schedule below in Item 8.2

7:35 PM

5. Committee Reports

5.1 Student Council – Andrew Zavorotny

5.2 School Board Liaisons

7:45 PM

6. Announcements and Presentations

6.1 LMS Program of Studies - William Van Bennekum, Dave Sutherland, and Meaghan Nason

6.2 Updated Dress Code Policy - Crystal Rich & Jenn LaBranche

6.3 School Board Discussion on Consultant Contract

6.4 8th Grade Promotion Ceremony – William Van Bennekum

6.5 Chaos & Kindness – William Van Bennekum

8:30 PM

7. Public Comment

9:00 PM

8. Deliberations

8.1 Londonderry Middle School Program of Studies

8.2 To see what action(s) the Board will take regarding the Proposed School Board Meeting Schedule April 2023 through August 2023

8.3 To see what action(s) the Board will take regarding the Proposed 2023-2024 Londonderry School District Calendar

8.4 Second Reading to Amend Policy GCQAB-Tutoring for Pay

March 16, 2022

8.5 First Reading to Amend Policy JFCA - Student Dress Code

8.6 First Reading to Amend Policy JFCA-R Student Dress Code

9:30 PM 9. Superintendent Report

9.1 Potential Future Agenda Items and School Board Input - Dan Black

9.2 Update on Londonderry HS Principal Search - Dan Black

9:45 PM 10. Non-Public Session

Non-Public Session requested under RSA 91-A:3, Section II (b), (c) and (l)

10.1 Personnel Issue(s)

10.2 Nomination(s)

10.3 Co-Curricular Stipends

10.4 Legal Advice

11. Adjournment

(Please note: In addition to the items listed on the agenda the Board may consider other matters not on the posted agenda and they may enter a non-public session or convene in a non-meeting session in accordance with RSA 91-A if the need arises.)

TEMPORARY ADMINISTRATIVE ARRANGEMENTS

In any organization, it is important that the responsibility for decision making be clearly delineated. This is particularly true if an administrator, for one reason or another, is unavailable. In such cases there should be a clear line of administrative succession which designates both responsibility and authority.

Annually at the reorganization meeting of the Board, the Superintendent shall submit a written recommendation for such administrative succession to be used in the event that a necessity for decision arises during the temporary absence of the administrator.

In the event of the death, resignation or serious illness of the Superintendent, the Board shall determine what course of action the District should take at that time. In the event of death, resignation or serious illness of any other administrator, the Superintendent shall recommend a course of action to the Board.

LONDONDERRY SCHOOL BOARD

Adopted: September 12, 1977

Reviewed/Readopted: September 26, 1989

POLICY CI

TEMPORARY ADMINISTRATIVE ARRANGEMENTS

2022-2023

<u>DISTRICT</u>	-	Dan Black Jason Parent Lisa McKenney Kim Carpinone
<u>HIGH SCHOOL</u>	-	Jay Parent Katie Sullivan Abbey Sloper Crystal Rich Ryan O'Connor
<u>MIDDLE SCHOOL</u>	-	William Van Bennekum Dave Sutherland Ross McLean Joan Campo
<u>NORTH SCHOOL</u>	-	Paul Dutton Kim Freccero Jill Connors
<u>MATTHEW THORNTON</u>	-	Amity Small Scott Sicard Lisa Frenette
<u>SOUTH SCHOOL</u>	-	Deb Setterlund Paul Biron Jacquelyn Marden
<u>MOOSE HILL SCHOOL</u>	-	Sandra Mack Scott Sicard

INVESTMENT POLICY

I. PREFACE

The investment policy establishes a framework for the safe and prudent investment of public funds. It also provides guidance and direction for elected and appointed officials as well as staff in the daily conduct of investing activity, in addition to improving consistency, creating and defining accountability, and ensuring that laws are followed. This policy is implemented in accord with the provisions of RSA197:23-a and is to ensure the investment of public funds in the custody and control of the Londonderry School District officials is in accord with the State of New Hampshire Statutes.

II. SCOPE

This investment policy applies to all financial assets in the custody of the School District Treasurer of the Londonderry School District, Londonderry, New Hampshire and all transactions involving those assets. These funds are accounted for in the District's annual audited financial reports and include, but are not limited to, the following:

- General Fund
- Special Revenue Funds
- Capital Project Funds
- Any new funds created by the District, unless specifically exempted by the governing body, in accordance with law

III. OBJECTIVES

The investment policy objectives are stated below:

1. To ensure the preservation of capital and the protection of investment principal;
2. To maintain sufficient liquidity to meet operating requirements;
3. To satisfy all legal requirements;
4. To attain a competitive rate of return on investments taking into account risk and legal constraints and cash flow considerations;
5. To ensure full transparency of investment strategies, transactions and results.
 - a. Safety – Safety of principal is our policy's foremost objective. Safety is achieved through adherence to the list of permitted investments which are backed by the full faith and credit of, or a guarantee of principal and interest by, the U.S. Government.
 - b. Liquidity - All investments must remain sufficiently liquid to meet all operating requirements that are reasonably anticipated. All investments must be capable of being liquidated on a one day notice. Therefore, no investment may be made which imposes a longer notice period for redemption or which are not readily marketable.

- c. Maturity - Investments should be scheduled to mature when funds are needed. Sale of securities prior to maturity should be avoided due to the inherent risk. Investments shall be limited to securities maturing in periods up to one year, or lesser period, that coincides with expected disbursements by the District.
- d. Amount - The best or most appropriate type of investment depends to some degree upon the amount available for investment, as certain investments require a large initial investment amount.
- e. Administrative Cost - In choosing an investment, the District must consider the administrative work involved, particularly with regard to investments of short duration. Substantial amounts can be invested for periods as short as one or two days. However, the administrative costs with small amounts may be greater than the return on investments, thus, would not be justified as cost effective. Administrative costs will be higher with more frequent turnover of investments and must be taken into account together with the yield and term in determining the optimum investment strategy.

IV. Authority

Under the general direction of the Treasurer, management responsibility for the Investment Program is hereby delegated to the Business Administrator for the operation of the Investment Program, consistent with this Investment Policy. The Treasurer and the Business Administrator are Investment Officers.

V. Prudence

- 1. The standard of prudence to be used by investment officers shall be the “prudent person rule” and shall be applied in the context of managing an overall portfolio. Investments shall be made with judgment and care under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital, as well as the probable income to be derived.
- 2. Investment officers shall be indemnified under RSA 31:105.

VI. Ethics and Conflict of Interest

- 1. Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the Investment Program, or which could impair their ability to make impartial investment decisions.
- 2. Employees and investment officials shall disclose to the Superintendent any material financial interests in financial institutions that conduct business within the District and they shall further disclose any personal financial investment positions that could be related to the performance of the District portfolio.
- 3. Employees and officers shall subordinate their personal investment transactions to those of this District, particularly with regard to the timing of purchases and sales.

VII. Internal Controls

1. The Business Administrator shall establish a system of internal controls, which shall be documented in writing.
2. The internal controls shall be reviewed by the Business Administrator, Treasurer, and the independent auditor, and approved School Board.
3. The controls shall be designed to prevent loss through fraud, employee error, and misrepresentation by third parties, unanticipated changes in financial markets or imprudent action by employees and officers of the District.

VIII. Reporting

1. The Business Administrator shall include with the quarterly financial report a summary of investment activities.
2. Each quarterly report shall indicate any areas of policy concern [if any] and suggested or planned revision of investment strategies.
3. Any areas of concern shall be communicated to the independent auditor.

IX. The following investments will be permitted by this policy and are those defined by state and local law where applicable:

Notwithstanding anything else to the contrary contained herein all funds of the District must at all times be invested in accordance with RSA 197:23-a. Preferred investment options are:

1. U.S. Treasury securities maturing in less than one (1) year.
2. Fully insured or collateralized Certificates of Deposits with federally insured banks incorporated under the laws of the State of New Hampshire or the federal government with a branch within the State and in obligations fully guaranteed as to the principal and interest of the United States government.
3. Fully insured or collateralized certificates of deposit at commercial banks of the State of New Hampshire, New England and State of New York if such banks pledge and deliver to a third-party custodial bank or the Federal Reserve Bank collateral security for the deposits.
4. Repurchase agreements fully collateralized by U.S. Treasury Securities and/or agencies.
5. U.S. Securities directly backed and guaranteed by the U.S. Government.
6. State of New Hampshire approved municipal investment pool.
7. Any other state approved pool or instrument.

X. Depositories and Dealers

1. Depositories shall be selected under the general guidance of the Districts purchasing policy. Periodic review of cash management services is suggested, however if a significant event occurs or the environment of banking services in the State change significantly, a formal request for proposal may be necessary.
 - a. In selecting depositories, the credit worthiness of institutions shall be considered, including the current capital ratios of the institution.
 - b. RFP's for all investment transactions shall be in writing.

XI. Collateralization of Deposits

1. The District shall require their depositories to continuously and fully (100%) secure all deposits regardless of type (i.e. regular savings, checking, etc.) that are in excess of the \$100,000 insured amount. NOTE: Temporary increase of insurance coverage: Through December 31, 2013, the FDIC will protect all deposits up to \$250,000 limit under its ordinary deposit insurance rules. This may be accomplished by the pledging or setting aside collateral of identifiable U.S. Government securities as prescribed by the District.
2. The District has possession of the securities (or the District will take possession of the securities) or an independent custodian (or an independent third party) holds the securities on behalf of the District as a bailee (evidenced by safe keeping receipt and written bailment for wire contract) and will be maintained for the full term of the deposit.
3. Such securities shall be owned by the depository and the manner of collateralization shall provide the District with continuing perfected security interest for the full term of the deposit in the collateral in accordance with applicable laws and Federal regulations.

XII. Maturities

Investments of the District shall be limited to instruments maturing within one year at the time of purchase.

XIII. Diversification

1. It is the policy of the District to diversify its investment portfolio to eliminate the risk of loss from over concentration in a specific security.
2. Diversification strategies shall be determined and revised periodically by the Business Administrator and reviewed by the District Treasurer.

XIV. Risks

The District recognizes that investment risks can result from issuer defaults, market price changes or various technical complications leading to temporary loss of liquidity.

1. Portfolio diversification is to be employed in such a way as to control risk.

2. The Business Administrator is expected to display prudence in the selection of securities in such way as to minimize default risk.
3. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the specific issuer.
4. The Business Administrator shall review and, if appropriate, proceed to liquidate securities having comparable credit risks.

XV. Safekeeping and Custody

1. To protect against potential fraud and embezzlement, the assets of the District shall be secured through third-party custody and safekeeping procedures.
2. Unless prevailing practices or economic circumstances dictate otherwise, ownership shall be protected through third-party custodial safekeeping.
3. Safekeeping procedures shall be reviewed annually by the independent auditor. The independent auditor shall conduct periodic surprise audits of safekeeping and custodial systems.

XVI. Annual Review

This policy is to be reviewed and adopted annually by the School Board.

POLICY APPROVAL/AMENDMENTS

The Londonderry School Board approved adoption of the Londonderry School District Investment Policy at its meeting held on Tuesday, May 25, 2010.

Statutory References

RSA 197:23-a, Treasurer's Duties

RSA 31:105, Liability for Damages Limited, Indemnification, Insurance

LONDONDERRY SCHOOL BOARD

Adopted: May 25, 2010

SCHOOL ADMINISTRATIVE UNIT NO. 12
Office of the Superintendent of Schools
Londonderry, New Hampshire 03053

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The meeting of the Londonderry School Board was held on Tuesday, January 24, 2023, at 7:00 PM in the Londonderry High School Cafe, 295 Mammoth Road, Londonderry, NH. The meeting was broadcasted on local Cable Access Ch. 21 as well as the District's YouTube Channel. In attendance were School Board members: Mrs. Butcher, Amy Finamore, Mr. Gray, Mrs. Loughlin and Mr. Slater. Also in attendance were Superintendent, Mr. Black, Business Administrator, Mrs. McKenney and School Board Secretary, Lisa Muse.

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1. **Call To Order:** The meeting was called to order at 7:00PM by Amy Finamore.
2. **Pledge of Allegiance:** The Pledge of Allegiance was led by Amy Finamore.
3. **Consent Agenda:** *Mr. Slater made a motion to accept the Consent Agenda. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.*

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3.1 Retirement(s):

Beth Hanley Teacher Middle School

3.2 Resignation(s):

Katherine Chaput Teacher Moose Hill

3.3 Minutes

January 10, 2023
January 12, 2023
January 17, 2023

3.4 Meetings:

January 25, 2023,	First Day of Filing Period for Candidates		
February 3, 2023	Last Day of Filing Period for Candidates		
February 10, 2023	Deliberative Session followed by		
	Regular Meeting	7:00 PM	LHS Cafe
February 14, 2023	Regular Meeting	7:00 PM	LHS Cafe

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4. Committee Reports

4.1 Student Council: None

4.2 Teacher Liaison: None

4.3 School Board Liaisons: Mr. Gray discussed the Senior Committee reaching out to the High School regarding volunteers, South School PTA grants and budgets and the talent show. Mr. Slater discussed the recommendations to the DOE on curriculum. The PTA is moving forward with the pavilion in the courtyard. He discussed the bond hearing to go to the warrant and more information will come forward. The packet is updated and on website. Mrs. Loughlin mentioned Thursday at the Middle School at 6-7:30 is the Principal Round Table discussion on social media with Mr. Van Bennekum. Anybody can attend and it will be held in the library. Mrs. Butcher mentioned the MH PTA meeting is February 2nd at 6:30PM

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January 24, 2023

5. Announcements and Presentations

5.1 Matthew Thornton Student Council - Make a Wish Fundraiser:

Katie Miller and Ann Smith are the advisors. The students discussed the raffles and the fundraiser and the process. They thank the Koza family who created this fundraiser. \$550 dollars was raised during this fundraiser.

5.2 Science of Reading Presentation - Nichole Treadway and Reading Specialists:

There is a Power Point presentation. She discussed the schools' goals to give insights where they are with the elementary curriculum. She detailed the purpose and curriculum buckets including math and literacy

Amy Finamore asked the difference between letters training and reading specialists and asked the reading specialists how this is going. Mr. Black mentioned a lot of this work happened before Covid. The reading specialists discuss the professional development and changes that were made. Eighty percent of teachers have taken Letters Training all on their own time.

