

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, April 18, 2023, at 7:00PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the Library. 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. Consent Agenda

3.1 Resignation(s)

Valerie Carrier	Dining Services	Matthew Thornton
Maria Dastous	Teacher	North School
Terri Doerfler	Dining Services	Matthew Thornton
Arianne Gosselin	Teacher	High School
Juliana Lofgren	Teacher	North School
Marc Lussier	Teacher	South School
Jose X. Roman Rodriguez	Teacher	High School
Stacey Shula	Dining Services	Middle School
Samantha Tramack	Teacher	Matthew Thornton

3.2 Minutes

April 4, 2023

April 6, 2023

3.3 Meetings

May 9, 2023	Regular Meeting	LHS Cafe	7:00 PM
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May 23, 2023	Regular Meeting	LHS Band Room	7:00 PM
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7:10 PM 4. Announcements and Presentations

4.1 Band Updates and Celebration - Serge Beaulieu

4.2 State Representatives & Vocational Program - Bob Slater

7:35 PM 5. Public Comment

8:05 PM 6. Committee Reports

6.1 Student Council – Andrew Zavorotny

April 18, 2023

6.2 School Board Liaisons

8:15 PM

7. Deliberations

7.1 Third Reading to Amend Policy JFCA - Student Dress Code

7.2 Third Reading to Amend Policy JFCA-R Student Dress Code

7.3 HVAC Pneumatic Control Contracts - Lisa McKenney

7.4 North School Excellent Temporary Classroom - Dan Black & Lisa McKenney

8:45 PM

8. Superintendent's Report

8.1 Review of General Assurances for Federal Programs - Dan Black

9:00 PM

9. Non-Public Session

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

9.1 Nomination(s)

9.2 Personnel Issue(s)

9.3 Legal Advice

10. 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.)

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

The meeting of the Londonderry School Board was held on Tuesday, April 4, 2023, at 7:00PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the Cafe. The meeting was also broadcast on local Cable Access Ch. 21 as well as the District's YouTube Channel. In attendance were School Board members: Mrs. Butcher, Mr. Gray, Mrs. Loughlin, and Mr. Slater. Also in attendance were Superintendent, Mr. Black, Business Administrator, Mrs. McKenney and School Board Secretary, Lisa Muse.

1. **Call To Order:** The meeting was called to order at 7:00PM by Mr. Slater.
2. **Pledge of Allegiance:** The Pledge of Allegiance was led by Mr. Slater. There was a moment of silence for the Nashville school shooting victims
3. **Consent Agenda:** *Mrs. Loughlin made a motion to approve the Consent Agenda. Mr. Gray seconded the motion. The motion passed by a vote of 4-0.*

3.1	Resignation(s)		
	Jessica Anderson	Teacher	District Wide
	Jacquelyn Marden	SPED Director	South School
	Joseph McCune	Teacher	High School
	Carol Miller	Support Staff	Moose Hill

3.2	Retirement(s)		
	Lisa Haley	Teacher	North School
	Jeannie Zappala	Support Staff	District Office

3.3	Minutes	February 10, 2023
		March 21, 2023

3.4	Meetings			
	April 18, 2023	Regular Meeting	LHS Library	7:00 PM
	May 9, 2023	Regular Meeting	LHS Cafe	7:00 PM
	May 23, 2023	Regular Meeting	LHS Band Room	7:00 PM

4. **Public Comment**

Mr. Slater opens public comment.

Heath Burr Carey, Pillsbury Road: She thanked LPD and the SROs for all that they do. She hopes they can make public the list of people on the hiring committee for the High School principal search. She thinks it is very important to be transparent. She speaks for a lot of parents that we have qualified candidates for the principal position, and she feels that Abbey Sloper is really respected and hopes that is taken into account.

Christine Perez, Londonderry: She is speaking as a resident, mom, and State Rep in regard to transparency and personal safety. She is thankful for all that has been provided for safety to the schools. Ken Samoisette, Faucher Road: He discussed the committees and the questions that are to be submitted in advance. He also talks about transparency and the changes that are promised. He reads off questions that he would like to ask the prospective principals.

April 4, 2023

Mr. Slater closes public comment.

5. Announcements and Presentations

5.1 Community Service Club-Kelly Giguere, Susan Wakelin, Isabella Elquezabal, Susan Kim, Matt Doyle, Alisha Khalil, and Rachel Hutchinson:

They share information about their organization and thanks the community for contributions for their recent project. They are volunteering at the NH Food Bank, babysitting at Moose Hill, and teamed up with Beautifying Londonderry. They collected numerous essential items for the homeless through the schools.

5.2 Beyond School Enrichment Grant - Paul Dutton: He discussed the summer math academy program that will be held again at the schools. This program will provide additional math time for students in need. The focus is on important math skills that students need for the next year. There will be two weeks of instruction and four weeks of independent work. The district received \$220,000 in grant funding. This will allow the program to continue for two more summers. Preparations are already underway. Mr. Black mentioned that this program was our initial response to lost learning due to Covid.

5.3 Little Mermaid Play – LMS: Mrs. Maurice discussed the staff and students and the roles they played in having this play. They talk about the process that starts in October and the play is held in March. Students can participate in drama and sports. They meet three times a week. There were 37 students in the cast and then another 20–30 on the crew.

5.4 LHS Principal Finalists - Night of April 6, 2023: There are three finalists. Mr. Black talks about the administrative committee which included inclusions from all staff departments, parents, and students. Over six weeks, they have looked at resumes and interviewed. Feedback from the community will be gathered on Thursday. There will be a half hour for each candidate. Questions can be submitted by a form. It will be a good opportunity for everyone to meet the three finalists. Feedback will be digested by the committee, and they will make a recommendation. The Board will make the final decision. Mr. Black discussed the difference between the public committees and the administrative committees for hiring. About 30 people are on this committee.

6. Committee Reports

6.1 Student Council – Andrew Zavorotny: Details for the Kate Sherwood walk were finalized. Elections and voting details were also finalized.

6.2 School Board Liaisons: Mr. Gray discussed the successful North School PTA dodgeball night. Over 300 people attended. Boosterthon is also ongoing and a Glow Run on the 12th. SS PTA gave out over \$12k in grants as a result of fundraising. The annual Small and Tall Dance will take place on the 14th. The Peter Pan play was a great success. Congratulations to Bob Slater and all the other Hall of Fame candidates. Mrs. Butcher mentioned that the Moose Hill police car ride along raffle is ongoing through April 11th and the Touch a Truck will be held May 13th at Moose Hill. The next PTA meeting is April 6th at 6:00PM in person and virtual and babysitting will be available. Mr. Slater mentioned that Matthew Thornton is building an outside pavilion. Construction will begin the end of this week.

April 4, 2023

7. **Deliberations**

7.1 **Third Reading to Amend Policy GCQAB-Tutoring for Pay:** Mr. Black said one new line was added that was discussed previously.

Mrs. Loughlin made a motion to approve the third reading to amend Policy GCQAB-Tutoring for Pay.

Mrs. Butcher seconded the motion. The motion was passed by a vote of 4-0.

7.2 **Second Reading to Amend Policy JFCA - Student Dress Code:** They talked with administrators and the SROs, and all are comfortable with what was presented last time in regard to hoodies. Mrs. Loughlin still has concerns with students wearing hoodies in the school.

Mrs. Butcher made a motion to move Policy JFCA – Student Dress Code to a third reading. Mr. Gray seconded the motion. The motion was passed by a vote of 4-0.

7.3 **Second Reading to Amend Policy JFCA-R Student Dress Code:**

Mrs. Butcher made a motion to move to a third reading to amend Policy JFCA-R Student Dress Code.

The motion was seconded by Mr. Gray. The motion passed by a vote of 4-0.

7.4 **Proposed School Board Liaison Assignments:** There is a spreadsheet in the packet with the assignments.

Mrs. Loughlin made a motion to approve the Liaison Assignments for 2023/2024. The motion was seconded by Mr. Gray. The motion passed by a vote of 4-0.

8. **Superintendent Report**

8.1 **Options for Excellent Temporary Classroom at North School - Dan Black & Lisa McKenney:**

The received multiple quotes and reviewed many options for the temporary classroom for North School that was approved when the budget was approved by the voters a few weeks ago. They are looking at getting a unit that is a little bigger to help store some of the music equipment at North School. They discuss the different options for paying for this. This temporary classroom, if we make a final decision in April, will be ready for the school year. They discuss the unit that is two years old and available versus new. They go over the different options for purchasing the unit: buying it outright, lease to purchase or lease from vendor. Mr. Gray asks about portables retaining the value. Mr. Slater feels the lease/purchase option keeps us in the realms of what the voters approved. He would like to look at the specs regarding metal roof vs rubber roof. They would like to vote on this on the 18th.

8.2 **Parameters for Special Education Study - Kim Carpinone & Dan Black:**

The parameters for a potential program review of special ed is staffing, inclusion and adult support model. The areas that they do not think they would benefit from an outside group because we already have access to the information is compliance, achievement results and how our specific programs work. The only other issue to figure out in time is how to pay for this study. They have found a few groups that could potentially do this program review for us, but the cost was not planned for in the 2023-2024 budget. Mr. Slater reads what he would like to see in place for Londonderry School District to help future Board members from a study. Mr. Black and Mrs. Carpinone will look into prices and groups.