5.3 Auditor's Report: Matthew Murray – Vachon Clukay & Company:

He has a Power Point and handout available. He discussed the district received an unmodified opinion "clean" on its financial statements for all reporting units. He discussed the General fund Budget and Actual Comparison. He explained the District is allowed to retain 5% of the fiscal year net assessment which would be \$3,363,947 for Fiscal Year 2022. The District ended the year with a \$29 million deficit net position which saw a decrease in the deficit of \$2,750,000 from the prior year. At year end the District had \$4.7 million of outstanding debt consisting of four individual bond issuances. All existing bonds are scheduled to be paid in full as of Fiscal year 2029. He discussed GASB #68, GASB #75 and GASB #87. He gives feedback on the Business Office Staff regarding how prepared they were for the audit, the cooperation, and timely responses by all the personnel.

Mr. Slater mentioned this is his fifth audit review with the District and how important for these audits to go and come out with these results. The audit is where the Business office knows they have done their job. He thanks Mrs. McKenney and her staff with the impeccable audit. Mrs. McKenney thanks the Finance department and Human Resource department for their amazing work year after year.

5.4 Filing Period for Candidates - First day is Wednesday, January 25, 2023, and Last day is Friday, February 3, 2023

- One (1) School Board Member - 3-year term
- One (1) School Board Member - 3-year term

To make arrangements to file, please contact Kerri Stanley, School District Clerk at (603)860-9369. Ms. Stanley will be at the School District Office on Friday, February 3, 2023, from 3:00PM to 5:00PM, for the purpose of final filing.

6. Public Comment:

Mr. Slater made the motion to open public comment. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

5 Tim Porter, Quentin Drive: He was watching the video on the proposed and default budget that was sent out and the six items that might be cut if the Default was passed. He inquired if there are other items being looked at. Mr. Black said they arrived at those items over a couple weeks of discussion at AD council. He mentioned that \$400,000 is a big cut, and we are trying to find the least impactful way to still accomplish our goals and to make sure we limit the impact around co-curriculars. When you have a lean budget, it is hard for them to limit the impact, but this list is the least impactful with these recommendations.

10 Tony DeFrancesco, Cheshire Court: He mentioned that we have been hearing on the Town and School side that everybody is hurting in Londonderry. He is not sure that people understand you can't use that kind of word in any town, and he feels the comment is not true in Londonderry. There are many senior citizens and thousands of other folks who are financially secure and live in Londonderry. It is clear they are happy with the level of service on the town and school side. He agrees that some are under financial stress which happen every year. Every year people say it is not the right year to do something and this year is no different. The voters tell us differently. He commends this Board for the current budget and the communication. He gives a shout out to the Budget Committee who exams the budgets and are watchdogs and formulate an opinion.

15 Ken Samoissette, Faucher Road: He disputes the last statements. He knows everybody is not hurting, but the doomsday can change just like that, and it won't affect some people, but a lot it will.

20 *Mr. Slater made the motion to close public comment. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.*

25 **7. Deliberations**

7.1 Third Reading to Amend Policy JED-R - Attendance Policy - Dan Black, Kim Carpinone. Mr. Slater made the motion to approve Policy JED-R – Attendance Policy. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

30 **7.2 Third Reading to Amend Policy JED - District-Wide Student Truancy Policy - Dan Black, Kim Carpinone. Mr. Slater made the motion to approve Policy JED- District-Wide Student Truancy Policy. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.**

35 **7.3 Third Reading to Amend Policy KBA Right to Know Procedures - Dan Black:** Mr. Black discussed that they will be using the language that Manchester uses which includes the flexibility to use a flash drive if it makes large RTK requests easier when needed: "Electronic records may be provided via e-mail or on a portable storage device (thumb drive), if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District."

40 Amy Finamore detailed her concerns about the possible long-term impacts and why she will need to vote against this.

Mr. Slater feels this will help the District Office produce the documents faster.

Mr. Slater made the motion to approve Policy KBA Right to Know Procedures. Mrs. Loughlin seconded the motion. The motion passed by a vote of 4-1.

January 24, 2023

7.4 Second Reading to Amend Policy IKF - High School Graduation – Jason

Parent, Shawn Flynn: They discuss that the three required credits would apply to class of 2027 and beyond. The contacted Pinkerton and Alvirne with CTE centers who have the three credit requirements. Mr. Flynn discussed what those schools offer and how they count some of their CTE program courses towards the requirements. Salem does not count any of the science courses towards their graduation requirements. They are looking into building more electives to offer more options to the students.

Tony DeFrancesco, Cheshire Court: He feels the District needs to address and show the community that the District is not catering to the college prep and gear some of the science class electives. These kids need a lot of sciences for the trades they decide to go into, but because the credits have stayed the same, they are confused over that. It needs to be meaningful to the kids outside the college prep goals. The typical college track is not for all kids and the District needs to help all kids. He feels one of the classes could be changed and address this.

Mr. Slater made a motion to move Policy IKF – High School Graduation to a third reading. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

7.5 Approval of CTE Agreement with the Manchester School District – Dan

Black: Mr. Black explains that our agreement ends next month and working with Our legal counsel and the administration support the School Board agreeing to the updated contract. This agreement will go through the end of the 2023-2024 school year. Both Bedford and Goffstown School Boards have already signed this updated agreement and have returned it to Manchester. The four districts have already started meeting to set up a process to have more aligned school calendars for the 2024-2025 school year. Updated legislation requires that we don't have more than ten conflicts on the school calendar after Labor Day.

Mr. Slater made a motion to approve the CTE Agreement with the Manchester School District. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

7.6 Re-voting to get Five Full Votes on the 2023 Warrant for the Deliberative Session: Dan Black:

All the warrant articles are reread tonight to have all five votes documented for the Deliberative Session.

Article 2 Special Article – District Wide Infrastructure Repair and Replacement

Shall the voters of the Londonderry School District vote to raise and appropriate the sum of Five Million Dollars (**\$5,000,000**) for the design and construction of repairs and the replacement of the District's HVAC systems, pump house and other infrastructure projects, including but not limited to, heating plant and boilers, air handling and ventilation equipment, energy recovery units, pneumatic controls, and security systems; and to authorize the issuance of Five Million Dollars (**\$5,000,000**) of bonds or notes under and in compliance with the Municipal Finance Act, RSA 33:1 et seq as amended; to authorize the School Board to apply for, obtain and accept federal, state, or other aid, if any, which may be available for said project and to comply with all laws applicable to said project; to authorize the School Board to issue, negotiate, sell and deliver said bonds and notes and determine the rate of interest thereon and the maturity and other terms thereof; to raise and appropriate the additional sum of **\$100,000** for the first year's interest payments thereon; and to authorize the School Board to take any other action, including the

January 24, 2023

acquisition and/or conveyance of any property interest or necessary utility easement, or to pass any other vote relative thereto? (3/5 Ballot Vote)

(Estimated Tax Impact \$0.02)

Mr. Slater made a motion to support Article 2 Special Article – District Wide Infrastructure Repair and Replacement. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

Article 3 - General Fund - Operating Budget

Shall the voters of the Londonderry School District vote to raise and appropriate as an operating budget for the fiscal year 2023-2024, not including appropriations by special warrant articles, or separate warrant articles, one of the following amounts for the purposes set forth in the budget posted with the warrant?

Vote for only one:

A. **\$85,436,043** (School Board Budget as amended)

(Estimated Tax Impact (12.35))

OR

B. **\$85,037,434** (Default Budget)

(Estimated Tax Impact \$12.28)

NOTE: Warrant Article 3 (Operating Budget) does not include appropriations proposed under any other article in this warrant.

Mr. Slater made a motion to support Article 3 – General Fund – Operating Budget. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

Article 4 - Londonderry Custodians [AFSCME Local 1801] Bargaining Agreement

Shall the voters of the Londonderry School District vote to approve the cost items included in the collective bargaining agreement reached between the Londonderry School District and the Londonderry Custodians (AFSCME Council 93/Local 1801), and further to raise and appropriate the sum of \$160,486 for the 2023-2024 fiscal year, such sum representing the additional cost items attributable to the increase in salaries and benefits over those paid, at current staffing levels, in the prior fiscal year? The agreement calls for the following increases in salaries and benefits at current staffing levels over those paid in the prior fiscal year:

<u>Fiscal Year</u>	<u>Estimated Cost</u>	<u>(Estimated Tax Impact)</u>
FY2023-2024	\$160,486	\$0.03
FY2024-2025	\$140,189	\$0.03
FY2025-2026	\$141,735	\$0.03

January 24, 2023

Mr. Slater made a motion to support Article 4 – Londonderry Custodians (AFSCME Local 1801) Bargaining Agreement. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

5 **Article 5 - Authorization for Special Meeting on Cost Items**

Shall the Londonderry School District, if Article 4 is defeated, authorize the governing body to call one special meeting at its option to address Article 4 cost items only?

(Estimated Tax Impact \$0.00)

10 *Mr. Slater made a motion to support Article 5- Authorization for Special Meeting on Cost Items. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.*

Article 6 - School Lunch Program and Federal Fund Projects

15 Shall the voters of the Londonderry School District vote to accept and receive federal grants and other such funds to support the school lunch program and federal projects; further to raise and appropriate such funds in a special revenue fund as follows: school lunch program, **\$1,819,484**; and federal projects, **\$1,582,000**; for an estimated total appropriation of **\$3,401,484** such funds to be self-supporting through local, state or federal revenue sources?

20 (Estimated Tax Impact \$0.00)

Mr. Slater made a motion to support Article 6 – School Lunch Program and Federal Fund Projects. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

25 **Article 7 – Non-Lapsing-Special Article-Improvements to Building Security**

Shall the voters of the Londonderry School District vote to raise and appropriate the sum of **\$350,000** for the purpose of improving School Wide security systems district wide? This will be a non-lapsing appropriation per RSA 32:7, VI and will not lapse until the work is completed, or June 30, 2027, whichever comes first.

30 (Estimated Tax Impact \$0.07)

Mr. Slater made a motion to support Article 7 – Non-Lapsing – Special Article – Improvements to Building Security. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

35 **Article 8 - Special Article – Buildings and Grounds Capital Reserve Fund**

40 Shall the voters of the Londonderry School District vote to raise and appropriate the sum of **\$445,000** to be placed in the District Wide Buildings and Grounds Capital Reserve Fund established in March 2021 School District meeting for the purpose of the maintenance, construction, renovations, improvements and related professional services to all buildings, grounds, fields, substructures, and infrastructure to the overall property of the Londonderry School District? The fund shall provide the funding source for all equipment, structures, professional services, machinery, and materials, necessary to sustain efficiency, safety, of the District’s buildings, grounds, and infrastructure and subsurface that meet the needs of the School District.

45 (Estimated Tax Impact \$0.09)

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Mr. Slater made a motion to support Article 8 – Special Article – Building and Grounds Capital Reserve Fund. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

Article 9 - Special Article - District Technology Network Infrastructure Capital Reserve Fund

Shall the voters of the Londonderry School District vote to raise and appropriate the sum of **\$125,000** to be placed in the School District Technology Network Infrastructure Capital Reserve Fund established in March 2019 School District meeting to provide funds for equipment and services for the school district network infrastructure such as, but not limited to, routers, wiring, switches, access points, wireless network improvements or any other equipment software or service that is necessary for the maintenance, improvement, performance or management of the district's network?

(Estimated Tax Impact \$0.02)

Mr. Slater made a motion to support Article 9 – Special Article – District Technology Network Infrastructure Capital Reserve Fund. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

Article 10 - Purchase of Computer Devices for Educational Purposes

Shall the Londonderry School District vote to raise and appropriate up to the sum of **\$250,000** for the purchase and distribution of individual computer devices for students, with this sum to come from the June 30, 2023 fund balance available for transfer on July 1, 2023 and no amount to be raised by additional taxation? This appropriation will expand our program which provides computer devices to students for the purpose of providing 21st century learning opportunities to all students and to enhance their education. This program will be an ongoing operational cost for the information technology department.

(Estimated Tax Impact \$0.00)

Mr. Slater made a motion to support Article 10 – Purchase of Computer Devices for Educational Purposes. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

Article 11 - Special Article – Equipment Capital Reserve Fund

Shall the voters of the Londonderry School District vote to raise and appropriate up to the sum of **\$80,000** to be placed in the School District Equipment Capital Reserve Fund established in 2013 for the purpose of funding the acquisition of minor on-going equipment and tools, such as but not limited to classroom furniture, technology, furniture, building maintenance equipment and tools, used in the School District, with this sum to come from the June 30, 2023 fund balance available for transfer on July 1, 2023 and no amount to be raised by additional taxation?

(Estimated Tax Impact \$0.00)

Mr. Slater made a motion to support Article 11 – Special Article – Equipment Capital Reserve Fund. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

January 24, 2023

Article 12 - Special Article - Vehicle and Machinery Capital Reserve Fund

Shall the voters of the Londonderry School District vote to raise and appropriate up to the sum of \$73,500 to be placed in the Vehicle and Machinery Capital Reserve Fund established in March 2020 School District meeting to provide funds for the acquisition of vehicles and machinery with this sum to come from the June 30, 2023, fund balance available for transfer on July 1, 2023 and no amount to be raised by additional taxation?

(Estimated Tax Impact \$0.00)

Mr. Slater made a motion to support Article 12 - Special Article – Vehicle and Machinery Capital Reserve Fund. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

8. Superintendent’s Report

8.1 Update on Communication Plan for Budget and Warrant Articles: Mr. Black discussed the video that went out and the one-page document. They are in the process of sharing the information to the blog and social media. They will adapt the bond and budget for the Londonderry Times. They will share the amortization table and information on if the bond fails. Mr. Slater suggests they should look at the Derry News as well. Mrs. Butcher likes the visuals of the one-page document and feels it gets the point across.

9. Non-Public Session

Mr. Slater made a motion to move into Non-Public Session requested under RSA 91-A:3, Section II (c) and (l). Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

Non-Public Session requested under RSA 91-A:3, Section II (c) and (l)

9.1 Personnel Issue(s)

9.2 Legal Advice

10. Adjournment

The meeting was adjourned at 8:38PM.

Respectfully submitted,

Lisa Muse
School Board Secretary

Londonderry School Board
Non-Public Minutes
January 24, 2023

PRESENT:

Board Members: Mrs. Butcher, Amy Finamore, Mrs. Loughlin, Kevin Gray, and Mr. Slater

Superintendent of Schools: Daniel Black

Interim Assistant Superintendents: Paul Dutton & Jason Parent

Business Administrator: Mrs. McKenney

Human Resource Director, Cindy McMahon

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10

Mr. Slater moved, seconded by Mrs. Loughlin, and passed unanimously (5-0) to enter non-public session under RSA 91-A:3, Section II (b) and (c) at 8:45 PM

Discussion of Personnel

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Mr. Slater moved, seconded by Mr. Gray, and passed unanimously (5-0) to approve the request for a Leave of Absence

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to approve the request for the Manifest Hardship at LHS

20

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to approve all the Coaching nominations

Discussion of Superintendent contract

25

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to exit non-public session at 9:13 PM

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to adjourn public session at 9:13 PM

30

Respectfully submitted,

35

Daniel Black
Superintendent of Schools

SCHOOL ADMINISTRATIVE UNIT NO. 12
Office of the Superintendent of Schools
Londonderry, New Hampshire 03053

5

The meeting of the Londonderry School Board was held on Tuesday, February 14, 2023, in the Londonderry High School Cafe, 295 Mammoth Road, Londonderry, NH. The meeting was broadcast on local Cable Access Ch. 21 as well as the District’s YouTube Channel. In attendance were School Board members: Mrs. Butcher, Amy Finamore, Mr. Gray, Mrs. Loughlin and Mr. Slater. Also in attendance were Superintendent, Mr. Black, Business Administrator, Mrs. McKenney and School Board Secretary, Lisa Muse.

10

1. **Call To Order:** The meeting was called to order at 7:00PM by Amy Finamore.

2. **Pledge of Allegiance:** The Pledge of Allegiance was led by Amy Finamore.

15

3. **Non-Public Session:** *Mr. Slater made a motion to move into Non-Public Session requested under RSA 91-A:3, Section II (b). Mrs. Loughlin seconded the motion. The motion passed by a roll call vote.*

Non-Public Session requested under RSA 91-A:3, Section II (b)

3.1 Personnel Issue

20

Mr. Slater made a motion to exit non-public session. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

4. **Consent Agenda:**

4.1	Retirement(s)	Kathleen Gagnon Lori Jabar Sharon Rice Kelly Sarbaugh	Support Staff Teacher Teacher Teacher	Moose Hill High School Moose Hill Matthew Thornton
4.2	Resignation(s)	Felicia Lodato Ayesha Malik	Custodian Teacher	High School Moose Hill
4.3	Minutes	January 24, 2023		
4.4	Meetings			
	March 9, 2023	Non-Public Session	6:00 PM	LHS Room 221
	March 14, 2023	Election Day	6:00 AM - 8:00 PM	
	March 21, 2023	Reorganization Meeting	7:00 PM	LHS Cafeteria

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5. **Committee Reports:** Mr. Gray mentioned that the Human Resource Committee is focusing on the AARP community challenge and the North School tubing is this weekend and tickets are still available. Mr. Slater said the Town Council made a Utility Committee and he feels there should be a liaison from the School Board. The Matthew Thornton PTA’s update for the construction of the outdoor pavilion will start in March. The Ski Club has been very successful. He mentioned the Town is looking for volunteers for the election on March 14th voting day and he thinks it would be great if the Board could volunteer some time. Mrs. Butcher said the Moose Hill lottery goes until the end of February. Kindergarten registration is open, and the packet can be found online. Food donations for St. Jude is being collected. All PTA meetings will take place at 6:00PM

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6. **Announcements and Presentations:** Mr. Black said the full warrant will be in the Londonderry Times and there are similar plans for the Derry News.

February 14, 2023

7. **Public Comment:** *Mr. Slater made a motion to open public comment. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.*

Ken Samoisette, Faucher Road: He talks about the articles and more security. He confirms that some of the money is going to locking doors. He feels we are trading freedom for security. He feels it should be voted
5 down and the schools are turning into prisons. It's a different world and there are so many inconsistencies, and he is not comfortable with locking the students in the classroom. Amy Finamore clarifies that you can exit the room once the locks are in place.

Jonathan Esposito, Shelley Drive: He asked about the February 7th Kindergarten Committee minutes and when will they be available online. He addresses the two school board members that are up for re-election.
10 He feels they have become apologetic for the District and that is not what they were elected for. If reelected, he wants them to be a better voice for the parents.

He also waives his rights as an individual with the District under 91a for the discrimination complaints that he raised, and he asks that the matter be heard in public session rather than non- public session. He asks the
15 Chair if the two school board members named in his discrimination complaint will be recusing themselves on the vote.

Mr. Slater made a motion to close public comment. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.

8. **Deliberations**

20 8.1 First Reading to amend Policy GCQAB - Tutoring for Pay - Dan Black explains this policy has not been revised or updated by the School Board in 45 years. He explains the updated language and outlines the parameters in the memo. Mr. Slater asks if other Districts do this. Mr. Black said Bedford does not and he will reach out to other Districts. Amy Finamore likes the parameters.

25 *Mr. Slater made a motion to move Policy GCQAB – Tutoring for Pay to a second reading. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.*

8.2 Third Reading to amend Policy IKF - High School Graduation - Jason Parent,
Shawn Flynn:

30 *Mr. Slater made a motion to approve Policy IKF – High School Graduation. Mrs. Loughlin seconded the motion. The motion passed by a vote of 5-0.*

9. **Superintendent's Report**

35 9.1 2nd Quarter Financial Report - Lisa McKenney: She discussed that the General Fund is in good shape and revenues are running about \$200,000 overestimates. She expects the expenditures to be \$400-500,000 under the appropriation which leaves \$600-700,000 fund balance for the end of year. She reminds the Board, they allocated to use the fir \$403,500 of year-end fund balance to finance the three warrant articles. This would leave \$200-300,000 and that would be brought to the Board in August whether to retain or give back to the taxpayers. She discussed the outside revenue sources. On the revenue side, most are coming in on target, but the special ed number is a hard number to predict. On
40 the expenditure side, the Covid relief grants are discussed. They are starting to see some savings in the electrical utility line. The number of retirements brought a significant savings to this budget. Mr. Slater asked if we are still having a problem with substitutes and Mrs. McKenney said yes. Dining services ended the FY22 with a significant fund balance of \$829,083. The large surplus can be attributed to the reimbursement rates by the State. As per the NHED, the fund balance in this program needs to be reduced
45 to allowable limits. The District needs to reduce the fund balance by approximately \$169,000 as required by the State. We are looking to replace some aging equipment to bring this balance down.

February 14, 2023

The Covid grant information is on our website and we update it monthly. This shows which grants are received and where we spend the money. She goes over each Grant's information.

5 9.2 Kindergarten Committee Presentation - Dan Black & Sandra Mack: Mr. Black details the opinions from the survey. They gathered information from an electronic form and a few in person events over the fall and early winter. 27 people stopped by to chat at the Senior Expo, and also input from the craft fair. He also discussed a letter that was from an original kindergarten committee member that was part of the opening up of Moose Hill more than two decades ago to clarify prior presentations the Committee has made. The next steps for the committee will be to gather feedback from the Moose Hill Staff, look at a staffing model for Phase 2 and be ready to work with and provide help to the School Board this Spring on Full Day Kindergarten and the future of Moose Hill.

15 9.3 Outside Study of Special Education Services - Dan Black & Kim Carpinone: There was talk about a study of Special Education in Londonderry over last summer and into the budget season. Mr. Black has some questions for the school board level which is outlined in the memo. Mr. Slater thought we were looking at a third party to do an analysis as they don't know the laws and evaluate our program and give an audit of the program. He thinks the company should be hired first and then ask what their requirements are to be more efficient. Mrs. Butcher said the committee would be helpful for the community to ask questions and find out why things are done a certain way. Mr. Gray suggests we reach out to the Department of Ed about finding groups that could help us. Amy Finamore said a discussion about what the end goal of the study should be had.

25 Ken Samoisette, Faucher Road: He asked about the science class and High School graduation policy discussed earlier in the meeting. He thought there would be more discussion. He inquired if the DOE suggested that this change take place. Mr. Parent said no, the local schools set the standards.

30 **10. Non-Public Session**

Mr. Slater made a motion to move into Non-Public Session requested under RSA 91-A:3, Section II (b) and (l). Mrs. Loughlin seconded the motion. The motion passed by a roll call vote.

Non-Public Session requested under RSA 91-A:3, Section II (b) and (l)

- 10.1 Nomination(s)
- 10.2 Personnel Issue(s)
- 10.3 Legal Advice
- 10.4 Negotiation(s)

35 **11. Adjournment**

The meeting was adjourned at 8:04PM.

40 Respectfully submitted,
Lisa Muse
School Board Secretary

45 (Please note: In addition to the items listed on the agenda the Board may consider other matters not on the posted agenda and they may enter a non-public session or convene in a non-meeting session in accordance with RSA 91-A if the need arises.)

Lisa Muse

From: Amy Finamore
Sent: Tuesday, January 31, 2023 9:06 AM
To: Lisa Muse
Subject: Fw: Policy 2/14 minutes

Hi Lisa!

I hope you are doing well!

Would you add this to the 2/14 minutes?

Thank you,
Amy

From: Amy Finamore <afinamore@londonderry.org>
Sent: Tuesday, January 31, 2023 9:03 AM
To: Monica Plourde <plourdem10@gmail.com>; Kim Carpinone <kcarpinone@londonderry.org>
Subject: Re: Policy

Good morning, Monica

Thank you for your email and my apologies for the late response.

Our next meeting is February 14th, and your email will be added to those minutes.

Our Non-Discrimination officer is a duty assigned to an existing employee- thankfully not an additional full-time role at an additional cost! Kim Carpinone serves as our non-discrimination officer.

As a school district, we follow all applicable laws and regulations from the state.

Best,
Amy

From: Monica Plourde <plourdem10@gmail.com>
Sent: Friday, January 27, 2023 2:31 PM
To: Kim Carpinone <kcarpinone@londonderry.org>; SchoolBoard <schoolboard@londonderry.org>
Subject: Policy

Good afternoon,

You had amended policies on discrimination on 6/7. After reading it, I had noticed that it mentioned a "Nondiscrimination Officer." When were they hired and what is their name?

Around that time, parents were asking about students being able to use whichever restroom they prefer, and giving the community a clarification. Mr. Slater said they would "table it."

We never got that clarification. Is it safe to assume that this ammended policy addresses that particular issue?

I also encourage you to watch this testimony from the State House at 9:41:44:

<https://youtu.be/IK3Dk18hml0>

Monica Plourde

Please add this to the minutes.

Lisa Muse

From: Amy Finamore
Sent: Tuesday, January 31, 2023 3:24 PM
To: Lisa Muse
Subject: Fw: Policy 2/14 minutes

Hi Lisa,

Would you add this too?

Thank you!
Amy

From: Amy Finamore <afinamore@londonderry.org>
Sent: Tuesday, January 31, 2023 3:23 PM
To: Monica Plourde <plourdem10@gmail.com>
Cc: Kim Carpinone <kcarpinone@londonderry.org>
Subject: Re: Policy

Hi Monica,

Thank you for the follow up questions and comments. I'm hearing that you're concerned about the potential for inappropriate behavior in bathrooms.

All students are held to our discipline policies. In the course of the day, it is expected that most students will need to use the restroom at some point and it is my understanding that students use the restroom and move on with their day- they're not spending significant amounts of time in the restroom. There are also single restrooms available to any individual who is more comfortable with that option.

To your concern about inappropriate behavior- again, all students are responsible for their behavior. If a student makes a poor choice, they are held accountable and go through the disciplinary process. I've cc'd Kim who can share specific student conduct and disciplinary policies with you- if you'd like, just respond to this email and ask for those policies.

I'm also happy to have your email added to the 2/14 minutes.

Thank you,
Amy

From: Monica Plourde <plourdem10@gmail.com>
Sent: Tuesday, January 31, 2023 9:24 AM
To: Amy Finamore <afinamore@londonderry.org>
Cc: Kim Carpinone <kcarpinone@londonderry.org>
Subject: Re: Policy

Thank you for your response. So I want to be clear - this applies to bathrooms? Students can use whatever bathroom they want?

I think parents deserve to know if this is now the case. If parents dont know, and god forbid something happens, it will not look good that the district and school board purposely stayed quiet about this policy change.

Please add this to the minutes.

On Tue, Jan 31, 2023 at 9:04 AM Amy Finamore <afinamore@londonderry.org> wrote:
Good morning, Monica

Thank you for your email and my apologies for the late response.

Our next meeting is February 14th, and your email will be added to those minutes.

Our Non-Discrimination officer is a duty assigned to an existing employee- thankfully not an additional full-time role at an additional cost! Kim Carpinone serves as our non-discrimination officer.

As a school district, we follow all applicable laws and regulations from the state.

Best,
Amy

From: Monica Plourde <plourdem10@gmail.com>
Sent: Friday, January 27, 2023 2:31 PM
To: Kim Carpinone <kcarpinone@londonderry.org>; SchoolBoard <schoolboard@londonderry.org>
Subject: Policy

Good afternoon,

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Around that time, parents were asking about students being able to use whichever restroom they prefer, and giving the community a clarification. Mr. Slater said they would "table it."

We never got that clarification. Is it safe to assume that this ammended policy addresses that particular issue?

I also encourage you to watch this testimony from the State House at 9:41:44:
<https://youtu.be/lK3Dk18hml0>

Monica Plourde

Please add this to the minutes.