April 4, 2023

8.3 Master Planning Re-cap - Dan Black:

Mr. Black goes over the tentative outlook and the project time lines for the district wide multiple projects that the architects put together. There are timelines depicted on the handout. This will be discussed further on the 18th.

8.4 Verbal Update on Safety Upgrades - Lisa McKenney:

Mr. Black reiterated how safe our schools are. He meets with the EOP committee regularly which includes our SROs, and this is the reason why he feels we are very safe school system. This group led us to the ALICE model and Mrs. McKenney goes over some of the infrastructure upgrades. Budgeted for FY23 was a \$350,000 approval from the community and the plans are to upgrade radios and emergency alert buttons before the start of school. The Safe Grant \$560,000 funded most of the access controls on the doors and the interior door locks. The article just approved \$350,000 will allow them to complete the interior door lock projects at all schools. She thanks the community for their support.

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

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

9.1 Nomination(s)

9.2 Legal Issue(s)

10. Adjournment

The meeting was adjourned at 8:24PM.

Respectfully submitted,

Lisa Muse

School Board Secretary

(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: Bob Slater
Sent: Wednesday, April 5, 2023 10:05 AM
To: Lisa Muse
Subject: FW: Special Education Coordinator

Good Morning, Lisa

Could you please add this email information to the minutes please. Thank you very much.

From: Jonathan Esposito <jespo2006@gmail.com>
Sent: Wednesday, April 05, 2023 9:52 AM
To: Bob Slater <bslater@londonderry.org>; Daniel Black <dblack@londonderry.org>
Cc: SchoolBoard <schoolboard@londonderry.org>
Subject: Re: Special Education Coordinator

Yes I would still like to request that my letter is added to the minutes. My remarks are made in response to the Superintendent stating during the meeting last night that Kim Carpinone is overworked. An outside consulting firm would likely agree with that finding and then recommend additional support staff.

My request to the board and to the superintendent is that prior to any expenditure on a special needs study, we should re-examine what percentage of Kim's full-time equivalent employment with the district is allocated to other taskings and appropriately reallocate those taskings.

I was to understand from my engagement with Dan Black and with yourself at Leadership Londonderry's meeting in the LHS Library in the last 60-90 days that the School District was quite successful and efficient with its management of special education programs to include millions of dollars saved by bringing out of district placements back into the district.

Thank you for including my correspondence and for noting my objections and recommendations.

Jonathan Esposito

From: Bob Slater <bslater@londonderry.org>
Sent: Wednesday, April 5, 2023 9:27:56 AM
To: Jonathan Esposito <jespo2006@gmail.com>; Daniel Black <dblack@londonderry.org>
Subject: RE: Special Education Coordinator

Hi Jonathan

I will add your email into the minutes as asked, but before I do I want to make sure that you understand there was no talk of hiring an assistant for Special Ed at the meeting last night. The discussion was about hiring an outside firm to evaluate our Special Education Program. Please let me know if you would still like me to add your email to the minutes.

From: Jonathan Esposito <jespo2006@gmail.com>
Sent: Wednesday, April 05, 2023 6:14 AM
To: SchoolBoard <schoolboard@londonderry.org>
Cc: Daniel Black <dblack@londonderry.org>
Subject: Special Education Coordinator

I disagree with the district's stated intent and/or need to hire an additional staff member to support Kim carpinone as the special education coordinator.

We just approved an 85 million budget and spending needs to be judicious, not like the District has a platinum credit card.

It has been my observation through interactions over the last several months that the special education coordinator for the district is also part of emergency operations planning, but far more so than her role as a special education coordinator requires. This individual is also the identified discrimination / non-discrimination coordinator for the district.

I have had the pleasure of leading troops in hostile areas, and I have been entrusted with the supervision and oversight of clinical staff in my regular lines of work. Labor mapping and distribution for the purposes of financial planning is something that I directly engage in in my day-to-day work.

Before we hire an assistant to supplement special education duties, we should be examining what extracurricular duties and roles can be offloaded from this individual, and those responsibilities shared with other trusted employees of the district, so that this individual can focus more on her primary role.

It should be noted from interactions with multiple parents in the community that parental opinion of the job Kim carpinone is doing is not high. Many parents feel like she could be doing a significantly better job. Some parents have engaged in legal action against the district because of the not great nature of the service she is providing.

We need to be looking at ways to empower this individual and improve their performance, not spending more tax dollars on another position, when last month we were so tight with a nickel that we were talking about putting music on a cart if we didn't pass your budget.

As I was not physically able to attend the 4.4.23 school meeting, I would respectfully ask this correspondence be appended to the minutes also.

Thank you

Jonathan Esposito

Londonderry School Board
Non-Public Minutes
April 4, 2023

PRESENT: Board Members: Mr. Slater, Mrs. Loughlin, Mrs. Butcher, Kevin Gray
Superintendent of Schools: Daniel Black
Interim Assistant Superintendents: Paul Dutton & Jason Parent
Business Administrator: Mrs. McKenney
Human Resource Director: Cindy McMahon
Director of Pupil Services: Kim Carpinone

Mrs. Loughlin moved, seconded by Mrs. Butcher, and passed unanimously (4-0) to enter non-public session under RSA 91-A:3, Section II (b), (c) and (l) at 8:24 PM

Discussion of first legal issue

Discussion of Personnel issue

Kim Carpinone exited the meeting at 8:43 PM

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (4-0) to a Reduction in Force at the High School

Mr. Gray moved, seconded by Mrs. Loughlin, and passed unanimously (3-0-1 Abstain) to approve the two Teacher nominations

Discussion on Support Staff agreement

Discussion of High School Principal search

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (4-0) to accept the Coaching nominations

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (4-0) to exit non-public session at 9:33 PM

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (4-0) to adjourn public session at 9:33 PM

Respectfully submitted,

Daniel Black
Superintendent of Schools

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

The meeting of the Londonderry School Board was held on Thursday, April 6, 2023, at 6:30PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the LHS Cafeteria. The meeting was broadcast on local Cable Access Ch. 21 as well as the District's YouTube Channel.

A quorum of the School Board was in attendance; however, they did not perform any functions of the public body.

1. Londonderry High School Principal Finalist Night Moderated by Scott Spradling. Mr. Black mentions the feedback sheets that will be handed back to the committee. Questions were submitted in advance from the community.

6:30 PM Questions and answers with Matthew Benson:

He is the Principal of Cawley Middle School in Hooksett. He understands that Londonderry has high standards, and he has worked with all levels of education as well as sports. He leads curriculum initiatives, EOP, student management, master schedules and wellness for students and staff. He details his committees that he has worked on. He is up for the challenge and opportunity. He discusses how he prepares the middle school students for high school. He details the math, science, and foreign language programs he has piloted. He talked about how visible he is at the school and in the community and how he would promote school pride. He discussed his leadership style and the relationships he has with staff and students and his effective communication. He talked about teenage mental health issues and substance abuse and how they approach this issue. He would like to bring wellness for staff is opportunities he would like to bring to Londonderry. Challenges are discussed about immersing himself in all aspects with the high standards. He talked about his experience from being the Chair of the Reopening Committee during the Covid and how effective, challenging and how rewarding it was. He sees himself committed and dedicated to Londonderry for the long term.

7:00 PM Questions and answers with Abbey Sloper

She is the Assistant Principal at Londonderry High School. She details why she feels she is the best candidate and talks about school safety and having systems in place. She talks about the advantages of hiring from within. She details the robust co-curricular activities and ensuring capturing the student voices. She talked about the data analysis and how important that information and data points are really looked at now a days. The Pandemic challenges and the recovery modes are detailed. She talked about teenage mental health issues and substance abuse and how they approach this issue. She described her leadership style as what you see is what you get. She feels her biggest challenge for the transition would be the technical pieces. Feedback forms and one on one provide valuable information. She talked about the changes she made with working with staff, parents, and community members with rolling out the ALICE training with 6000 people over a few months. She discussed how she demonstrated leadership and fostered teamwork as an assistant principal especially with Polly Bath sessions and student behaviors and response. She looks at giving Londonderry another ten-year commitment.

April 6, 2023

7:30 PM Questions and answers with Richard Barnes

Former Principal of Hollis Brookline High School in Amherst. He shares why he would be a good fit for Londonderry High School and some personal background. He feels that he can bring a sense of the importance of the culture and climate that Londonderry is known for from the teachers and students. He realizes that academics and co-curriculars activities are both very important. Honoring traditions and preparing students for the future is something he would like to build on and is committed to. He discusses the draw that he had that drove him into education. He details the curricular and instructional changes he has made along the way. He acknowledges that school pride and pride within the community is very strong here and he would continue to be very visible and approachable. He also enjoys travelling with the groups and building relationships outside of the school setting and meet the students. He feels empowering teachers give great results as well as training and supporting them to be successful. His leadership style is discussed. He feels that schools need to recognize that a trauma informed approach needs to be look at to deal with teenage mental issue and substance abuse issues. He gives an assessment of how public education is today after Covid. He talks about the similarities from Hollis Brookline and Londonderry and what he might bring from his past experience to Londonderry. He explains his shift in focus from applying for the Assistant Superintendent job to Principal job. For him it is about an organization and fit and working with the right staff instead of career advancement. He realized when he lost that job opportunity that there would be another opening in a special place. His biggest challenge would be that this is the largest school he has worked at and the number of staff we have to handle a lot more of the jobs he is used to jumping in to take care of with a smaller school. During their accreditation, a real challenge was to find space without building an addition. He downsized his office space which opened a lot of possibilities. The next school he goes to is where he wants to finish his career and be in it for the long term.