Londonderry School Board
Non-Public Minutes
February 14, 2023

PRESENT: Board Members: Mrs. Butcher, Amy Finamore, Mrs. Loughlin, and Mr. Slater,
Kevin Gray
Superintendent of Schools: Daniel Black
Interim Assistant Superintendent: Jason Parent
5 Interim Assistant Superintendent: Paul Dutton
Business Administrator: Mrs. McKenney
Human Resource Director, Cindy McMahon
Director of Pupil Services: Kim Carpinone
10 District Attorney: Gordon Graham

10 Mr. Slater moved, seconded by Mrs. Loughlin, and passed unanimously (5-0) to enter non-public session under RSA 91-A:3, Section II (b) and (c) at 8:05 PM

15 Mr. Gray moved, seconded by Mrs. Loughlin, and passed unanimously (4-0-1 abstention) to approve the administration's recommendation for a Leave of Absence

Mr. Gray moved, seconded by Mrs. Butcher, and passed unanimously (5-0) to approve the administration's recommendation for a Leave of Absence

20 Mr. Gray moved, seconded by Mrs. Butcher, and passed unanimously (0-5) to deny the administration's recommendation for a Leave of Absence

25 Mrs. Loughlin moved, seconded by Mr. Gray, and passed unanimously (5-0) to approve the teacher renewals and renominations

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to approve the Allied Health renominations

30 Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to approve the proposed non-renewals

Discussion of legal advice on Support Staff and discrimination in the school

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Londonderry School Board
Non-Public Minutes
February 14, 2023

PRESENT: Board Members: Mrs. Butcher, Amy Finamore, Mrs. Loughlin, and Mr. Slater,
Kevin Gray
Superintendent of Schools: Daniel Black
Interim Assistant Superintendent: Jason Parent
5 Interim Assistant Superintendent: Paul Dutton
Business Administrator: Mrs. McKenney
Human Resource Director, Cindy McMahon
District Attorney: Gordon Graham

10 Dan Black, Jason Parent, Lisa McKenney, Cindy McMahon, and Paul Dutton exit at 8:25 PM

Kevin Gray and Amanda Butcher recuse themselves at 8:33PM

Attorney Graham exits at 9:00 PM

15

Dan Black, Jason Parent, Amanda Butcher, and Kevin Gray return at 9:00 PM

Jason Parent exits at 9:01 PM

20 Mr. Slater moved, seconded by Mrs. Butcher, and passed unanimously (5-0) to accept the nomination of the Assistant Superintendent

Jason Parent enters at 9:17 PM

25 Jason Parent exits at 9:25 PM

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to accept the contract for the Superintendent

30 Discussion of personnel issues

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to exit non-public session at 9:38 PM

35 Mrs. Loughlin moved, seconded by Mrs. Butcher, and passed unanimously (3-0-2 abstentions) to permanently seal the non-public minutes from 8:33 PM to 9:00 PM due to the adverse reputation and because it could render the action ineffective

40 Mr. Slater moved, seconded by Mrs. Butcher, and passed unanimously (5-0) to adjourn public session at 9:39 PM

Respectfully submitted,

45

Daniel Black, Superintendent of Schools

Londonderry School Board
Non-Public Minutes
March 9, 2023

PRESENT: Board Members: Mrs. Butcher, Amy Finamore, Mrs. Loughlin, and Mr. Slater,
Kevin Gray
Superintendent of Schools: Daniel Black

5

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to enter non-public session under RSA 91-A:3, Section II (a), (b) and (c) at 6:00 PM

Discussion of personnel matter

10

Reviewed Administration Evaluations

Sara Loughlin exited the meeting at 7:04 PM

15

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (4-0) to approve the administration's recommendation for all nominations and salaries for the 23-24 school year

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (4-0) to approve the administration's recommendation for all Non-Affiliated nominations and salaries for the 23-24 school year

20

Mr. Gray moved, seconded by Mrs. Butcher, and passed unanimously (4-0) to exit non-public session at 8:14 PM

25

Mr. Gray moved, seconded by Mrs. Butcher, and passed unanimously (4-0) to adjourn public session at 8:15 PM

30

Respectfully submitted,

Daniel Black
Superintendent of Schools



Londonderry Middle School

313 Mammoth Road • Londonderry, New Hampshire 03053-3037
(603) 432-6925 Fax: (603) 432-0714

David Sutherland
Assistant Principal

William Van Bennekum
Principal

Ross McLean
Assistant Principal

MEMO

To: Dan Black and Londonderry School Board
From: William Van Bennekum, Meaghan Nason and David Sutherland
Re: Program of Studies 2023-2024
Date: March 17, 2023

Please be advised of the following revisions to the 2023-2024 Program of Studies.

Description Updates:

Reporting Student Grades

Report cards are issued three (3) times per year in December, March, and June at the end of each marking period. Progress reports, making parents aware of academic achievement or difficulty, are issued at the midpoint of each grading period. Student's academic grades will be reported separately by subject. Students will then receive comments on District Competencies including self-direction and communication and collaboration skills.

Reason/Rationale:

- An update was done in the last sentence to reflect our reporting process for district competencies.
- To more accurately and thoroughly report a student's progress on district competencies, we shifted from a 1-4 number to a descriptive comment.
- We also now include the Communication and Collaboration competencies, as before we only reported on Self-Direction
- This change was to align with the district's competency work.

Excellence: "Taking what we do well and striving for better."

Computer Education

Digital Skills & Applications – Grade 6

(This course is a more focused approach to coding for students and was moved from 7th grade to 6th grade.)

This introductory course will teach students what computer science is and its importance in everyday life. They will write basic code using the Bitsbox program. Students will then code their own apps. They will create flow charts and practice annotating code. Students will learn what makes a computer a computer. Students will learn about the many varied jobs in the computer science field to hopefully motivate them to pursue more coursework at the high school level. Finally, they will also experiment with programs such as Google Sketch-Up which allow them to draw in 3D.

New Course Proposals:

Computer Science – Grade 7

(This is a new course with a focused approach to robotics for students.)

This computer science course will engage students in multiple fields of computer science, with a focus on robotics. Units include computer hardware, software, cyber security and cyber robotics. Students will have hands-on experiences in hardware labs to both build and troubleshoot modern computers. The course culminates with a cyber robotics project, which focuses on block-based Python coding to teach students about sensors, effectors and control systems in the field of robotics. Course content is aligned with the International Society of Technology in Education Standards for Students.

Reason/Rationale:

- This course will be a twelve week long course as in the year prior it was only six.
- Fosters students' engagement in a technology driven world and gives students exposure to experiences in labs building and troubleshooting computers, as well as web based robotics.

Non-Performance or Music Alternative Options

Trimester Course Opportunities

Grade 7 and 8 students have the option of choosing trimester course packages in place of Performance or Exploring Music. These packages will consist of a combination of 3 of the grade level options below and will run one course per trimester.

- **Genius Hour (7):** Genius Hour is inquiry-based and student-directed learning. It gives students an opportunity to research and explore their own unique interests or answer specific questions that they might have through planning, research and presentations of their interests and completed research. This class offers an emphasis on practicing research and non-fiction reading skills through student-directed project-based learning. Additionally, this class will provide opportunities for students to collaborate and problem-solve as they research and present their findings.
- **Exploring World Languages (7):** Exploring World Languages for 7th grade will consist of an introduction to Spanish and French. Students will learn to exchange basic information about themselves in both languages. Students will learn where Spanish and French are spoken, and explore cultural traditions of those countries.
- **Rhythm and Melody (7 & 8):** Students will be introduced to the basic elements of music, including rhythm and melody. Upon practicing and building their skills in each area, they will have various opportunities to apply their knowledge through performance techniques using mallet instruments, boomwhackers and drums, as well as creating their own musical compositions, using programs like Chrome Lab and Drumbit.
- **Intro to Creative Technology (7):** This 7th grade elective will explore different ways to use technology to creatively express student ideas and stories. Working in small groups, or individually, students will use a variety of apps and tools. Topics may include graphic arts, animation, photography and video. This is a great way to see if one might like Creative Technology and Media in 8th grade.
- **Book Genre Exploration (7):** This course focuses on students learning about different book genres, after which they will choose one to explore. They will then read books and non-fiction materials and information within their genre of choice. This course culminates in the creation of a product of their own design to convey what they have learned in relation to the materials read from the genre they chose.
- **Adventure Class (8):** This new Challenge/Adventure style class will give students opportunities to develop problem solving, communication, collaboration, creativity, and resource management skills. They will experience ice breaker games, trust building activities, problems to solve, and bridges to cross, culminating in the ability to climb. While engaged in ice breaker/get to know each other games, students will learn the true value commitment of Be Here, Be safe, Set goals, Be Honest, and Let go and move on. By buying into this commitment, students will be able to pull value out of the activities and experiences they have and apply them to real world situations in their own lives.
- **Super Study Skills (8):** This is the ultimate class to learn how to study, read your class content effectively, take tests and to stay organized. Topics covered include: annotating,

prioritizing, parts of your content area book (captions, charts, finding the main idea, summarizing), test-taking skills (T/F, M/C, essays, math word problems), time management and organizational strategies. Though these skills will be put into practice, please note that this is NOT a study hall, to do homework, but rather a skills-based course that uses your current classes in application.

- **Exploring Spanish Culture (8):** This is a project-based course exploring where Spanish is spoken, and what are the traditions, foods, and music that make these countries what they are. We will then move onto a discussion about what it means to be Latin American or Hispanic, and what role do Latin Americans and Hispanic people play in this country. What evidence is there that Latin Americans and Hispanic people have influenced the traditions, foods, and music of the United States? General topics of food, people, music will be emphasized throughout the trimester. No language experience necessary. This can be taken by any students and can also be supplemental to the Spanish 1 course.
- **Math Lab (8):** Students will have an opportunity to explore Math with a content specialist. This lab offers students extra time to review their homework and build their mathematics comprehension. This is not a study hall, but time during a trimester to gain extra math help in a fun, non-graded environment.

Reason/Rationale:

- By working with Serge and the Music Department, we were able to create these alternatives, while maintaining the high quality options we have always had in music.
- We are seeing a shift in students taking music classes. Students not currently taking performance based music classes have only Exploring Music as an alternative.
- This offers more voice and choice for students.

LONDONDERRY MIDDLE SCHOOL



PROGRAM OF STUDIES

2023 - 2024

Londonderry Middle School

313 Mammoth Rd.
Londonderry, NH 03053

Website: lms.londonderry.org

(603)432-6925 Main Office
(603)432-0714 Fax

Contact Information

Report Absences	432-6925 Ext. 3928
Main Office	432-6925 Ext. 3000
Principal – Mr. William Van Bennekum	432-6925 Ext. 3300
Assistant Principal - Mr. David Sutherland	432-6925 Ext. 3277
6 th & 7 th Grade House Office	432-6925 Ext. 3100
Assistant Principal – Mr. Ross McLean	432-6925 Ext. 3177
Special Education Office	432-6925 Ext. 3001
Special Education Director – Mrs. Joan Campo	432-6925 Ext. 3002
School Counselors Office	432-6925 Ext. 3278
Nurses	432-6925 Ext. 3101/3102
Library/Media Center	432-6925 Ext. 3104/3105
Curriculum Coordinator – Mrs. Meghan Nason	432-6925 Ext. 3140
Superintendent Schools – Mr. Dan Black	432-6920 Ext. 1109
Assistant Superintendent - Mr. Jason Parent	432-6920 Ext. 1114
Athletic Director – Mr. James Lauzon	432-6941 Ext. 2306
Food Service Director – Mrs. Krystle Connell	432-6941 Ext. 2234
LMS Cafeteria Manager – Mrs. Karen Magoon	432-6925 Ext. 3006
Transportation Office	668-2878

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Londonderry Middle School Program of Studies 2023-2024



Introduction – General Information

This booklet has been prepared to acquaint you with the total program at Londonderry Middle School. It includes all courses and promotion requirements, special services, and co-curricular activities.

This information will help you become more familiar with our school. The majority of the middle school program is made up of required courses, but some choices must be made. Discussions with teachers, parents, administrators, and school counselors are recommended. Because course selection becomes much more extensive as a student reaches high school, it is important to understand the process. Good choices are an important factor in finding both success and meaning in your school program.

Students are encouraged to become active in extracurricular activities to broaden their interests and contact with students, teachers, and young people from other schools.

Londonderry Middle School's Philosophy

As a public school, it is essential to recognize and accept all students as unique individuals in terms of needs, interests, and abilities; and to effect, in cooperation with parents or guardians, positive changes in their intellectual, physical, emotional, and social development.

It is the responsibility of Londonderry Middle School to provide an atmosphere that fosters the creative spirit, encourages positive self-esteem, increases self-confidence, and creates opportunities for decision making by its students while providing for the development of basic skills and awareness of personal needs and potentials.

In recognizing the rapid and profound physical changes in the early adolescent student, the curriculum must offer appropriate opportunities which will enable students to be aware of the health issues which are vital to a healthy lifestyle.

While students should be exposed to a variety of teaching methods that address diverse learning styles, they must develop skills in a learning-by-doing, cooperative approach. Students must accept responsibility for their learning and the challenges of persevering through hard work, effort, and taking ownership of their successes and challenges. As well, students must be exposed to the impact of tolerance, change, effective citizenship, and acceptable social responsibility.

It is also understood that learning is a lifelong process, which is not limited to school experiences. A primary purpose of the school is to provide students with the skills and attitudes necessary to actively participate in their own education, which will foster constant learning throughout their lives.

The school is an integral part of the community. There must be an active, voluntary, and cooperative effort among staff, parents, students, and the community. The lines of communication must stay open to ensure the coordination of mutual efforts to help students achieve future success.

Objectives

1. To expose students to a variety of teaching/learning methods
2. To provide academic programs and experiences appropriate to the needs, interests, and abilities of each student
3. To provide students voice and choice in their learning process
4. To provide an environment conducive to the development of a positive self-image and respect for self and others in both the real and digital world
5. To offer opportunities for research, creative and critical thinking, and problem-solving
6. To offer opportunities for student-directed learning and goal setting
7. To give each student quality educational experiences which will enrich life and provide the information to become a productive, successful member of society
8. To teach students effective study habits and organizational skills
9. To support reciprocal relationships among students, staff, and the local community so that there is an exchange of ideas, services, and skills
10. To provide students opportunities for participation in a wide selection of competitive, non-competitive, group, and individual activities based on their interest and abilities
11. To begin preparing students to assume their roles as active participants in a democratic and multicultural society
12. To involve students in the development and application of school activities, programs and policies
13. To keep students informed of the current health issues found in today's society

Storm Time/Academic Enrichment/Social & Emotional Time

The middle school will continue to embrace the components of young adolescent development within the academic day. Each day, students will have time built into their daily schedule to access teacher-driven instructional support, group activities, and a socially supportive network that corresponds with the physical, intellectual, and emotional development of middle-level students. As an essential part of the middle school experience, this time will focus on creating positive student and teacher relationships to provide a framework for supporting their emotional health. We will continue to foster these desired outcomes by aiming to meet each child's individual needs at Londonderry Middle School.

(It is noted that the objectives for using this time are responsive to our students' ever-changing needs and is a continually evolving model for middle-level students.)

Interdisciplinary Team Organization

Our school is organized into nine heterogeneous groups of up to 125 students, each being taught by a team of teachers (English, social studies, science, mathematics, reading and special education). This team of teachers, all sharing the same group of students, will have common planning time, and their rooms will be close to each other. They will be able to focus on students' needs, coordinate curriculum and assignments, establish consistent behavioral and academic expectations, and encourage feelings of identity and belonging among their students. Related arts, world language, music and physical education teachers will be an important adjunct to the team. The team concept may be extended to promote school-wide activities, friendly competition, and school spirit.