2. Adjournment

The meeting was adjourned at 7:30PM.

Respectfully submitted,

Lisa Muse
School Board Secretary



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: April 14th, 2023
Re: Third Reading of Policy JFCA and JFCA-R – Student Dress Code

We believe based on feedback that Policies JFCA and its regulation JFCA-R are both ready for their third and final reading before becoming an updated policy for the Londonderry School District.

Both Londonderry Middle School and Londonderry High School will be able to implement these changes effectively to start the next school year.

- 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

First Reading to Amend: March 21, 2023

Second Reading to Amend: April 4, 2023

Third Reading to Amend: April 18, 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

First Reading to Amend: March 21, 2023

Second Reading to Amend: April 4, 2023

Third Reading to Amend: April 18, 2023



Londonderry School District Business Office

Memo

To: Dan Black
From: Lisa McKenney
Date: April 13, 2023
Re: Infrastructure Bond

At the March 2023 election, the voters approved Article #2 for District Wide Infrastructure Repair and Replacement. Two of the planned projects include pneumatic controls at the High School and Middle School. Siemens is our sole provider of the integrated controls for our heating systems district wide. These systems are proprietary to Siemens and the District has made large investments in the controls over the years when they were upgraded from pneumatic to digital.

We have received quotes on these two projects from Siemens:

	<u>Budget</u>	<u>Quote</u>
• HS Pneumatic Upgrade – Phase II -	\$170,000	\$126,800.
• MS Pneumatic Upgrade – Phase II -	\$325,000	\$348,350.

These projects are scheduled to be completed over the Summer 2023.

PROPOSAL

Londonderry High School Pneumatic Upgrade - Phase II Rev 1

PREPARED BY

Siemens Industry, Inc. ("Siemens")

PREPARED FOR

Londonderry School District - SAU12

DELIVERED ON

April 03, 2023

SMART BUILDINGS

Transforming the Everyday



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Contact Information

Proposal #:	7810203
Date:	04/03/23

Sales Executive:	Michael Wentworth
Branch Address:	66 Mussey Road Scarborough, ME 04074
Telephone:	207-303-8222
Email Address:	michael.wentworth@siemens.com

Customer Contact:	Alan Miller
Customer:	Londonderry School District - SAU12
Address:	6A Kitty Hawk Landing
	Londonderry NH 03053-2049
Services shall be provided at:	Londonderry High School

Project Narrative

Londonderry High School has many HVAC and mechanical systems that are still controlled either pneumatically or by standalone thermostats. These systems are not only aging and subject to frequent failures, the controls do not allow for standard energy savings strategies and practices such as night setback and hot water reset as well as being an increasing challenge for the facilities team to ensure a proper learning environment.

This project will pre-install the building automation network of controls that will replace these systems in Phase III.

Scope of Work

- Provide and install Siemens unitary DXR controller with 24VAC power and CAT6 network connection for each reheat and finned tube zone
- Provide and install discharge air temperature sensors for duct mounted reheat coils
- Provide and install wiring for new zone sensor/thermostats in classrooms and offices and leave coiled above the ceiling for future installation
- Provide and install Siemens unitary PXC controller with Siemens enclosure, 24VAC power and CAT6 network connection for each zone that includes a RTU
- Project management
- System startup and communication testing

Exclusions

- Removing, replacing, cutting, patching, or painting of ceilings or walls
- Roof penetrations, access doors and fire caulking
- Overtime
- Davis-Bacon wages and certified payroll
- 3rd party commissioning
- After hours work
- Asbestos abatement, and work within asbestos area
- Temporary or standby labor and services
- Explosion proof wiring and devices
- Hazardous materials abatement
- Fire protection or sprinkler work
- Federal or State environmental permit or fees
- Night and weekends
- Liquidated damages
- Uniformed fire watch
- Due to the current supply chain conditions the project schedule must be confirmed after contracts are issued
- Due to current worldwide conditions beyond our control the above pricing is only valid for 30 days

Sell Price

Total Quote Price	\$126,800.00
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This price is firm for 30 days from the date of this proposal.

Payment Terms

Payment Terms Acceptance Agreement

The total price of: \$126,800.00 and the estimated return on investment are based on the items outlined in this proposal. ANY STATEMENTS MADE HEREIN REGARDING SAVINGS THAT MAY BE ACHIEVED BY IMPLEMENTING THE SERVICES OFFERED IN THIS PROPOSAL ARE ESTIMATES ONLY. NO WARRANTY, EITHER EXPRESSED OR IMPLIED, SHALL BE CONSTRUED TO ARISE FROM SUCH STATEMENTS, NOR SHALL SUCH STATEMENTS BE CONSTRUED AS CONSTITUTING A GUARANTEE BY SIEMENS THAT SUCH SAVINGS WILL OCCUR IF THE SERVICES ARE IMPLEMENTED.

The Buyer acknowledges that when accepted by the Buyer as proposed by Siemens Industry, Inc., this Proposal and the Siemens RAM Projects Business Standard Terms and Conditions, (together with any other documents, including any applicable Rider(s), incorporated herein) shall constitute the entire agreement of the parties with respect to its subject matter. BY EXECUTION HEREOF, THE SIGNER CERTIFIES THAT (S)HE HAS READ ALL OF THE TERMS AND CONDITIONS AND DOCUMENTS, THAT SIEMENS OR ITS REPRESENTATIVES HAVE MADE NO AGREEMENTS OR REPRESENTATIONS EXCEPT AS SET FORTH THEREIN, AND THAT (S)HE IS DULY AUTHORIZED TO EXECUTE THE SIGNATURE PAGE ON BEHALF OF THE BUYER.

Proposal is valid for thirty (30) days from the delivery date of April 03, 2023. Payment is due within 30 days of invoice date.

Payment Terms: 25% mobilization in advance, progress payments

Total: \$126,800.00

Terms & Conditions Link(s)

Terms and Conditions (Click to download)

[Terms & Conditions \(Unrestricted\)](#)

(www.siemens.com/standard-terms-project-unrestricted)

Price Escalation. If, during the term of this Contract, the price of various materials or labor or logistics are increased as reflected by CRU/IHS Markit/CMAI/COMEX market index, then Siemens may increase the Contract Sum or apply a surcharge to Customer accordingly.

As a result of the global Covid-19 Virus outbreak, temporary delays in delivery, labor or services from Siemens and its sub-suppliers or subcontractors may occur. Among other factors, Siemens' delivery is subject to the correct and punctual supply from sub-suppliers or subcontractors, and Siemens reserves the right to make partial deliveries or modify its labor or services. While Siemens shall make every commercially reasonable effort to meet the delivery or service or completion date mentioned above, such date is subject to change.

To the extent applicable, the following Rider(s) are incorporated and made part of the Siemens Standard Terms and Conditions:

Riders (Click on rider below to download)

[SI Monitoring Rider](#)

(www.siemens.com/rider-monitoring)

[SI Online Backup and Data Protection](#)

(www.siemens.com/rider-data-backup)

[SI UBM or Utility Procurement](#)

(www.siemens.com/rider-ubm)

[SI Software License Warranty](#)

(www.siemens.com/rider-software-license)

[SI Consulting Rider](#)

(www.siemens.com/rider-consuling)

[SI Third Party Rider \(Smart Air Quality™\)](#)

(www.siemens.com/rider-air-quality)

Signature Page

Proposed by:

Siemens Industry, Inc.

Company

Michael Wentworth

Name

7810203

Proposal #

\$126,800.00

Proposal Amount

April 03, 2023

Date

Accepted by:

Londonderry School District - SAU12

Company

Name (Printed)

Signature

Title

Date

Purchase Order #

PROPOSAL

Londonderry Middle School Pneumatic Upgrade - Phase II

PREPARED BY

Siemens Industry, Inc. ("Siemens")

PREPARED FOR

Londonderry School District - SAU 12

DELIVERED ON

March 27, 2023

SMART BUILDINGS

Transforming the Everyday



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Contact Information

Proposal #:	7782063
Date:	03/27/23

Sales Executive:	Michael Wentworth
Branch Address:	66 Mussey Road Scarborough, ME 04074
Telephone:	207-303-8222
Email Address:	michael.wentworth@siemens.com

Customer Contact:	Alan Miller
Customer:	Londonderry School District - SAU 12
Address:	6A Kitty Hawk Landing
	Londonderry NH 03053-2049
Services shall be provided at:	Londonderry Middle School

Scope of Work

Original Building

- Demo and removal of existing pneumatic valves, thermostats and poly/copper piping below ceiling level and capping of all lines above the ceilings
- Provide and install discharge air temperature sensors and modulating electronic two-way control valves for reheat coils and two-position electronic two-way control valves for reheat coils and finned tube radiation
- Provide and install new zone sensor/thermostats in classrooms
- Provide and install Siemens unitary DXR controller with 24VAC power and CAT6 network connection for each reheat and finned tube zone
- Programming, system graphics and as-built documentation
- Project management
- System startup and testing

Addition

- Demo and removal of existing pneumatic valves, thermostats and poly/copper piping below ceiling level and capping of all lines above the ceilings
- Provide and install discharge air temperature sensors and modulating electronic two-way control valves for reheat coils
- Provide and install new zone sensor/thermostats in classrooms
- Provide and install Siemens unitary DXR controller with 24VAC power and CAT6 network connection for each reheat zone
- Programming, system graphics and as-built documentation
- Project management
- System startup and testing

Exclusions

- Removing, replacing, cutting, patching, or painting of ceilings or walls
- Roof penetrations, access doors and fire caulking
- Overtime
- Davis-Bacon wages and certified payroll
- 3rd party commissioning
- After hours work
- Asbestos abatement, and work within asbestos area
- Temporary or standby labor and services
- Explosion proof wiring and devices
- Hazardous materials abatement
- Fire protection or sprinkler work
- Federal or State environmental permit or fees
- Night and weekends
- Liquidated damages
- Uniformed fire watch
- Due to the current supply chain conditions the project schedule must be confirmed after contracts are issued
- Due to current worldwide conditions beyond our control the above pricing is only valid for 30 days

Sell Price

Total Quote Price	\$348,350.00
-------------------	--------------

This price is firm for 30 days from the date of this proposal.

Payment Terms

Payment Terms Acceptance Agreement

The total price of: \$348,350.00 and the estimated return on investment are based on the items outlined in this proposal. ANY STATEMENTS MADE HEREIN REGARDING SAVINGS THAT MAY BE ACHIEVED BY IMPLEMENTING THE SERVICES OFFERED IN THIS PROPOSAL ARE ESTIMATES ONLY. NO WARRANTY, EITHER EXPRESSED OR IMPLIED, SHALL BE CONSTRUED TO ARISE FROM SUCH STATEMENTS, NOR SHALL SUCH STATEMENTS BE CONSTRUED AS CONSTITUTING A GUARANTEE BY SIEMENS THAT SUCH SAVINGS WILL OCCUR IF THE SERVICES ARE IMPLEMENTED.

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Proposal is valid for thirty (30) days from the delivery date of March 27, 2023. Payment is due within 30 days of invoice date.

***Payment Terms: 25% mobilization in advance, progress payments. First invoice to be after July 1, 2023
Total: \$348,350.00***

Terms & Conditions Link(s)

Terms and Conditions (Click to download)

[Terms & Conditions \(Restricted\)](#)

(www.siemens.com/standard-terms-project-restricted)

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[SI UBM or Utility Procurement](#)

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[SI Consulting Rider](#)

(www.siemens.com/rider-consuling)

[SI Third Party Rider \(Smart Air Quality™\)](#)

(www.siemens.com/rider-air-quality)

Signature Page

Proposed by:

Siemens Industry, Inc.

Company

Michael Wentworth

Name

7782063

Proposal #

\$348,350.00

Proposal Amount

March 27, 2023

Date

Accepted by:

Londonderry School District - SAU 12

Company

Name (Printed)

Signature

Title

Date

Purchase Order #



Londonderry School District Daniel Black, Superintendent of Schools

Memo

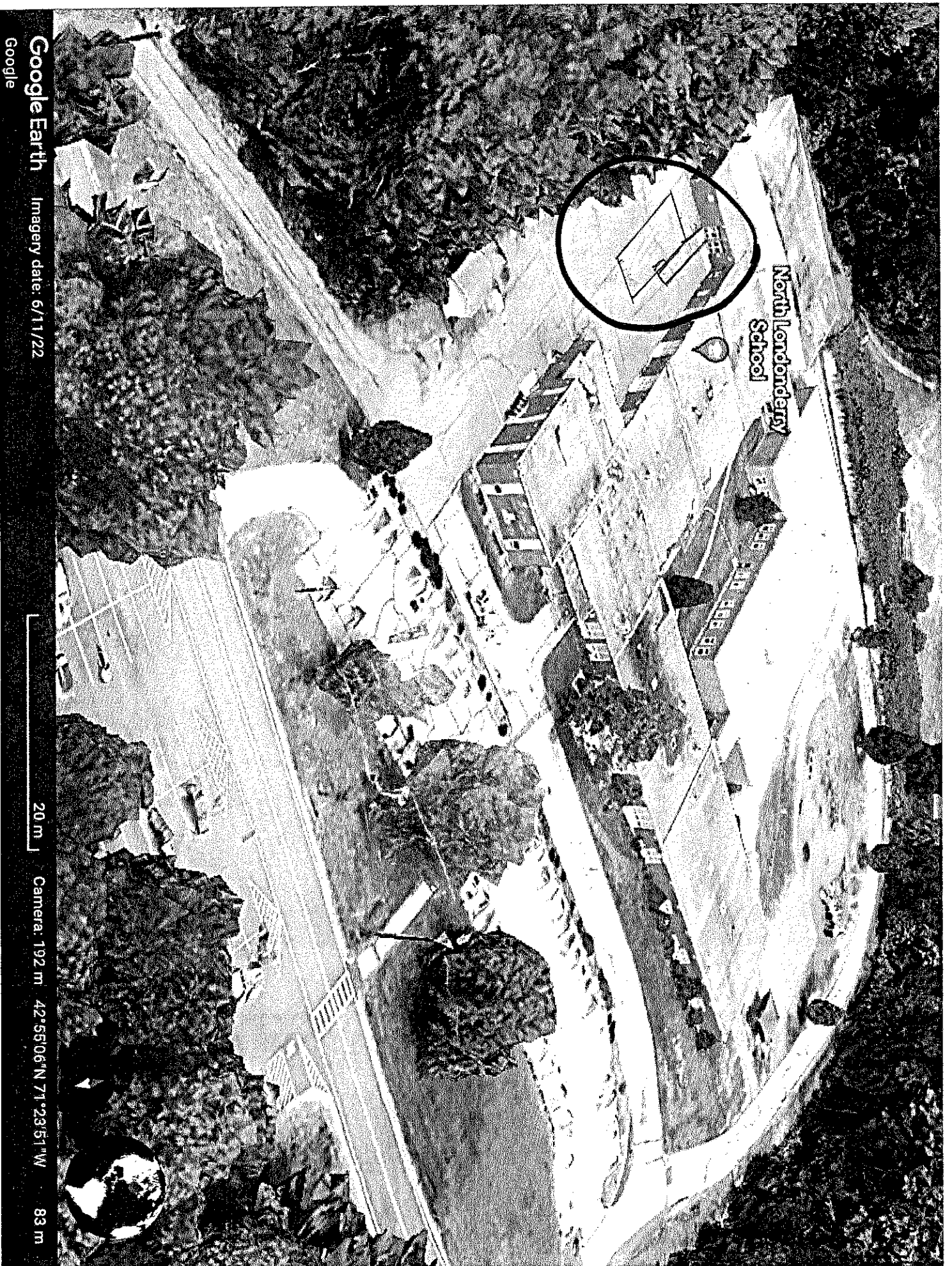
To: Londonderry School Board
From: Dan Black
Date: April 13th 2023
Re: North School Excellent Temporary Classroom

Based on the conversation from the April 4th 2023 School Board meeting we looked into the roof concerns and found out that there is a layer of insulation that dampens any sound issues and we do not have any concerns about noise for the temporary classroom.

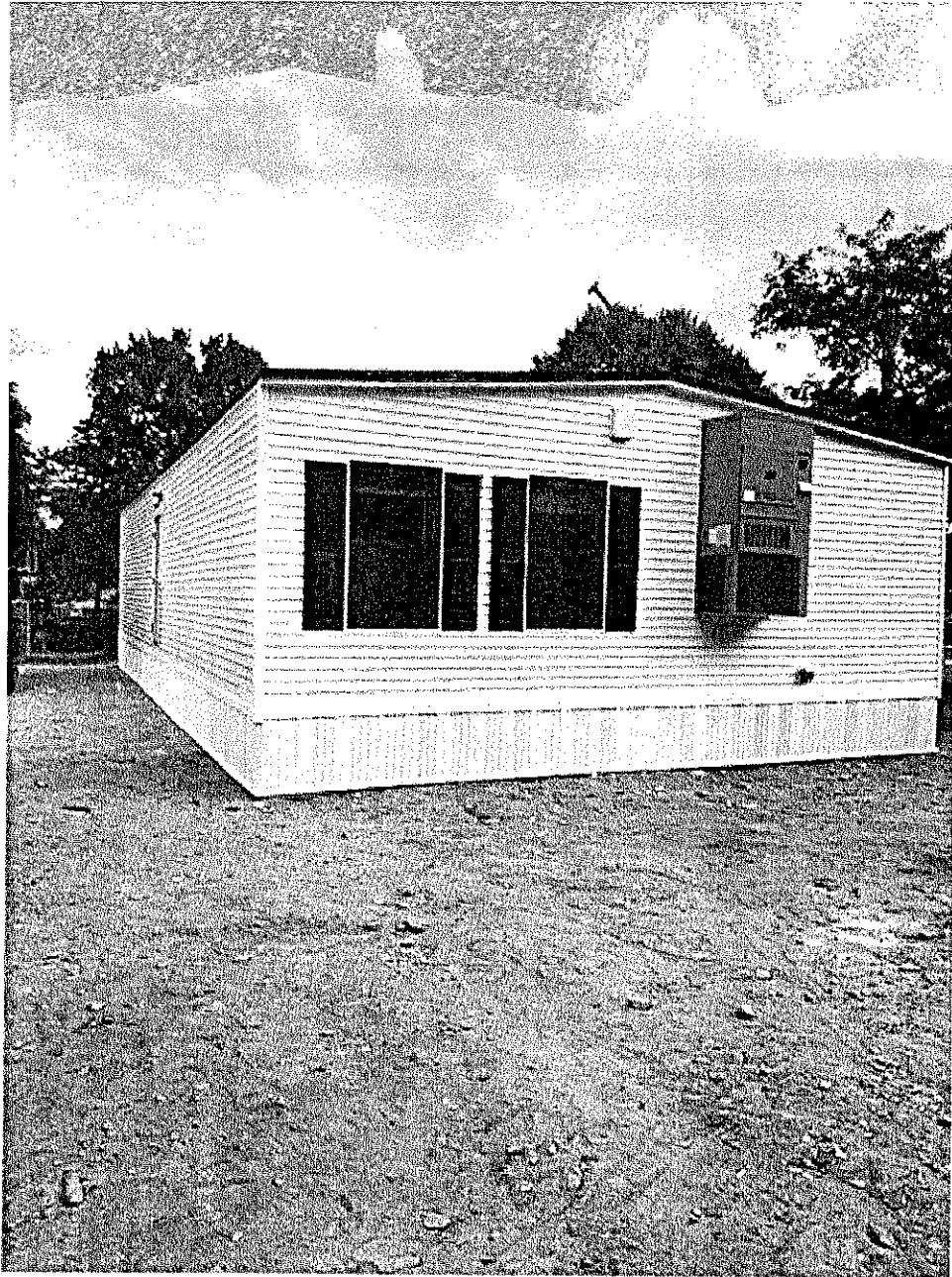
Also based on the conversation from April 4th we can certainly execute an approach of lease to own on this temporary classroom – if that is the School Board's final decision. We would just need the consent of the School Board to head in that direction and we would come back at a later board meeting with the actual lease agreement for the School Board's approval. Here are the financial assumptions below and could change if interest rates change as well.