Student placement on any learning team is carefully considered and takes a great deal of time. The following criteria are considered to achieve optimum equivalency and heterogeneity: previous elementary school in the case of incoming sixth graders or previous team for the seventh or eighth graders; gender; math level recommendations; world language chosen; performing music group membership and even instrument played; prior academic achievement levels; special services required; and lastly, interpersonal relations and behavioral considerations.

Grouping for Instruction

The diverse talents, skills, learning styles, and interests of students at this age level lead to a variety of grouping patterns. Mathematic/reading classes are grouped by achievement/ability. All other classes are heterogeneously grouped. Teachers have the flexibility of employing small groups, paired, or the whole group instructional techniques within each class. Differentiated instruction provides students of all abilities in one classroom with an educational experience that is challenging, yet appropriate. Effective differentiated instruction is fundamental to the Middle School teaching philosophy of predominantly mixed-ability classrooms. Teachers attempt to reach all students by tailoring their instruction to the student's needs at different levels and different learning styles. Use of iReady data, team-taught classrooms, small group intervention programs, and special curriculum programs, as well as cooperative learning strategies and differentiated materials, promote the capacity to meet the needs of all students.

Reporting Student Grades

Report cards are issued three (3) times per year in December, March, and June at the end of each marking period. Progress reports, making parents aware of academic achievement or difficulty, are issued at the midpoint of each grading period. Student's academic grades will be reported separately by subject. Students will then receive comments on District Competencies including self-direction and communication and collaboration skills.

Promotion

All students must pass at least five core subjects each year, including courses in language arts and mathematics. To be promoted to the next grade, students not meeting these requirements in reading, language arts or math will be required to attend a summer school program. Placement in high school courses does depend on courses taken, and grades achieved at the middle school.

Grade Level Expectations

Grade 6

Students are transitioning from elementary school norms to middle school philosophy. They will be expected to become responsible learners with increased accountability while developing Self-Directed skills.

Grade 7

Students are familiar with the responsibilities and expectations regarding the learning process. They are using the study skills learned in sixth grade as they progress toward becoming independent learners.

Grade 8

Students are gaining independence and preparation for high school. They are taking the initiative to clarify and complete assignments on time, to demonstrate more self-direction and independence as evidence of readiness for high school expectations.

Academic Intervention Program (AIP)

Students who are failing or are in danger of failing may be referred for an after-school academic intervention program. This program meets three days a week, is run by certified staff members and is designed to assist students with daily work and with study habits. Students who do not attend or fail despite our efforts will be required to attend summer school.

Summer Programming

Summer School

Students not meeting the requirements of promotion during the regular school year will be required to attend summer school. Programming options will be offered before the end of the final trimester and families will be notified by the school counselor. If students do not attend summer school, they will be required to take an additional block of math, language arts or reading or a recovery course to master the standard and recover the course. This block may be during school or after school depending on the scheduling possible for individual students. There will be a cost associated with summer school.

Summer Math Academy

Summer Math Academy is offered to sixth and seventh grade students who need to continue to develop their mathematical skills. This summer academy provides extra time for our students to be ready for the next school year in mathematics. This program offers a fun, unique environment to continue to build math skills necessary for middle school success.

Enrichment

The “Young Readers and Writers Summer Seminar” is a fun environment for students who love to read and write. This seminar program offers an opportunity for students to build upon their writing skills,

prepare for the next grade and have fun. Students bring together their writing, community and schoolwork in a collaborative way.

Library Time

The LMS Library is open weekly in the summer months to allow students to take out library materials. Some of these materials include reading materials, crafting bags, puzzles, games and more. Students may also participate in our book bag subscription program which allows students to receive a bag of books to read and enjoy.

Summer Reading

We value the importance of growing life long readers at LMS, therefore we expect and require our students to participate in summer reading. Incoming sixth grade students will be required to read one summer reading book. Seventh and eighth grade students are required to read two novels throughout the summer months. They may attend a summer book or complete a written requirement as evidence of this reading. LMS is a strong advocate for the importance of regular and active reading for all of our students and staff and asks that all families encourage that mission. Please stay tuned for our summer reading challenges, as well.

School Policies, Procedures, and Regulations

The Student//Parent Handbook which describes in detail all school rules, regulations, and procedures will be available on the school website which allows for easy accessibility for you to refer to throughout the year. All students and parents should read this booklet carefully and become thoroughly familiar with its contents. It will answer many of your questions.

Scheduling of Classes

A master schedule of classes is developed each spring for the following school year from students' requests for courses. Students must understand that the scheduling of classes is a complex process, which is started by pupil and teacher course requests. Changes in course requests, once the master schedule is made, are not always possible. Careful consideration of desired courses and then following through on those requests is very important for the student. School counselors will be available to assist students with scheduling and teachers will be available to families to answer recommendation questions

Course Responsibilities

Students are responsible for their academic performance in all courses. Additionally, they are financially responsible for all materials and equipment issued to them. Schedule changes must be initiated through the school counselor's office or the Curriculum Office. No students will be allowed to withdraw from the courses needed to meet program or graduation requirements Each schedule change will be considered on its merit and will be subject to class size and scheduling constraints.

Parent/Community Volunteers

If you would like to become a school volunteer, please contact the main office for more information. We encourage our school community to be a part of the Middle School experience, and there are many opportunities available. The LMS PTO is also an avenue for volunteering for those interested in working with this incredible resource at our school.

Grade 6 Program Outline

Sixth-grade students will be enrolled in language arts, social studies, science, mathematics, and reading for the full year.

Students will also have a Related Arts Program composed of art, health, and computer. Each of these programs will meet daily for one-third of the school year.

Additionally, all students will be enrolled in physical education and music for the entire school year on an alternating schedule. For music, students may select beginning band, band, chorus, beginning orchestra, orchestra, or general music.

Grade 7 Program Outline

Seventh graders will be enrolled in language arts, social studies, science, reading and mathematics. Students will also participate in a series of exploratory courses in the areas of health, art, and computer science. These exploratory courses each will meet daily for a trimester.

Physical education and music/music alternative classes for all students will meet on an alternating schedule all year.

Grade 8 Program Outline

All eighth-graders will be enrolled in language arts, American studies, science, and mathematics for the full year.

Students, with the recommendation of their seventh-grade literacy teachers, will take Young Adult Literature 8, Advanced Young Adult Literature 8, or either French 1 or Spanish 1 for a full year. One high school credit will be awarded to any student successfully passing French 1, Spanish 1 or Algebra 1.

Students will also participate in a series of exploratory courses in the areas of industrial arts (technology education) or creative technology and media, health, and art. These courses will meet daily for a trimester.

Physical education and music/music alternative classes for all students will meet on an alternating schedule all year.

Student Services

School Counselor

The Londonderry School District Counseling Program's mission, in cooperation with family, community, and school, is to advocate for and promote the educational, personal, social, and career development of students. Counselors are trained and skilled in helping students confront and resolve difficulties or conflicts often experienced in the middle school years. Also, we recognize our responsibility to support the teaching-learning process. Counselors travel through the three grades with their students, promoting stronger connections and a better understanding of the student's and family's needs. There are a variety of ways that counselors assist students, teachers, and parents through the transition into middle school and adolescence. To name a few:

- Offer individual & group counseling that support educational success
- Help identify the needs of students
- Encourage better interpersonal relationships
- Promote positive & healthy attitudes and choices
- Serve as a resource for teachers and Parents
- Work with teams to better address student's emotional needs.
- Related Services as determined by IEP
- Lend support to school, career, and personal plans
- Provide preventative counseling
- Coordinate referrals to outside agencies
- Maintain confidences within legal and ethical bounds
- Emergency and crisis counseling

In addition to the school counselors at Londonderry Middle School, we offer and participate in special programs available to all students and parents, including, but not limited to:

- Peer Mentoring
- Career Exploration & Planning
- Section 504/ADA Coordination
- Special Education Support
- Academic Intervention Program
- RTI Team referrals
- Attendance & Truancy Monitoring
- Red Ribbon Week
- Move-Up Activities
- NHSAS Administration
- Class Trip (Grade 8)
- Coordinate applications to independent & Private Schools
- Transition programs for elementary to middle school and middle school to high school
- Summer Academy

A counselor may be seen by appointment during the school day by calling the counselor directly. Parents are urged to maintain contact with their child's counselor regularly. The school counseling department's phone number is 432-6925, Ext. 3278

Health Services

The primary role of the school nurse is to support student learning. The nurse accomplishes this by implementing strategies that promote student and staff health and safety. Students are encouraged to discuss any health problems with the school nurse. The nurse's office is open during school hours. Parents may contact the nurse (432-6925 ext. 3101 or ext. 3102) with any questions about their child's health or to report any changes in a student's health history. Students and parents are requested to

inform the nurse of any particular health concerns. Students with physical handicaps (either temporary or permanent) that require them to use the elevator should see the nurse to obtain an elevator pass. All injuries must be reported to the school nurse immediately. Except in the case of an emergency, students must obtain a pass to the nurse. It is the responsibility of the parent/guardian to speak with coaches regarding health issues or concerns.

Medications at School

For medications to be given at school, the following shall occur

1. There must be written authorization from the licensed prescriber on file in the student's health record. A new order is needed each school year. This authorization shall contain the following:
 - a. student's name
 - b. name and signature of the licensed prescriber
 - c. name, route, and dosage of each required medication
 - d. frequency and time of medication administration or assistance
 - e. diagnosis and any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of the parent or guardian to keep confidential
 - f. specific recommendation for administration
 - g. any specific side effects, contraindications, and adverse reactions to be observed.
2. There must also be a written authorization by the parent or guardian to administer all medications.
3. Students may receive certain over the counter medications at school, according to policy JHCD, with written permission from a parent/legal guardian.

Students are Not Allowed to Bring Medication to School

A parent, guardian, or parent/guardian designated responsible adult shall deliver all prescription medication to the school nurse or other designated school personnel. The school nurse will make arrangements (if necessary) for prescription medication to be delivered either before or after school hours. The prescription medication shall be in a pharmacy or manufacturer labeled container.

Illness or Communicable Diseases

Please do not send your child to school if they have been ill with a fever or vomiting within the last 24 hours. If your child has been diagnosed with a communicable disease, such as chickenpox, please inform the school nurse. Some students must notify their doctor of any exposure. Additionally, students and parents must follow the current district covid guidelines and policies.

Immunizations

The State of New Hampshire Department of Health and Human Services, Division of Public Health Services has amended the immunization requirements for school enrollment. A complete list of required immunizations can be found on the State of NH website, <https://www.dhhs.nh.gov>, under the Public Health tab. The following are the immunization requirements effective for this upcoming school year (2022-2023) Tdap (Combined Tetanus, Diphtheria and Pertussis Vaccines) – One dose of Tdap is required for entry into 7th grade. VARIVAX All Students K-11 shall have received two valid doses of varicella vaccine or laboratory confirmation of chickenpox disease.

Students wishing to participate in sports must have a current physical examination on file (dated after

March 1st of the year the student enters 6th grade) in the Nurse's Office. See the Student/Parent Handbook for complete details.

Health and immunization records are reviewed annually for accuracy, according to N.H. State Guidelines. Parents are reminded of the following:

Tdap (Combined Tetanus, Diphtheria and Pertussis Vaccine)

One dose of Tdap is required for entry into 7th grade.

New Hampshire State Law requires written documentation of vaccines to be in the school nurse's office **before the first day of the school year**.

Library Services

The mission of the LMS Library Program is to ensure that all students and staff are effective and critical users of ideas and information. The program seeks to carry out this mission by:

- Providing intellectual and physical access to the library. The library webpage can be accessed from home at the following address: <https://lms.londonderry.libguides.com/home> ;
- Instructing students on locating, using, and evaluating a variety of library and electronic resources;
- Partnering with teachers to plan, develop, implement and evaluate instructional units which meet the school district's objectives and benchmarks.

The library supports instruction by providing staff and students a variety of resources which include books, periodicals, databases, the internet, and audiovisual materials. These resources meet the needs of the curriculum, as well as provide for personal reading enjoyment. The librarians work collaboratively with teachers to design learning activities.

Students may use the library before or after school to do homework, to do research for a school project, or to read. Students are expected to work without disrupting other students or behaving inappropriately.

The library is open Monday through Thursday from 7:15 am to 3:15 pm and Friday from 7:15 am to 2:45 pm. The library closes at 2:45 pm before all school vacations.

Special Education Services

The Special Education Program is designed to meet the individual needs of students identified as having educational disabilities. An Individual Educational Plan is developed for each student receiving specialized instruction and related services. Londonderry Middle School is fortunate to have a variety of programs and supportive services available to the special needs population. Special Education Programs provide intensive support services to those students who qualify for more concentrated individual support. All students who receive services are included in the regular classroom to the maximum extent appropriate. Special education staff members, school counselors, administrators, teachers, and parents work together as a team, each bringing his/her expertise to each case.

The Special Education Program is designed to provide support services as well as teaching compensatory strategies to those pupils identified as having specific educational disabilities. The objective is to assist these students in ensuring that they meet the optimal amount of success in the

regular classroom program. To this end, special educators are assigned to teams and work collaboratively with the teachers in the regular classroom. Cooperative planning and teaching among special and regular educators result in the curriculum, presentation, and performance assessment accommodations/modifications, which help all students.

A basic math skills program for grades 6, 7 and 8 has been designed for students who have not mastered the basic foundational skills necessary for the understanding of math concepts when entering middle school. Topics include place value, addition, subtraction, multiplication, and division of whole numbers, fractions and decimals. Extended use of manipulatives and real-life applications will be utilized throughout the three years of instruction. Class size is small, and students are recommended because they require additional experiences with these math topics. Students are placed by skill need and not grade level.

The Program for Success supports students who have learning difficulties resulting from emotional disabilities. The program, implemented by a special education teacher and a dedicated special education counselor, addresses the social, emotional, behavioral, and academic challenges of students to meet academic and behavioral expectations in all educational environments.

FLEX Middle (Friendship and Learning Experiences) is an extension of the elementary school district-wide program. This is an inclusive support program for students identified with having Autism Spectrum Disorders. Behavior support is available by the special education teacher and consultation with the Board Certified Behavior Analyst. Students in FLEX are maintaining or are close to grade-level academic abilities. The FLEX program provides an alternative workplace, social skill curriculum, and adult support as needed throughout the day.

The Friends III curriculum supports students who are identified on the spectrum with autism. This program is implemented by a special educator, supported by the related service staff, and in consultation with the Board Certified Behavior Analyst. It addresses the social, pragmatic, and language challenges for these students within the school environment.