Option #2-Lease/Purchase Finance (7 year term – 5% interest)

Purchase price	\$161,875 (includes delivery/set up/installation, etc)
FY24 Down Payment	\$ 30,000
Finance Amount	<u>\$131,875</u>
Ongoing Annual Payments (7)	\$ 22,367
<i>(Total interest paid would be \$24,693)</i>	



North Londonderry
School





Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: April 14th, 2023
Re: General Assurances

Once a year, we need to present to the School Board the General Assurances that we follow for all the federal grants that we participate in. We are in compliance with all the general assurances that you can find in the following document. We know we are in compliance because of our high ratings on our audit every year, but also, we must follow all these rules and regulations when we actually come up with our spending plans for the federal grants and seek approval from the NH DOE.

The federal grants that we do not participate in are federal grants we are not eligible for.

**New Hampshire Department of Education
School Year 2023-2024**

GRANT PROGRAM ASSURANCES DOCUMENT

Following are the 2023-2024 school year (SY) New Hampshire Department of Education (NHED) ESEA Program Assurances for the following federal formula grants (see below).

DEADLINE by **May 5, 2023**, the entire ESEA Program Assurances document should be:

- Emailed to ESEAAssurances@doe.nh.gov **and**
- Uploaded in the Grants Management System (GMS) on the LEA homepage for the 2023-2024 SY

Superintendent/Charter School Administrator: indicate which federal program(s) in which the LEA is accepting federal funds for the 2023-2024 SY.

Elementary and Secondary Education Act (ESEA) Programs	Participating	Not participating
Title I, Part A (Improving Basic Programs Operated by LEAs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title II, Part A (Supporting Effective Instruction state grants)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Title IV, Part A (Student Support and Academic Enrichment Grants)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Title IV, Part B (21 st Century Community Learning Centers)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Title V, Part B, Subpart 2 (Rural and Low-Income School Program)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IDEA, Part B (Individuals with Disabilities Education Act)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perkins V (Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Superintendent/Charter School Administrator Contact Information:

Local Education Agency (LEA): Londonderry SAUNumber: 12

Superintendent/Charter School Administrator Contact Name: Daniel Black

Superintendent/Charter School Administrator Contact Phone: (603) 432-6920 x1109

Superintendent/Charter School Administrator Contact Phone Email: dblack@londonderry.org

Local Education Agencies (LEAs) must submit a signed copy of these Grant Assurances to the NHED prior to receiving formula funds for grants awarded under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Grant Assurances, the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations.

As the Superintendent/Charter School Administrator you must carefully review and sign each funding source that you will be accepting for the 2023-2024 SY. There is a signature field for Title III certification and one signature block at the end of the document Assurances that must be signed. Once the document is fully executed it needs to be emailed to ESEAAssurances@doe.nh.gov and uploaded to the LEA homepage of the online Grants Management System (GMS) no later than May 5, 2023. The NHED ESEA team will review and subsequently approve/return the document if it is/is not fully executed. **ESEA grants will not be substantially approved until the LEA has a fully executed and approved ESEA Program Assurances document on file with NHED.**

At the end of this document, you will find the General Education Provisions Act (GEPA) Section 427 which requires each LEA applying for federal funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded projects or activities.

Each LEA accepting federal grants must provide a description of how it will ensure equitable access for students and teachers to participate in federally assisted programs. Please provide a clear and succinct description of how you plan to address those barriers that are applicable to the LEAs circumstances.

Please remember that Program Assurances are reviewed and signed by you, the Superintendent/Charter School Administrator, as a way of indicating your agreement with the laws and regulations specific to certain grant types. The assurances below are not all-inclusive as to the entire scope of requirements for the LEA. Superintendents/Charter School Administrators are responsible for understanding all requirements of the grants they receive.

The Process:

Please read each step carefully:

1. The Superintendent/Charter School Administrator indicates which federal program(s) in which the LEA is accepting funds for the 2023-2024 SY and provides their contact information.
2. The Superintendent/Charter School Administrator carefully reviews the assurances for each federal program in which the LEA is participating and consults with the LEA School Board/Board of Trustees about the assurances.
3. The Superintendent/Charter School Administrator signs and dates the bottom of the Program Assurance document.
4. **All** Superintendent/Charter School Administrators (or designee) must complete the GEPA section.
5. The assurances must then be emailed to ESEAAssurances@doe.nh.gov and uploaded to the LEA Homepage of the online Grants Management System (GMS) by May 5, 2023.

Please contact your NHED program manager if you have any questions.

Section A: Assurances for ESEA - Title I, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title I, Part A the LEA will:

A-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of students participating in programs assisted under Title I, and not to supplant such funds. *Section 1118(b).*

Under ESEA, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. This should expand Title I's spending options. Title I costs must still be allowable and must still support eligible students among other requirements.

A-2 MEET COMPARABILITY OF SERVICES REQUIREMENTS

Ensure compliance with all comparability requirements, including establishing and implementing on a grade-span by grade-span basis or a school-by-school basis: (a) a local educational agency-wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. *Section 1118(c).*

A-3 INFORM SCHOOLS ABOUT SCHOOLWIDE PROGRAM OPTIONS AND PROVIDE TECHNICAL ASSISTANCE TO SCHOOLWIDE PROGRAMS

Inform eligible schools (40% poverty and above) and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources under *Section 1114.*

Provide technical assistance and support to schoolwide programs, including a one-year planning period (exceptions provided in *Section 1114 (b)(1)*), in consultation with stakeholders described in *Section 1114(b)(2)* resulting in a written plan that addresses the required components pursuant to *Section 1114.*

A-4 PROVIDE SERVICES TO ELIGIBLE STUDENTS IN TARGETED ASSISTANCE SCHOOLS

Provide supplementary services to educationally disadvantaged students in Title I schools. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria, pursuant to *Section 1115.*

A-5 PROVIDE ASSISTANCE TO SCHOOLS TO CLOSE THE ACHIEVEMENT GAP

Ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. *Section 1112(b).*

A-6 ENSURE QUALIFIED AND EFFECTIVE EDUCATORS IN ALL LEA SCHOOLS

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or beginning educators. *Section 1111(g)(1)(B)*.

Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *Section 1111(g)(2)(J)*.

At the beginning of each school year, the LEA receiving funds under this Part shall notify the parent(s) of each student attending any school receiving funds under this Part that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (I) Whether the students' teacher (I) has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, (III) is teaching in the field of discipline of the certification of the teacher. *Section 1112(e)(1)*.

A-7 USE INTERVENTIONS THAT IMPROVE OUTCOMES FOR STUDENTS

Take into account the strength of the evidence when selecting curricula and relevant interventions, identifying supports, services, and interventions that are likely to be effective for improving student outcomes. Title I, Section 1003 requires the use of evidence-based interventions that meet higher levels of evidence for schools identified for Comprehensive or Targeted Support and Improvement. *Section 1003 (b)(1)(B)* and *Section 8101(21)(A)*.

A-8 ASSIST SCHOOLS TO INCREASE PARENT AND FAMILY ENGAGEMENT

Develop and maintain a written policy on parent and family engagement and work in consultation with schools as they develop and implement their plans for activities under *Section 1116*. Parents shall be notified of this policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. *Section 1116(b)(1)*.

Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this Part consistent with this Section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the LEA's expectations and objectives for meaningful parent and family involvement. *Section 1116(a)(1-2)*.

A-9 ALIGN EARLY CHILDHOOD SERVICES WITH HEAD START STANDARDS

In the case of an LEA that chooses to use funds under this Part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under *Section 641A(a)* of the Head Start Act (42 USC §9836a(a)). *Section 1112(c)(7)*.

A-10 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:

Provide, after timely and meaningful consultation with private school officials, equitable services to eligible students attending private elementary and secondary schools in accordance with *Section 1117*.

The LEA must consult with each non-public school about the Title I, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by emailing ESAffirmation@doe.nh.gov and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

A-11 IMPLEMENT THE STATEWIDE ASSESSMENT PROGRAM AND USE ASSESSMENT RESULTS TO REVIEW AND ASSESS PROGRESS:

Comply with the statewide assessment program requirements under *Section 1111 (b)(2)* or Innovative Assessment and Accountability Demonstration Authority under *Section 1204(b)(1)*, (i.e. Performance Assessment for Competency Education). Use the results of the statewide assessment and other measures or indicators available to the LEA, to review annually the progress of each school served by the LEA and receiving funds under this Part. In addition, make widely available through public means (includes posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA for each grade level served, information on each assessment required by the State to comply with *Section 1111*, other assessments required by the State, and where such information is available and feasible to report, assessments required by the LEA, including: (i) subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available: (I) the amount of time students will spend taking the assessment and the schedule for the assessment; and (II) the time and format for disseminating results.

A-12 PARTICIPATE IN THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP), GRADES 4 and 8, READING AND MATHEMATICS:

Participate, if selected, in NAEP for reading and mathematics in grades 4 and 8 carried out under *Section 303(b)(3)* of the NAEP Authorization Act (*20 USC SEC 9622(b)(3)*).

A-13 PROVIDE TIMELY STUDENT REPORTS TO PARENTS AND TEACHERS

Ensure that the results from the statewide academic assessments required under *Section 1111(b)(2)* and *Section 1204(b)(1)* will be provided to parents and teachers as soon as practicable after the assessment is taken, in an understandable and uniform format and, to the extent feasible, in a language that the parents can understand.

A-14 PUBLICLY DISSEMINATE ANNUAL LEA AND SCHOOL REPORT CARDS

Disseminate LEA and school report cards containing, at a minimum, information on teacher quality, assessment, and school and LEA accountability to all schools in the LEA and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand, and make the information available through public means. *Section 1111(h)(2)*.

A-15 COORDINATE WITH OTHER EDUCATIONAL SERVICES

Coordinate and integrate services provided under this Part with other educational services at the LEA or individual school level, such as services for English Learners, children with disabilities, migratory children, American Indian, Alaska Native, and the Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

In compliance with *Section 1112*, coordinate and integrate services with other programs under this Act (including Title I, Part C, Title II, Title III, etc.), the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the McKinney-Vento Homeless Assistance Act, the Head Start Act, the Adult Education and Family Literacy Act, and other Acts, as appropriate. Equity of services will be met for disadvantaged students, to include:

- Selecting migratory children who are eligible to receive services on the same basis as other children who are selected to receive services;
- Conducting outreach to identify homeless children and youth and working in consultation with shelters and other community agencies to identify and remove barriers to enrollment;
- Assuring space is available in Title I programs for students in foster care, homeless children and youth, and that homeless students are eligible for Title I services by virtue of their homelessness.
- Complying with the requirements of Immigrant Data Collection Survey located in the NH DOE Education Statistics System on an annual basis to ensure appropriate services are provided to English language learners; and
- If the LEA uses Title I or Title III funds to provide a language instruction educational program as determined under Title III, the LEA must comply and coordinate parent services for English learners as outlined in *Section 1112(3)(A-D)*.

A-16 ENSURE THE EDUCATIONAL STABILITY OF STUDENTS IN FOSTER CARE

Enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement. *Section 1111(g)(1)(E)(i)*.

Ensure that if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment. *Section 1111(g)(1)(E)(ii)*. LEAs will immediately contact the school of origin to obtain relevant academic and other records. *Section 1111(g)(1)(E)(iii)*.

Develop and implement clear written procedures governing transportation for students in foster care in their school of origin when in their best interest. The procedure will be provided, arranged, and funded for the duration of their time in foster care, and ensure that students promptly receive that transportation. The transportation procedure must describe how this requirement will be met in the event of a dispute regarding which agency or agencies (LEA, multiple LEAs or child welfare agency) will pay any additional costs incurred in providing transportation and must describe which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. *Section 1112(c)(5); 34 Code of Federal Regulations §299.13(c)(1)(ii)*.

Designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. *Section 1111(g)(1)(E)(iv)*.

A-17 COORDINATION REQUIREMENTS:

Coordinate activities described under *Section 1119 (b)* with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities, i.e., systematic procedures for receiving records of preschool children, communication, parent and

family engagement, teachers and Head Start to discuss needs of children, joint transition-related training and linking LEA educational services with Head Start agencies. *Section 1119.*

A-18 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

Reserve Title I, Part A funds as necessary to provide comparable services to homeless children and youth that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youth in public schools, shelters and other locations where children may live (institutions for neglected children and, where appropriate, local institutions such as local community day school programs). This reservation requirement is not formula driven. The method of determination of such funds shall be determined as follows:

- Based on the total allocation received by the LEA; and,
- Prior to any allowable expenditure or transfers by the LEA. *Section 1113(c)(3)(A).*

Section B: Assurances for ESEA - Title II, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title II, Part A the LEA will:

B-1 ENGAGE IN CONSULTATION AND USE DATA

Use data (*Section 2102(b)(2)(D)*) and ongoing consultation described in *Section 2102(b)(3)* to continually update and improve activities supported under this Part.

B-2 TARGET FUNDS TO NEEDIEST SCHOOLS

Target funds to schools within the jurisdiction of the LEA that are implementing comprehensive support and improvement activities under *Section 1111(d)* and have the highest percentage of low income children counted under *Section 1124(c)*. *Section 2102(c)*

B-3 ENSURE PRIVATE SCHOOL PARTICIPATION

Comply with *Section 8501* regarding equitable participation by private school teachers in professional development activities. Provide for the equitable participation of private school teachers, and other educational personnel in private schools, and engage in meaningful consultation, in a timely manner, with private school officials during the design and development of their Title II, Part A program. *Section 2102(b)(2)(E)*.

The LEA must consult with each non-public school about the Title II, Part A grant. The LEA must maintain a written record of this consultation in its records and provide a copy to the SEA by emailing ESAffirmation@doe.nh.gov and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

B-4 PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

Ensure that all professional development activities provided are evidenced-based and intended to improve the subject matter knowledge and the teaching and leadership skills of teachers, principals, and administrators and, in appropriate cases, paraprofessionals, and coordinated with professional development activities authorized under this Part with professional development activities provided through other Federal, State, and local programs. *Section 2102(b)(2)(F)*.

B-5 SUPPLEMENT, NOT SUPPLANT

Ensure that Title II, Part A funds shall only be used to supplement, and not supplant, non-federal State and local funds that would otherwise be used for activities authorized under Title II, Part A. *Section 2301*.

Section C: Assurances for ESEA - Title III, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title III, Part A the LEA will:

C-1 CONSULT WITH OTHERS ON PLAN DEVELOPMENT

Assure consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. *Section 3116(b)(4)(C).*

C-2 ASSESS ENGLISH PROFICIENCY ANNUALLY

Assess annually the English proficiency of all English learners participating in a program funded under Title III, consistent with *Section 1111(b)(2)(B)* and *(G)*. *Section 3113(b)(3)(A)* and *(B)*.

C-3 USE EFFECTIVE APPROACHES AND METHODOLOGIES

Use effective approaches and methodologies for teaching English learners and immigrant children and youth to: 1) develop and implement new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs, 2) carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, 3) implement, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learner and immigrant children and youth, 4) implement, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant program, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth. *Section 3115(a)(1-4).*

C-4 COMPLY WITH PRIVATE SCHOOL PARTICIPATION REQUIREMENTS

After timely and meaningful consultation with appropriate private school officials, provide to children who are enrolled in private elementary and secondary schools in areas served by such agency, consortium, or entity and to their teachers or other educational personnel, on an equitable basis, educational services or other benefits that address their needs under Title III the program. *Section 8501.*

The LEA must consult with each non-public school about the Title III, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by emailing ESAffirmation@doe.nh.gov and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

C-5 ASSESS ENGLISH LEARNERS IN ENGLISH

Comply with the requirement in *Section 1111(b)(2)(B)(ix)* regarding assessment of English learners in English. *Section 3113(b)(3)(A).*

C-6 BE IN COMPLIANCE WITH STATE LAWS

Assure, by signing in this section, that the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners (EL), consistent with *Sections 3125 and 3126. Section 3116(b)(4)(B).*

C-7 USE TITLE III FUNDS TO ONLY SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Title III funds in order to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learner and Immigrant children and youth, and in no way supplant such Federal, State, and local public funds. *Section 3115(g).*

C-8 USE OF FUNDS

Use Title III funds to increase the English language proficiency of English learners, provide effective professional development, and implement effective parent, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for ELs. *Section 3115(c).*

C-9 SELECT METHODS OF EFFECTIVE INSTRUCTION

Select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. *Section 3115(f)(1)*

C-10 COMPLY WITH PARENT REQUESTS FOR INFORMATION ABOUT STAFF EDUCATING THEIR CHILDREN

Ensure that each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year. *Section 3116(b)(4)(A).*

C-11 COORDINATE WITH HEAD START AND EARLY HEAD START

Coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. *Section 3116(b)(4)(D).*

C-12 USE OF IMMIGRANT SET-ASIDE FUNDS

Understand that by accepting Title III Immigrant Set-Aside funds, if applicable, to use these funds to support activities that provide enhanced instructional opportunities for immigrant children and youth and agree to comply with all associated program requirements. *Section 3115(e).*