Individual services are provided for developmentally and cognitively impaired students through the Basic Academic Skills Program (BAS)/Friends III Program. These programs focus on functional academics, pre-vocational skills, community awareness, and developing personal independence.

In addition to the previous programs, all pupils with an educational disability are provided professional support services, as needed, by the following personnel: speech and language pathologists, reading specialists, an occupational therapist, a psychologist, school counselors, and a school nurse. All special programs are supervised by the Director of Pupil Services and the Special Education Program Director.

Language Arts Academic Program

Language Arts 6 focuses on written expression, particularly informative through the research process, text response, and argumentative writing. The six traits of writing are taught and emphasized in all content areas. Vocabulary and grammar are taught and reinforced throughout the year. In addition, independent reading encourages students to be lifelong readers and fosters a love of reading. Command of formal English is practiced through the written and spoken word.

Language Arts 7 focuses on the written expression, with a greater emphasis on expository and argumentative writing. Through the use of mentor texts, new vocabulary is introduced and reinforced. In addition, independent reading is monitored to encourage students to be lifelong readers and provides examples of exemplary writing. The Reading and Language Arts teachers work in conjunction to provide this connection. Command of formal English is practiced as well through an emphasis on attention to the spoken word.

Language Arts 8 focuses on written expression, particularly informative and argumentative writing. Literary terms and academic vocabulary are reinforced through the reading of short stories, mentor texts, and nonfiction material. In addition, independent reading is monitored to encourage students to be lifelong readers and to provide current examples of exemplary writing. Command of formal English is practiced through the written and spoken word.

Mathematics Academic Program

Math in Focus® teaches math concepts to mastery by emphasizing the various facets of each concept and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each.

The math is taught in a three-step process: concrete, pictorial, and abstract based on the research that people are learning in three stages by first handling the real objects before transitioning to pictures and then to symbols.

Math In-Focus Grade 6

Instructional time will focus on four critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting and using expressions and equations
- Developing an understanding of statistical thinking

High Math 6

This MATH IN FOCUS based program will cover all the Mathematics 6 concepts, expanding the ideas and techniques taught in those units. In addition, students will be given an introduction to integers. This class is not accelerated but instead delves deeper into the thinking behind the mathematics taught and the application of these skills.

Advanced Math 6

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in mathematical expressions and equations; multiplication and division of fractions; circle, surface area, and volume; integer operations and rational numbers; linear equations; analysis of data sets; and scientific notation. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program.

Math In-Focus Grade 7

Instructional time will focus on the four critical areas of:

- Developing an understanding of operations with rational numbers and working with expressions and linear equations
- Developing an understanding of, and applying proportional relationships
- Solving problems involving scale drawings and informal geometric constructions and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples

Pre-Algebra 7

This fast-paced course is intended for only the ablest math students. It requires that students have achieved **mastery of the whole number, fraction, and decimal operations and are developmentally ready for more abstract mathematics**. Emphasis is on number theory and the mathematical application of that theory as it relates to the integers and algebraic equations. Topics include variables, the order of operations, number properties, rational expressions, equations, integers, proportions, percentages, and word problems.

Advanced Math 7 (Pre-Algebra & Algebra)

This course is by recommendation only and is for students who have demonstrated superior mathematical ability. There will be extensive work in proportionality and similarity, probability and its applications, linear functions and equations and inequalities, and systems of linear equations and inequalities. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program.

Math In-Focus Grade 8

Instructional time will focus on three critical areas:

- Formulating and reasoning about expressions and equations including modeling and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three- dimensional space and figures using distance, angle, similarity and congruence, and understanding and applying the Pythagorean Theorem

Algebra I (Grade 8)

This course is for students who have demonstrated above-average ability. The focus will be on solving and applying algebraic equations. The course includes the following topics: a review of basic math skills, rational numbers, inequalities, polynomials, factoring, graphing linear equations, solving a system of equations, solving linear and quadratic equations, radical expressions, statistics, probability, and percentages. This course satisfies the Algebra credit requirements for high school graduation upon successful completion (pending School Board policy approval) NCAA approved.

Algebra 1 Honors

This course is for students who have demonstrated superior mathematical ability. This course is designed to cover the material in Algebra 1 at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program. This class satisfies the Algebra credit requirements for high school graduation if successfully completed. It takes time to emphasize some of the more abstract applications, provide more math talk time and project based assessments and prepares students for the Honors Algebra 2 program at the high school level.

Science Academic Program

Exploring Science 6

In the first unit of the year, “Acting Like a Scientist,” science processes and skills are stressed more so than science content. Designing, conducting, and evaluating experiments is the hallmark of this unit. From there, students study cells, genetics, electricity, magnetism, light, sound, and forces and motion. In all units, connections are made between classroom investigations and students’ lives.

Exploring Science 7

This is an exploratory course in which students, by combining the content and process aspects of science started the year prior, discover how science relates to the world around them. Topics in physical, life and earth sciences will be covered. Specifically, units on ecosystems, astronomy, and geology will be presented. Laboratory activities will be used to present and encourage scientific inquiry in an active, hands-on manner.

Exploring Science 8

The 8th-grade science program involves students in a variety of hands-on activities and labs designed to use the scientific method and inquiry-based science. The year focuses on the following units: Introduction to Chemistry: learning about matter and how it changes, studying atoms and the periodic table of elements; Meteorology: learning about how weather works, accurately measuring weather data using various instruments, reading weather maps, predicting weather and its impact on climate; and Oceanography: learning about the physical, chemical, and geological aspects of the ocean. The culmination of the year includes our annual Floating Lab field trip at the Isles of Shoals, which implements the learning from all units of study.

Social Studies Academic Program

Social Studies 6

The sixth grade social studies program explores the geography of the western hemisphere through the application of the Five Themes of Geography. Students will examine the human and physical features across the regions of the United States, Canada, Mexico and Central America, South America, and the Caribbean Islands. Skills practiced throughout the year include map interpretation, note-taking, researching, writing, and presenting information. Students will also learn to use and navigate various

types of technology. Units presented include Location, Place, Region, Movement, and Human-Environment Interaction.

Geography 7

The seventh-grade social studies program explores the geography, history, and cultures of the eastern hemisphere. Students begin the year reviewing the five themes of geography, map skills, and the elements of culture, placing emphasis on types of government and economy. Students will gain an appreciation for the cultural, societal, economic, and philosophical differences between and within countries. Throughout the year, students will apply geography skills to the cultures of Europe, Asia, and Africa. Students will highlight work done with research projects and multimedia presentations. These will aid the students' appreciation for the cultural and individual diversity of today's world.

American Studies 8

The eighth-grade program will focus on American History from Colonial times through the end of the Civil War. Primary documents important to the formation of our country and government will be examined. Tolerance and diversity will be emphasized throughout the year. New Hampshire history, as well as civil rights and responsibilities at the local, state, and national levels, will be emphasized as they are important to the participation of American citizens living in a democracy.

Reading

Reading 6

The sixth grade reading program is designed to create skilled readers who use many strategies to construct meaning from text. Students will learn the processes involved in understanding what they read of both fiction and nonfiction reading. Reading skills will be further enhanced through direct vocabulary and comprehension strategy instruction along with collaborative reading with their peers. Literary elements and strategies, including predicting, questioning, clarifying, and summarizing, will be introduced as students explore various forms of literature through novels, teacher read-aloud, and articles. Students may change their reading class throughout the year, per teacher discretion, to ensure the best educational practices are being met. Student class changes are based on teacher observations, district-wide and in-class assessments, and student performance.

Young Adult Literature 7

The focus of the seventh grade reading program is to expand upon the skills previously introduced in the sixth grade. Attention will be given to strategic reading instruction around nonfiction text, and to further develop essential comprehension skills. Students will engage with the text to further develop fluency and vocabulary knowledge utilizing different types of reading. There will also be an emphasis on reading strategies, summarizing, questioning, predicting and inferring. Units will integrate with content instruction to illustrate that literacy standards are a learning target in all disciplines.

Advanced Young Adult Literature 7

The focus of the high seventh-grade reading program is to accelerate and expand upon the reading skills learned in sixth grade. This course will have a greater focus on nonfiction texts as related to content information, i.e., primary documents, technical texts, and texts at higher reading levels.

Additionally, this class will have a focus on building academic vocabulary to help support more rigorous content area reading. Students will strengthen previously taught reading strategies and use other higher-level strategies, i.e., analyzing, inferencing, and comparing and contrasting in conjunction with literature-based instruction.

Young Adult Literature 8

Reading skills developed in seventh-grade reading are reinforced as students continue to build on their understanding of the reading process. Eighth-grade students will learn and apply key reading strategies and tools needed to become successful, fluent readers as they further their understanding of print material. There will also be an emphasis on text structure, visualizing, and inferencing in conjunction with literature-based instruction. Additionally, this class will have a focus on building academic vocabulary to help support more rigorous content area reading.

Advanced Adult Young Literature 8

The focus of the high eighth-grade reading program is to accelerate and expand upon the reading and skills learned in seventh grade. This course will have a greater focus on the informational text as it is used in other content areas. This course will also enhance academic vocabulary, build reading stamina, and provide exposure to complex text. This course will foster the relationship between reading, writing, and communication skills and provide increased rigor and expectations to better prepare students for the demands of lifelong reading. This is a class for strong readers who choose not to take World Language in 8th grade.

World Language

French 1

This is an introductory course that teaches basic vocabulary, good pronunciation, and elementary grammatical structures. The use of varied audio-lingual and audiovisual teaching techniques stresses all four language skills: listening comprehension, speaking, reading, and writing. Intensive aural-oral practice is offered through a variety of media materials. The student is exposed to Francophone lifestyles and culture through the reading selections, songs, cooking and multimedia. NCAA approved (one high school credit will be awarded upon successful completion.)

Spanish 1

This course is designed to introduce the student to the Spanish language and culture. Basic vocabulary and basic grammatical concepts and pronunciation skills are learned through a variety of audio-lingual activities. These may include listening/speaking exercises, mini student dialogues, and skills. Music, puzzles, videos, and projects enhance the development of the four basic language skills: listening, speaking, reading, and writing. NCAA approved (one high school credit will be awarded upon successful completion).

Special Curriculum

The Special Curriculum Enrichment Program will promote an environment of intellectual curiosity and collaboration, which sparks passion and develops confidence in its participants and, in turn, positively impacts the community. The following are a general overview of some of the ways this is accomplished.

Academic Courses: The special curriculum teachers teach various courses throughout the year. The number and type of these courses vary from year to year, depending on student needs, staffing, and administrative goals. These courses require certain criteria for participation, and parents will be notified accordingly.

In-Class Enrichment: The special curriculum team coordinates a variety of school-wide contests, quiz bowls, bees, Olympiads, and national competitions. The department also supports a variety of after school clubs. In addition, our enrichment teachers collaborate with on team, related arts, and world language teachers to promote intellectual curiosity and real-world problem application.

Related Arts Programing

Art

Sixth-grade art offers a fresh approach to the basic principles and elements of design. Through the manipulation of various tools, students will have the opportunity to increase their knowledge and skills in the areas of drawing and painting. We will explore various media with the incorporation of art appreciation and art production. These disciplines promote the development of artistic skills and creative problem-solving.

Seventh-grade art is designed to build upon the foundation of sixth-grade art. This course focuses on the successful integration of elements and principles of design in new and creative ways. Students will apply learned vocabulary and build a new and more expansive vocabulary relevant to course topics. Students will continue to maintain a sketchbook with greater expressiveness incorporating various techniques. This course will provide greater emphasis and more in-depth study in the exciting realms of drawing, painting, and graphic design.

Eighth-grade art focuses on the creative incorporation of past media knowledge. Students will successfully create works of art with careful consideration of elements and principles of design. Students will continue to have experiences in the areas of drawing, painting, printmaking, and sculpture. The sketchbook becomes an integral part of each unit. Students will examine underlying philosophies about art as well as discuss art in historical context.

Health

Sixth grade health is an introductory course to health & wellness. The main goal is to build a foundation of functional health knowledge and begin to develop important health skills that students can apply to their own daily lives. Students will gain an understanding of how choices impact a person's health and well-being. Sixth graders will work to develop health-enhancing skills such as interpersonal communication and evaluating credible health sources to assist in their decision-making.

Topics may include body systems, stress management, smoking/vaping, and growth & development/puberty.

Seventh grade health will take place in our Healthy Kitchen. It is a kitchen-lab setting that uses fresh vegetables from the school garden. Every student will gain the experience of making their soil that they will use to grow vegetable plants from seed. They will learn to care for growing plants, harvest vegetables. Eventually, they will donate harvested vegetables to the school cafeteria where they will be used with school lunches. In the kitchen, students will gain experience preparing healthy meals and snacks, taste a variety of fruits and vegetables, and experiment with food preservation. The curriculum will also educate students on issues related to their health as growing, developing adolescents. Goal setting, nutrition, tobacco, and other illegal drug use, stress management and fire safety are the other major areas of study throughout this twelve-week course.

Eighth grade health focuses on providing current health information to students to increase their awareness of issues that affect their daily lives and to use that information to make healthy decisions. Specific topics that are covered include mental and social health with a focus on self-esteem; peer pressure and the decision-making process; prevention of drug, alcohol and tobacco use, and abuse with an emphasis on physical and psychological dependence; human growth and development including sexuality, contagious diseases, and disease prevention. Many different teaching methods are used to impart this information, including lectures, demonstrations, class discussions, media presentations, library research, and use of technology in the computer lab and guest speakers.

Woodworking-Drafting Technology Education (Grade 8)

This is an exploratory course focusing on various areas of study within the technology education field. In each area, students acquire the knowledge and skills for the successful design and completion of an individual project. Technology education gives the student hands-on experiences to help facilitate the learning process.

The two areas studied at this grade level are woodworking and computer drafting. The program emphasizes the development of specific skills, the importance of safety awareness, following directions, and the ability to proceed independently through the manufacturing stages of design, production, assembly, and finishing. Their accomplishments will build self-esteem, confidence, and pride in themselves.

Computer Education

Digital Skills & Applications – Grade 6

This introductory course will teach students what computer science is and its importance in everyday life. They will write basic code using the Bitsbox program. Students will then code their own apps. They will create flow charts and practice annotating code. Students will learn what makes a computer a computer. Students will learn about the many varied jobs in the computer science field to hopefully motivate them to pursue more coursework at the high school level. Finally, they will also experiment with programs such as Google Sketch-Up which allow them to draw in 3D.