C-13 REPORT ON A BIENNIAL BASIS

Ensure that at the conclusion of every second fiscal year during which the subgrant is received, the LEA provides the Department of Elementary and Secondary Education (DESE) with a report in the form prescribed by the DESE, on the activities conducted and children served as described in *Section 3121*. ESSA, Title III, *Section 3121(a).*

Title III LEA CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH	
I certify that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <i>Section 3116(c).</i>	
<u>Daniel Black</u> <small>Daniel Black (Apr 12, 2023 10:42 EDT)</small>	4/12/23
Signature of the Superintendent / Charter School Administrator	Date

Section D: Assurances for ESEA - Title IV, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title IV, Part A the LEA will:

D-1 UNDERSTAND THE PURPOSE OF THE TITLE IV, PART A PROGRAM [ESSA SECTION 4101]

The purpose of the Title IV-A Program is to improve students' academic achievement by increasing the capacity of the LEA schools, and local communities to:

- (1) provide all students with access to a well-rounded education;
- (2) improve school conditions for student learning; and
- (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

D-2 PRIORITIZE THE DISTRIBUTION OF FUNDS TO MOST IN NEED SCHOOLS OR STUDENT POPULATIONS [ESSA SECTION 4106 (e)(2)(A)]

The LEA, or consortium of LEAs, shall assure they prioritize the distribution of Title IV, Part A funds to schools that:

- (a) are among the schools with the greatest need (as determined by the LEA);
- (b) have the highest percentages of low-income students;
- (c) are identified for comprehensive support and improvement;
- (d) have consistently underperforming subgroups;
- (e) are identified as a persistently dangerous public elementary school or secondary school under Section 8532.

D-3 DEVELOP AN APPLICATION THROUGH CONSULTATION WITH A TITLE IV-A STAKEHOLDER TEAM [ESSA SECTION 4106 (c)]

An LEA, or consortium of LEAs, shall develop its application through consultation with a Title IV-A Stakeholder Team that includes representatives from a variety of stakeholder groups. The Stakeholder Team should include, but not be limited to, parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives, private school leaders who participate in equitable services, other school leaders, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV-A.

D-4 PRIORITIZE ACTIVITIES IN THE APPLICATION ON NEED AND CONDUCT A COMPREHENSIVE NEEDS ASSESSMENT, IF NECESSARY [ESSA SECTION 4106 (d)]

The Stakeholder Team of an LEA, or consortium of LEAs, shall prioritize the needs based on an assessment of for improvement of—

- (a) access to, and opportunities for, a well-rounded education for all students;
- (b) school conditions for student learning in order to create a healthy and safe school environment; and
- (c) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Exception: A local educational agency receiving an allocation under section 4105(a) in amount that is less than \$30,000 shall not be required to conduct a comprehensive needs assessment.

Frequency of Needs Assessment: Each LEA, or consortium of LEAs, shall conduct a needs assessment described above at least once every 3 years.

D-5 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS [ESSA SECTION 4106 (e)(2)(B)]

The LEA will provide, after timely, meaningful, and continued consultation with private, nonprofit (ESSA Section 8101) school officials, equitable services to eligible students attending private, non-profit elementary and secondary schools in accordance with Section 8501.

The LEA must consult with each non-public school about the Title IV, Part A grant, and include representation on their Stakeholder Team. The LEA must maintain a written records of consultation and participation in its records and provide a copy of the initial consultation to the SEA by emailing ESAffirmation@doe.nh.gov and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS).

D-6 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT [ESSA SECTION 4106 (e)(2)]

The LEA will assure that one of these conditions shall apply:

(1) If the LEA, or consortium of LEAs, receives a Title IV-A allocation in an amount less than \$30,000, shall be required to develop activities that support at least one of the three Title IV-A Program areas. [ESSA Section 4106 (f)]

(2) If the LEA, or consortium of LEAs, receives a Title IV-A allocation greater than \$30,000, the LEA shall be required to develop activities that support at least one of the three Title IV-A Program areas, in the following proportion:

- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities. [ESSA Section 4106 (e)(2)(C)]
- use not less than 20 percent of funds received under Title IV-A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students. [ESSA Section 4106 (e)(2)(D)]
- use a portion of funds received under Title IV-A to support one or more activities authorized under section 4109(a), but will not use more than 15% of funds in this program area to purchase technology infrastructure to support the effective use of technology, according to section 4109(b). [ESSA Section 4106 (e)(2)(E)]

D-7 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES [ESSA SECTION 4110)

The LEA will use Title IV, Part A funds only to supplement, not supplant, non-Federal funds that would otherwise be used for activities that are authorized under Title IV, Part A, but are either state/locally required or have been previously funded through state or local budgets.

D-8 ANNUAL REPORTING TO THE STATE [ESSA SECTION 4104]

The LEA will annually report to the State for inclusion in the report described in Section 4104(a)(2) how funds are being used under Title IV-A, including the degree to which the LEA has made progress toward meeting the objectives and outcomes of their activities as described in 4106(e)(1)(E).

Section E: Assurances for ESEA - Title IV, Part B

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title IV, Part B the LEA will:

- E-1** Operate all Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) programs in a manner that will maximize the program's impact on the academic performance of the participating students. Programs will provide a breadth of activities and services that offer opportunities for students to learn new skills, develop creative ways to approach challenges and achieve academic success (ESEA Section 4204(b)(2)(J)).
- All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. Lesson and/or unit plans for academic enrichment activities will be required. Each student in the program must be offered the full breadth of programming each week (ESEA Section 4204(b)(2)(B), ESEA Section 4205(a) and ESEA Section 4204(a)(2)).
- Services and benefits provided must be secular, neutral and non-ideological. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship or prayer. Faith-based organizations (FBOs) may offer such practices, but not as part of the program receiving federal assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. (2 CFR 3474.15).
- E-2** Implement activities based on evidence-based research. The authorizing statute provides measures of effectiveness to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on evidence-based research. The programs or activities must be based in research that shows that the students will meet challenging State academic standards (ESEA Section 4204(b)(2)(E)).
- E-3** Use 21st CCLC funds to increase the level of state, local and/or other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds (ESEA Section 4204(b)(2)(G)). Programs must also coordinate Federal, State, and local programs to make the most effective use of resources (ESEA Section 4204(b)(2)(C)). Programs are prohibited from using 21st CCLC funds to pay for existing levels of service; rather, grant funds must supplement, not supplant, existing services. Funds may be used to expand or enhance current activities, or to establish programs in non-participating schools within a local education agency (LEA)/community-based organization (CBO) that has a 21st CCLC grant.
- E-4** Will provide program facility(ies) that are as available and accessible to participants as the students' local school. The facility(ies) has/have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area and study area. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home (ESEA Section 4204(b)(2)(A)(ii)). The program will take place in a safe and easily accessible facility (ESEA Section 4204(b)(2)(A)(i)).

- E-5** Will provide nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. Depending on when the 21st CCLC program operates, a supplemental snack and/or meal must be offered to each student, each day. Students shall not be charged for costs associated with supplemental snacks/meals. Documentation of meeting supplemental snack/meal requirements is required and may be subject to monitoring. (7 CFR 210.10 and 7 CFR 210.9(c)(1-8)).
- E-6** Offer children with special needs the same opportunities as children in the general population in accordance with state and federal laws. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. Description of services to students with special needs shall be documented and may be subject to monitoring (GEPA 427 General Educational Provisions Act).
- E-7** In accordance with ESEA SEC 4201(a)(3), 21st CCLC programs are required to offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents. A minimum of three (3) meaningful family engagement activities will occur throughout the year. Programming will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals.
- E-8** Have a professional development plan that is responsive to the needs of its staff and identifies the professional development activities for staff delivering program activities. Conferences and trainings will be linked to the 21st CCLC funding purpose. 21st CCLC orientation/professional development and evidence of staff training shall be documented, uploaded to Cayen systems and may be subject to monitoring (ESEA Section 4203(a)(6)). In accordance with ESEA Section 4204(b)(2)(M), if the program plans to use volunteers in activities carried out through the community learning center, a description is needed of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.
- E-9** Have partners to help coordinate the use of resources and implement components of programming that are not paid for with 21st CCLC funds. Partnerships through public and private community agencies will be developed to help carry out the activities identified in the needs assessment and in the development of a well-rounded community learning center that offers diversity in programming. In accordance with ESEA Section 4204(b)(2)(H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity needs to be established prior to entering into a relationship with any entity. Funded 21st CCLC programs will complete a memorandum of understanding (MOU) as a formal agreement between all relationships with a partner/contractor, as described in 2 CFR Part 200.331 and maintain documentation to support that the partnership is completed prior to engaging the outside entity.
- E-10** According to ESEA, Section 4204(b)(2)(D), the 21st CCLC program will document that it was developed and implemented in active collaboration with the school district attended by the participating students. Adequate communication between the 21st CCLC program staff and the

students' regular school day teachers, school administrators and family members is critical to ensure student needs are addressed in the 21st CCLC program. **The agency has a written MOU with the school district stating how pertinent student data will be shared from the school district to the 21st CCLC program and how these groups will share information about the needs and performance of 21st CCLC students.** The written MOU will also include how the regular school lessons will be identified and reinforced during the 21st CCLC program.