Computer Science – Grade 7

This computer science course will engage students in multiple fields of computer science, with a focus on robotics. Units include computer hardware, software, cyber security and cyber robotics. Students will have hands-on experiences in hardware labs to both build and troubleshoot modern computers. The course culminates with a cyber robotics project, which focuses on block-based Python coding to teach students about sensors, effectors and control systems in the field of robotics. Course content is aligned with the International Society of Technology in Education Standards for Students.

Creative Computing and Media –Grade 8

This twelve-week course is designed to provide students with an opportunity to explore a variety of other forms of technology and media. Students work in small groups and delve into units on photography, sound recording and editing, video production, and animation. As a class, students will focus on the competencies of creativity and innovation, communication and collaboration, critical thinking, problem solving, decision making, and technology operations. These skills will be applied through skill-building activities, projects, presentations and sharing sessions

Physical Education

Our middle school physical education program is intended to expose students to a variety of activities that build lifelong fitness. While exploring a variety of team and individual athletic activities, students also are taught the value and importance of personal fitness. The following is a general list of activities that will be used to engage students in the hopes that all students find a physical activity to carry on independently outside of school.

<u>Team Sports</u>	<u>Individual/Dual Sports</u>	<u>Adventure Activities</u>	<u>Fitness</u>
Soccer	Badminton	New Games	Aerobics
Field Hockey	Golf	Ropes Course	Taebo - Pilates
Basketball	Table Tennis	Climbing Wall	Conditioning
Football	Juggling	Orienteering	Assessment
Team Handball	Unicycling	Snow Shoeing	Biking
Floor Hockey	Lawn Games	Circus	Walking
Lacrosse	Track and Field	Frisbee Games	
Broom Hockey	Archery		
Volleyball			

Performance Music

Chorus

Chorus will cultivate the fundamental principles of vocalization with the study of projection, tone production, control, resonance, diction, and overall proper vocal technique.

Choral works in various genres/styles will be selected to reinforce these vocal concepts. The ensemble will perform in public at various times during the school year as well as participate in music festivals and community outings. Students with a background in keyboard playing are especially encouraged to enroll.

Beginning Band

This instructional program is for the 6th-grade student who desires to begin learning a band instrument. Students learn fundamental scales, practice exercises, and rehearse different pieces of music. In addition, ensemble playing will be done. Students are required to practice up to thirty minutes daily on their own. Those students with prior musical experience are welcome, although no prior experience is necessary. Students who do not have a band instrument will need to rent, purchase, or borrow one. (NOTE: Band instruments do NOT include strings or keyboards.)

Instrument rental can be arranged through local music stores. The number of drummers in any band is limited, so students should be ready with the second choice of the instrument if not selected to play drums. Only students who succeed in Beginning Band will be encouraged to take Band the following year.

Beginning Strings

This program is offered to sixth-grade students who have an interest in learning the basics in orchestral string playing. Students will choose from the violin, viola, cello, or double bass. Scales, exercises, and compositions suitable for beginners will be rehearsed, studied, and performed. Students are required to complete a weekly practice card for homework. Students will participate in one Spring concert. Owning or renting an instrument is a requirement of all participants in this program.

Concert Band

This program is open to all qualifying instrumentalists (an audition may be required) who have had a minimum of one year of school experience on their instrument. Music literature suitable for concert and marching bands is rehearsed, studied, and publicly performed. Students are required to complete a weekly practice card for homework. In addition to one or two concerts per year, the band also participates in parades and music festivals. Owning or renting an instrument is a requirement of all participants in the band.

Orchestra

This program is open to any student who has at least one year of experience on violin, viola, cello, or double bass. Students with intermediate to advanced skill on piano will be accepted into this program by audition only. Compositions suitable for string orchestra are studied, rehearsed, and performed. Students are required to complete a weekly practice card for homework. Owning or renting an instrument is a requirement of all participants in this program.

Non-Performance or Music Alternative Options

Exploring Music

Exploring music is for students to explore music in a non-performing environment. This is a full-year course and will strive to expose students to a variety of musical genres, instruments and theory. Current trends in the music industry, as well as information on audio equipment and other music consumer issues, can all be explored as well. The goal is for students to discover the many avenues of musical study offered in Londonderry and better decide their path in course selection in the future.

Trimester Course Opportunities

Grade 7 and 8 students have the option of choosing trimester course packages in place of Performance or Exploring Music. These packages will consist of a combination of 3 of the grade level options below and will run one course per trimester.

- **Genius Hour (7):** Genius Hour is inquiry-based and student-directed learning. It gives students an opportunity to research and explore their own unique interests or answer specific questions that they might have through planning, research and presentations of their interests and completed research. This class offers an emphasis on practicing research and non-fiction reading skills through student-directed project-based learning. Additionally, this class will provide opportunities for students to collaborate and problem-solve as they research and present their findings.
- **Exploring World Languages (7):** Exploring World Languages for 7th grade will consist of an introduction to Spanish and French. Students will learn to exchange basic information about themselves in both languages. Students will learn where Spanish and French are spoken, and explore cultural traditions of those countries.
- **Rhythm and Melody (7 & 8):** Students will be introduced to the basic elements of music, including rhythm and melody. Upon practicing and building their skills in each area, they will have various opportunities to apply their knowledge through performance techniques using mallet instruments, boomwhackers and drums, as well as creating their own musical compositions, using programs like Chrome Lab and Drumbit.
- **Intro to Creative Technology (7):** This 7th grade elective will explore different ways to use technology to creatively express student ideas and stories. Working in small groups, or individually, students will use a variety of apps and tools. Topics **may** include graphic arts, animation, photography and video. This is a great way to see if one might like Creative Technology and Media in 8th grade.
- **Book Genre Exploration (7):** This course focuses on students learning about different book genres, after which they will choose one to explore. They will then read books and non-fiction materials and information within their genre of choice. This course culminates in the creation of a product of their own design to convey what they have learned in relation to the materials read from the genre they chose.

- **Adventure Class (8):** This new Challenge/Adventure style class will give students opportunities to develop problem solving, communication, collaboration, creativity, and resource management skills. They will experience ice breaker games, trust building activities, problems to solve, and bridges to cross, culminating in the ability to climb. While engaged in ice breaker/get to know each other games, students will learn the true value commitment of Be Here, Be safe, Set goals, Be Honest, and Let go and move on. By buying into this commitment, students will be able to pull value out of the activities and experiences they have and apply them to real world situations in their own lives.
- **Super Study Skills (8):** This is the ultimate class to learn how to study, read your class content effectively, take tests and to stay organized. Topics covered include: annotating, prioritizing, parts of your content area book (captions, charts, finding the main idea, summarizing), test-taking skills (T/F, M/C, essays, math word problems), time management and organizational strategies. Though these skills will be put into practice, please note that this is NOT a study hall, to do homework, but rather a skills-based course that uses your current classes in application.
- **Exploring Spanish Culture (8):** This is a project-based course exploring where Spanish is spoken, and what are the traditions, foods, and music that make these countries what they are. We will then move onto a discussion about what it means to be Latin American or Hispanic, and what role do Latin Americans and Hispanic people play in this country. What evidence is there that Latin Americans and Hispanic people have influenced the traditions, foods, and music of the United States? General topics of food, people, music will be emphasized throughout the trimester. No language experience necessary. This can be taken by any students and can also be supplemental to the Spanish 1 course.
- **Math Lab (8):** Students will have an opportunity to explore Math with a content specialist. This lab offers students extra time to review their homework and build their mathematics comprehension. This is not a study hall, but time during a trimester to gain extra math help in a fun, non-graded environment.

Interscholastic Programs

The interscholastic athletic program, along with clubs, organizations, and other activities, comprise the co-curricular activities program. Student leadership, responsibility, and decision making are fostered. All students are encouraged to participate and should be willing to devote the time and effort necessary to contribute to the growth and success of their activity of choice.

Athletics

The middle school athletic program offers students a variety of organized athletic opportunities in the fall, winter, and spring season. The middle school is a member of the Tri-County League and competes against other middle schools of similar size. The athletic program is coordinated through Londonderry High School Athletic Department, and more information can be found via the website.

Eligibility

To be eligible for school activities, a student must be in good standing – that is, not on suspension (in or out of school) during the day of the after school activity. No student who arrives at school after 8:05 a.m. or who leaves school before the end of the school day will be permitted to participate in a practice, game, meet or match. A student who is absent on Friday will not be allowed to participate in any weekend competition. The administration has the right to grant an athlete permission to participate if the parent/guardian can verify a legitimate reason for missing any part of the school day (i.e., doctor's appointment, dentist appointment, or family emergency). The student must then get a pass from the administration, allowing him/her to participate. The pass must be given to the coach.

A student who has been suspended (in or out of school) may not participate in any activity on the day the suspension begins. If the student is suspended for more than one eight-day period, then the preceding policy continues for each day of the suspension. In both of the above cases, the student is suspended from the team for the game or practice. See Discipline Policies.

Students who violate policy JFCH/JFCI regarding possession, use and transfer of drugs and alcohol will lose their eligibility to participate in co-curricular activities for 180 days. To be a member of an athletic team, students must have passed all classes during the previous marking quarter. Students who wish to participate in a fall sport must pass all classes during the fourth quarter marking term of the previous school year. (Exception: Incoming sixth-graders start with a clean slate.) Eligibility begins or ends with the distribution of the quarterly report card. Students who fail no more than one course will be placed on probation and required to fill out weekly progress reports for the remainder of the quarter. Students receiving more than one unsatisfactory comment will be declared ineligible. Students are responsible for their school work first. A student who acts inappropriately or fails to keep up with his/her classwork may be placed on academic probation and would follow the requirements listed above.

If, at any time during the season, the student receives an unsatisfactory weekly report, he/she will be removed from the activity for the remainder of the marking period.

All students must complete athletic eligibility, health, and emergency forms before participation. All students must be cleared by a physician to participate after March 1st of the year they enter sixth grade. This physical is good for three years.

A student with a prolonged illness or sustained injury must have written permission from the parent and physician to engage in athletics.

Sports

Fall	Girls Cross Country		
	Boys Cross Country		
	Girls Field Hockey	M-Team	L-Team
	Girls Soccer	M-Team	L-Team
	Boys Soccer	M-Team	L-Team
	Volleyball	M-Team	L-Team
Winter	Girls Basketball	M-Team	L-Team
	Boys Basketball	M-Team	L-Team
	Cheerleading	M-Team	L-Team
	Wrestling		
Spring	Boys Baseball	M-Team	L-Team
	Girls Softball	M-Team	L-Team
	Track & Field		
	Boys Lacrosse	M-Team	L-Team
	Girls Lacrosse	M-Team	L-Team

Activities & Clubs

The following lists various clubs and activities that are planned to be included in the co-curricular program beyond the Interscholastic Athletic Program. The amount of student interest and participation, as well as the availability of faculty members to serve as advisors, chaperones, or coaches, will be considered before these activities become operational. Specific information will be given early in the school year utilizing the daily announcements and posters. Students who desire to initiate an activity not listed are encouraged to contact the administration.

- Boys Respect
- Girls Respect
- Clef Singers
- Color guard
- Drama Club
- Drama Stage Crew
- Girls Book Group
- Intramural Golf
- Intramural Tennis
- Jazz Ensemble
- Newspaper Club
- Photography Club
- Pop Stars
- Recreation Club
- Recycling Club
- Robotics
- Safe Sitter Course
- Science Club
- S.E.T. Club (Science, Engineering, Technology)
- Strategy Games Club
- Student Council
- Workout Club
- Yoga



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: March 16, 2023
Re: Dress Code Policy

To reinforce the work the Committee did to update the dress code policy please find the amended versions of Policy JFCA- Dress Code Policy and JFCA-R – the Regulations behind the Dress Code Policy. The other documents can be used inside each school’s handbooks for the upcoming school year.

Londonderry School District
Dress Code Proposal
Grades 6-12



Appropriate dress and grooming contribute to a productive learning environment. The appearance and dress of all students enrolled in the Londonderry School District will be neat and clean.. A student's attire will comply with the health code of the State of New Hampshire, and will not create a safety issue. A student who violates the dress code shall be subject to appropriate disciplinary action. The Assistant Principal or designee may, upon finding that dress or attire is not in compliance with this policy, require the student to be removed from class and request that the student change their dress or attire to be in compliance with this policy prior to admission to class. In appropriate instances, parents may be contacted and requested to bring appropriate dress to school.

- Headwear is acceptable so long as it doesn't cover the face and ears.
- Hoods are not permitted in academic settings.
- All shirts must have two straps.
- Undergarments must be covered.
- The area from armpit down to mid-thigh, front and back of the body must be covered.
- Shoes or other appropriate footwear must be worn at all times for safety purposes.
- Chains, studded accessories, and/or other items of dress which in the judgment of school administration pose a potential danger to persons and/or property, are prohibited.
- All Athletic Uniforms must adhere to the dress code when worn in an academic setting.
- Student's School I.D.'s must be worn, or in the possession of, at all times while on campus.
- T-shirts and other clothing and jewelry imprinted with words, pictures or the insignia of alcoholic beverages, tobacco or other drugs, obscenities, violent images, overt/covert sexual reference, gang identification or which advocate prejudice or harassment of religion, race, ethnicity, sexual orientation, or disability, are inappropriate in our school and prohibited.

Regulations: The following regulations shall apply to all regular school activities. Coaches and teachers with appropriate notice to students and parents may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. The Superintendent, Assistant Principal or Principal may establish other reasonable dress regulations for times when students are engaged in extracurricular or other school activities. The Dress Code is subject to yearly review and modifications. Violation of the Dress Code Policy is a Level II offense in the student handbook.

LONDONDERRY

Student Dress Code

Hoods are not permitted in academic settings.

Headwear is acceptable so long as it doesn't cover the face and ears.

All shirts must have two straps.

The area from armpit down to mid-thigh, front and back of the body must be covered.

Chains, studded accessories, and/or other items of dress which in the judgment of school administration pose a potential danger to persons and/or property, are prohibited.

All Athletic Uniforms must adhere to the dress code when worn in an academic setting.

Undergarments must be covered.

Shoes or other appropriate footwear must be worn at all times for safety purposes.

Student's School I.D.'s must be worn, or in the possession of, at all times while on campus.

T-shirts and other clothing and jewelry imprinted with words, pictures or the insignia of alcoholic beverages, tobacco or other drugs, obscenities, violent images, overt/covert sexual reference, gang identification or which advocate prejudice or harassment of religion, race, ethnicity, sexual orientation, or disability, are inappropriate in our school and prohibited.

STUDENT DRESS CODE

Appropriate dress and grooming contribute to a productive learning environment. The school has a role to play in providing students with guidelines to cultivate appropriate appearance and dress standards. The appearance and dress of all students enrolled in the Londonderry School District will be neat and clean. ~~and will observe acceptable rules of modesty.~~

A student's attire ~~will not be destructive to school property,~~ will comply with the health code of the State of New Hampshire, will not create a safety issue. ~~and will not disrupt or interfere with the educational process. Students are to wear clothes that are suitable for the school activities in which they participate. Student's clothing must not present a distraction which would be disruptive to the educational process.~~

Students and parents/guardians shall be informed about the school dress code at the beginning of the year ~~and when revised~~ **in each school's student handbook**. A student who violates the dress code shall be subject to appropriate disciplinary action. The Principal or designee may, upon finding that dress or attire is not in compliance with this policy, require the student to be removed from class and request that the student change their dress or attire to be in compliance with this policy prior to admission to class. In appropriate instances, parents may be contacted and requested to bring appropriate dress to school.

LONDONDERRY SCHOOL BOARD

Adopted: April 25, 1978

Amended: March 10, 1998

Amended: July 25, 2000

1st Reading to Amend: March 21, 2023

STUDENT DRESS CODE

Regulations:

The following regulations shall apply to all regular school activities. Coaches and teachers with appropriate notice to the students and parents may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. The Superintendent, Principal or their designee may establish other reasonable dress regulations for times when students are engaged in extracurricular or other special school activities.

1. Headwear is acceptable so long as it does not cover the face and ears.
2. Hoods are not permitted in an academic setting.
3. All shirts must have two straps.
4. Undergarments must be covered.
5. The area from the armpit down to mid-thigh, front and back of the body must be covered.
6. Shoes or other appropriate footwear must be worn at all times for safety purposes.
7. Chains, studded accessories, and/or items of dress which in the judgement of school administration pose a potential danger to persons and/or property, are prohibited.
8. All Athletic Uniforms must adhere to the dress code when worn in an academic setting.
9. In grades 6 to 12, Student's School I.D.'s must be worn, or in the possession of, at all times while on campus.
10. T-shirts and other clothing and jewelry imprinted with words, pictures or their insignia of alcoholic beverages, tobacco or other drugs, obscenities, overt/covert sexual reference, gang identification or which advocate prejudice or harassment of religion, race, ethnicity, sexual orientation, or disability, are inappropriate in our school and prohibited.
- ~~11. Lingerie or pajama wear may not be worn as outer garments except for days/activities specifically approved for that purpose.~~
- ~~12. Hats, bandannas, or sweatbands are not to be worn in school, except for headgear worn for religious or medical reasons.~~
- ~~13. Clothing shall be sufficient to conceal undergarments at all times.~~
- ~~5. Clothing that immodestly exposes the chest, abdomen, midriff, genital area, or buttocks, including but not limited to the following are prohibited:~~
 - ~~● Spaghetti straps~~
 - ~~● Tube tops~~
 - ~~● Muscle-style tank tops~~
 - ~~● Pants worn below the waist~~
 - ~~● Backless tops~~
 - ~~● Halter tops~~
 - ~~● Shorts or skirts shorter than fingertip length~~
 - ~~● See-through fabrics~~
6. Shoes or other appropriate footwear must be worn at all times.

7. ~~Chains, studded bracelets, belts, or necklaces, and/or other items of dress which in the judgment of school administration pose a potential danger to persons and/or property, are prohibited.~~

LONDONDERRY SCHOOL BOARD

Adopted: April 25, 1978

Amended: March 10, 1998

Amended: July 25, 2000

1st Reading to Amend: March 21st, 2023



Londonderry Middle School

313 Mammoth Road • Londonderry, New Hampshire 03053-3037
(603) 432-6925 Fax: (603) 432-0714

David Sutherland
Assistant Principal

William Van Bennekum
Principal

Ross McLean
Assistant Principal

MEMO

To: School Board, Londonderry School District
Mr. Dan Black, Superintendent of School

From: William J. Van Bennekum, Principal

Date: March 17, 2023

Subject: Announcements
Re: LMS Upcoming Events

Grade 8 Promotion Ceremony

Date: Wednesday, June 14, 2023

Time: 12:00 – 1:30

Location: Londonderry High School Gymnasium

Londonderry Middle School Assembly Program

Chaos & Kindness – Two Performances

Date: Thursday, April 13, 2023

Time: Grades 5 & 6 11:45 – 12:45
Grades 7 & 8 1:15 – 2:15

Location: LMS Gymnasium

Excellence: "Taking what we do well and striving for better."

LONDONDERRY SCHOOL BOARD

2023 PROPOSED SCHOOL BOARD MEETING CALENDAR

APRIL	4	Regular Meeting
	18	Regular Meeting - LHS Library
MAY	9	Regular Meeting
	23	Regular Meeting - LHS Band Room
JUNE	13	Regular Meeting
	27	Regular Meeting
JULY	18	Regular Meeting
AUGUST	8	Regular Meeting
Meetings are at 7:00 PM in the LHS Cafe unless otherwise noted		



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: March 17, 2023
Re: 2023-24 Draft School Calendar

Attached to the Board Packet is a **highly vetted** 2023-24 School Calendar that was created in Ad Council then allowed time for comments from the different unions and then checked many times over for compliance with our CBA contracts, federal holidays, and all other issues we need to manage with a School Calendar. There are a few minor changes compared to last year's calendar.

1. **Switching a Workshop Day from October to February.** From what we know now, the New Hampshire Presidential Primary is scheduled for February 6th, 2024. Due to the size of the vote, we typically close down school that day to help prioritize the vote and manage traffic on Mammoth Road. Whatever day the NH Primary Day happens, we will shift that workshop day.
2. **Moving November Parent Conferences Back a Little.** We are cognizant of the problems with "No School November" and also internally we have been having conversations to better align our natural report card timelines and parent conferences. For that reason, we moved the Parent Conference Day in November away from election day – because we do not need it then – to a later Friday in November so we have a less fractured and disjointed November Calendar. We believe by next year we are going to push Parent Conferences to Early December when we have to plan for a federal election in November of 2024.

As you can also see from this Calendar for September – we will not have any issues with Open House conflicts for families with students in different schools.

DRAFT

2023-2024 LONDONDERRY SCHOOL DISTRICT CALENDAR

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	NT	NT	TW	TW	TW	26
27	TW	29	30	31		*3

SEPTEMBER						
S	M	T	W	T	F	S
					NS	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						*19

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	H	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				*21

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	15	16**	P/W	18
19	20	21	NS	H	H	25
26	27	28	29	30		*17

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	V	V	V	V	30
31						*16

JANUARY						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			*21

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	TW	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	V	V	V	V		*16

MARCH						
S	M	T	W	T	F	S
					V	2
3	4	5	6	7	8	9
10	11**	TW	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						*19

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	V	V	V	V	V	27
28	29	30				*17

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	*22

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	TW	15
16	17	18	H	20	21	22
23	24	25	26	27	28	29
30						*9

H - Holiday
NS - No School
NT - New Teacher Workshop
PC - Parent Conference/No School
P/W - Parent Conferences & Teacher Workshops/No School
TW - Teacher Workshop/No School
V - Vacation

AUGUST
21st-22nd New Teacher Workshops
23rd-28th Teacher Workshops
28th Orientation grades K, 1, 6 and 9
29th First day of school
SEPTEMBER
1st No school
4th Labor Day
13th MT Grades 1 & 2 Parent Open House
13th NS Grades 1 & 2 Parent Open House
13th SS Grades 1 & 2 Parent Open House
14th MT Grades 3-5 Parent Open House
14th NS Grades 3-5 Parent Open House
14th SS Grades 3-5 Parent Open House
19th LMS 8th Grade Parent Open House
20th LMS 7th Grade Parent Open House
21st LHS Parent Open House
26th LMS 6th Grade Parent Open House
OCTOBER
4th Moose Hill LEEP Open House
9th Columbus Day/Indigenous Peoples' Day
11th MH Kindergarten Open House
NOVEMBER
10th Veterans Day
16th **Parent Conferences Moose Hill only
17th Parent Conferences
Gr. K-8 Parent Conferences
Gr. 9-12 Parent Conferences AM
Gr. 9-12 Teacher Workshops PM
22nd-24th Thanksgiving Break
DECEMBER
25th-January 1 - Holiday Break
JANUARY
1st-New Year's Day
2nd Classes resume
15th MLK Jr. Day
FEBRUARY
6th Primary Election Tentative--TBD
26th -March 1st - Winter Break
MARCH
11th **Parent Conferences Moose Hill only
12th Teacher Workshops / Election
APRIL
22nd-26th Spring Break
MAY
27th Memorial Day
JUNE
10th Last day for Moose Hill students
13th Last day for students
14th Scheduled last day for teachers
19th Juneteenth National Independence Day
*Number of school days per month
Possible additional days to be added in June pending school cancellations exceeding the 5 built in snow days

3/15/2023

DRAFT



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: March 16th, 2023
Re: 2nd Reading of Policy GCQAB – Tutoring for Pay

Attached to this memo is the same version for Policy GCQAB that the School Board saw last month for the first reading.

Also attached are the policies from Salem, Windham, Bedford, and Goffstown. Merrimack and Derry do not have any specific policies on the subject.

As you can see Salem and Windham do allow for staff to tutor their students privately with a few conditions. Goffstown and Bedford do not.

Right now, we are comfortable with our version of the conditions we put in place and feel like we cover some of the areas that Salem and Windham address – but the School Board could certainly adopt additional language and conditions if you want as well.

TUTORING FOR PAY

The Londonderry School District understands that families may at times reach out to our teaching staff to provide private tutoring for their children. In these instances, the School District wants to make sure that staff avoid any conflicts of interest, and do not use their employment in the district to specifically solicit tutoring services to the students of the School District. The School District believes it is best practice for teachers to avoid tutoring the students they are currently responsible for during contracted hours. However, if there are no other staff with specific credentials and qualifications, any staff member tutoring one of their current students needs to register that activity with their building principal and/or direct supervisor.

It is Londonderry Public School policy that no teacher may receive pay for tutoring one of his own pupils. A teacher should also avoid tutoring any child from his building. All questions regarding tutoring should be referred to the teacher's building principal.

The above does not apply to home bound instruction assigned by the school administration.

LONDONDERRY SCHOOL BOARD

Adopted: November 7, 1977

First Reading to Amend: February 14, 2023

Second Reading to Amend: March 21, 2023

Windham School District

GCRD

Also GBEA, KF

TUTORING FOR PAY

The Windham School Board recognizes parents may seek out academic support for students outside of the regular school day. This policy provides guidelines with regard to tutoring for pay within the Windham School District, and extends year-round whether school is in or out of session.

Staff members shall not receive payment for tutoring their own students, unless it has been determined necessary and appropriate by the IEP or 504 team and assigned by school administration. This policy does not apply to homebound instruction assigned by school administration.

Staff members shall not solicit/publicize their services for payment and/or utilize Windham School District email for the purpose of arranging services that are outside of the scope of their contracted service hours. Facilities usage fees are required when utilizing school district facilities for tutoring for pay services and the use of district materials, supplies, and equipment is prohibited.

All questions regarding tutoring should be referred to the appropriate building administrator.

Legal References:

Windham School Board	Policy Code: GCRD
Revised: July, 1998 Revised: November, 1999 Adopted: November, 2005 Revised: September 17, 2019	

TUTORING FOR PAY
(Tutoring Individual Students)

The school board recognizes two types of paid tutor for students enrolled in the school district:

1. Tutors provided by the district to give home instruction and/or specialized instruction to children with special needs who are home bound. These tutors are paid by the school district, and are paid at a uniform hourly rate approved by the school board or specified in the collective bargaining agreement for those members of the bargaining unit. Such tutors are assigned by the building administrator or director of a program which might require special tutoring.
2. Private tutors for students initiated at the request of parents. Professional personnel employed by the school district may not tutor a student in their own class. The fee charged by a private tutor shall be set by the parties involved and shall be paid directly by the parent to the tutor. The building administrator may assist a parent in obtaining a tutor providing the parent is given a list of teachers indicating an interest in tutoring, from which the parent may make a choice.
 - A. Exception private instrumental tutoring. In the event a parent requests private tutoring for a musical instrument, the music director may recommend a single tutor.
3. Providing space is available without interference to the instructional program, a principal may grant permission for use of school facilities by individual tutors without charge.
4. Individual tutoring shall be scheduled outside regular school hours except for ESL (English as a Second Language) or instruction of handicapped students.

Adopted 09/12/16
Revised 03/26/18

TUTORING FOR PAY

It is School Board policy that staff members may not receive pay for tutoring their own students. All questions regarding tutoring should be referred to the staff member's principal. Tutoring for pay shall not be carried out in a school building unless the tutor rent the space from the school district. The above does not apply to tutoring assigned by the school administration such as homebound instruction.

TUTORING FOR PAY

It is Board policy that no teacher may receive pay for tutoring one of his/her own pupils. A teacher should also avoid tutoring any child from his/her building. All questions regarding tutoring should be referred to the teacher's building Principal.

The above does not apply to homebound instruction assigned by the School administration.

Proposed: 02/05/90
Adopted: 03/05/90
Revised: 05/01/00



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: March 16, 2023
Re: Upcoming Agenda Items and Priorities for the Spring and Summer

With the Budget behind us, I was hoping to have a discussion that we can start on March 21st and continue to tease out the School Board's priorities for how we use our meeting time over the Spring and Summer of 2023. Here are a few topics that are already in motion and if there are others, I can start to create a calendar to map out these discussions and deliberations.

- 1) Master Planning – We can give updates on the Bond process as it moves ahead. We can of course revisit the Tentative Plan and decide priorities and approaches. Below were the next three topics from the conversations over the last year.
 - a. Space Issues at Moose Hill
 - b. Full Day Kindergarten
 - c. District Office
- 2) Safety Upgrades – We can update the Board as more of the projects are set up and completed.
- 3) Special Education Study
- 4) Continued Updates on Student Achievement Data
- 5) Short Curriculum Updates
- 6) Student Presentations
- 7) Setting Ourselves Up to Release a New Five-Year Strategic Plan in the Fall of 2024
- 8) NEASC Accreditation
- 9) Summer Math Academy 2023