- E-11** In accordance with ESEA Sec. 4204(b)(2)(K), have at least a preliminary plan for how the 21st CCLC program will continue after funding ends. Program will plan to sustain their 21st CCLC program by building partnerships and collaborating with other school and community agencies to build support for resources needed to sustain the program. Must demonstrate how the proposed program will coordinate federal, state and local programs and make the most effective use of public resources. Establish a written plan to be disseminated through community outreach and engagement strategy that communicates the benefits of the program and persuades community leaders and entities to provide in-kind and/or financial support to sustain and expand access to community learning centers to low-income students (ESEA Section 4204 (b)(2)(C)).
- E-12** Establish a local 21st CCLC Advisory Board comprised of students, teachers, parents and members of community agencies and businesses. The agency will collect and maintain documentation of board meetings, such as minutes and attendance lists. The Advisory Board will consider such topics as program needs and concerns, operations and sustainability. The Advisory Board will include **at least one parent and one student (if the program is serving middle or high school students) and take place a minimum of three (3) times per school year.** Documentation supporting 21st CCLC advisory board meetings are required to be uploaded to Cayen systems and may be subject to monitoring.
- E-13** Manage property acquired (e.g., computers, classroom desks, tables) under the 21st CCLC program in accordance with Federal regulations. Equipment and supplies will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired. If the 21st CCLC program at the facility(ies) is not maintained after federal funding expires, all equipment and supplies will be used and/or distributed in accordance 2 CFR 200.313 and 2 CFR 200.314.
- E-14** Fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the NHED and/or authorized representatives. The subrecipient agrees to participate in all statewide evaluation activities (e.g., cooperate with site visits, cooperate with the quality improvement evaluation process, responding to data requests, submitting accurate and on time data). The subrecipient will submit all required data and reports, as required and/or requested, to the NHED and the US Department of Education (USED) (ESEA Section 4203(A)(14)).
- E-15** Ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures, etc. will be clearly listed and widely disseminated, and that they will conform to applicable local and state practices/standards (ESEA Section 4204(b)(2)(iii)).
- E-16** Provide a timely and meaningful consultation with private school officials, providing equitable services to eligible students attending private elementary and secondary schools. The subrecipient must consult with each non-public school about the 21st CCLC grant. Consultation to private schools must be completed on an annual basis with the required Equitable Services Affirmation document by emailing ESAffirmation@doe.nh.gov and posting the fully executed document on the LEA homepage in the online Grants Management System (GMS) by June 30th prior to the start of each fiscal year, throughout the five (5) year grant cycle, in order for the grant to be approved to expend funds in the upcoming fiscal year. The applicant shall give the appropriate

representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. (Title IX, Part E Uniform Provisions, Subpart 1, Section 9501).

- E-17** The 21st CCLC program will target students who primarily attend schools with eligible programs under ESEA Section 1114, 1111, 1115 and 1113 and the families of such students (ESEA Section. 4204(b)(2)(F), ESEA Section. 4203(a)(3) and ESEA Section 4204(i)(1)(A)(i)).
- E-18** Agree that the NHED 21st CCLC Program Office shall periodically review the progress made on the activities and deliverables listed. If the subrecipient fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of information, proposed activities and/or proposed goals/objectives) or to make appropriate progress on the activities and/or towards the development of the program, and they are not resolved within four (4) weeks of notification, the 21st CCLC Program Office will (1) approve a reduced payment, (2) request the applicant redo the work and/or (3) terminate the project (2 CFR 200.339).

Section F: Assurances for ESEA - Title V, Part B, Subpart 2

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESEA, Title V, Part A, Subpart 2 the LEA will:

F-1 USE FEDERAL FUNDS FOR AUTHORIZED ACTIVITIES

Use Title V, Part A, Subpart 2 funds only for the following:

- (1) Activities authorized under part A of title I.
- (2) Activities authorized under part A of title II.
- (3) Activities authorized under title III.
- (4) Activities authorized under part A of title IV.
- (5) Parental involvement activities. *Section 5222.*

F-2 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Title V, Part A, Subpart 2 funds only to supplement, not supplant, non-Federal funds that would otherwise be used for Title V, Part A, Subpart 2 activities. *Section 5232.*

SECTION G: ASSURANCES FOR IDEA, Part B

All Sections cited are from the Individuals with Disabilities Education Act as amended by P.L. 108-446, and the IDEA Regulations (34 CFR §300.201 through §300.213) unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in IDEA, Part B the LEA will:

- G-1. Assure that the LEA meets each of the conditions in 34 CFR §300.201 through §300.213, including:**

§300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under Sec. Sec. 300.101 through 300.163, and Sec. Sec. 300.165 through 300.174. (*Authority: 20 U.S.C. 1413(a)(1)*)

§300.202 Use of amounts.

(a) General. Amounts provided to the LEA under Part B of the Act--

- (1) Must be expended in accordance with the applicable provisions of this part;
- (2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
- (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) Excess cost requirement.

(1) General.

(i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the non-supplanting and other requirements of this part in providing the education and services for these children.

(2) (i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in Sec. 300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with Sec. 300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in Sec. 300.16 in those agencies for elementary or secondary school students, as the case may be. (*Authority: 20 U.S.C. 1413(a)(2)(A)*)

§300.203 Maintenance of effort.

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (i) Local funds only;

- (ii) The combination of State and local funds;
 - (iii) Local funds only on a per capita basis; or
 - (iv) The combination of State and local funds on a per capita basis.
- (2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§ 300.204 and 300.205 that the LEA:
- (i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
 - (ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.
- (b) *Compliance standard.* (1) Except as provided in §§ 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- (2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§ 300.204 and 300.205:
- (i) Local funds only;
 - (ii) The combination of State and local funds;
 - (iii) Local funds only on a per capita basis; or
 - (iv) The combination of State and local funds on a per capita basis.
- (3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.
- (c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of § 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.
- (2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.
- (3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.
- (d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the

amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower. (Approved by the Office of Management and Budget under control number 1820-0600) (*Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014)*)

§ 300.204 Exception to maintenance of effort.

Notwithstanding the restriction in Sec. 300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- (a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- (b) A decrease in the enrollment of children with disabilities.
- (c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child--
 - (1) Has left the jurisdiction of the agency;
 - (2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - (3) No longer needs the program of special education.
- (d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- (e) The assumption of cost by the high cost fund operated by the SEA under Sec. 300.704(c). (*Authority: 20 U.S.C. 1413(a)(2)(B)*)

§300.205 Adjustment to local fiscal efforts in certain fiscal years.

- (a) Amounts in excess. Notwithstanding Sec. 300.202(a)(2) and (b) and Sec. 300.203(a), and except as provided in paragraph (d) of this section and Sec. 300.230(e)(2), for any fiscal year for which the allocation received by an LEA under Sec. 300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by Sec. 300.203(a) by not more than 50 percent of the amount of that excess.
- (b) Use of amounts to carry out activities under ESEA as amended by ESEA. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA as amended by ESEA regardless of whether the LEA is using funds under the ESEA as amended by ESSA for those activities.
- (c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.
- (d) Special rule. The amount of funds expended by an LEA for early intervening services under Sec. 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section. (*Authority: 20 U.S.C. 1413(a)(2)(C)*)

§300.206 Schoolwide programs under Title I of the ESEA as amended by ESSA.

- (a) General. Notwithstanding the provisions of Sec. Sec. 300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA as amended by ESSA, except that the amount used in any schoolwide program may not exceed--
 - (i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by
 - (ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

- (2) The number of children with disabilities participating in the schoolwide program.
- (b) Funding conditions. The funds described in paragraph (a) of this section are subject to the following conditions:
- (1) The funds must be considered as Federal Part B funds for purposes of the calculations required by Sec. 300.202(a)(2) and (a)(3).
- (2) The funds may be used without regard to the requirements of Sec. 300.202(a)(1).
- (c) Meeting other Part B requirements. Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools--
- (1) Receive services in accordance with a properly developed IEP; and
- (2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act. (*Authority: 20 U.S.C. 1413(a)(2)(D)*)

§300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of Sec. 300.156 (related to personnel qualifications) and section 2122 of the ESEA as amended by ESSA. (*Authority: 20 U.S.C. 1413(a)(3)*)

§300.208 Permissive use of funds.

- (a) Uses. Notwithstanding Sec. Sec. 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:
- (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.
- (2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with Sec. 300.226.
- (3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.
- (b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities. (*Authority: 20 U.S.C. 1413(a)(4)*)

§300.209 Treatment of charter schools and their students.

- (a) Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part.
- (b) Charter schools that are public schools of the LEA.
- (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must--
- (i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and
- (ii) Provide funds under Part B of the Act to those charter schools--
- (A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under Sec. 300.705 and includes other public schools--

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section. (*Authority: 20 U.S.C. 1413(a)(5)*)

§300.210 Purchase of instructional materials.

(a) General. Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under Sec. 300.172.

(b) Rights of LEA.

(1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in Sec. 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. (*Authority: 20 U.S.C. 1413(a)(6)*)

§300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to Sec. Sec. 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. (*Authority: 20 U.S.C. 1413(a)(7)*)

§300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act. (*Authority: 20 U.S.C. 1413(a)(8)*)

§300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA as amended by ESSA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. (*Authority: 20 U.S.C. 1413(a)(9)*)

G-2 PRIVATE SCHOOL PARTICIPATION

Provide for services on behalf of students with disabilities enrolled in private schools as required by IDEA. (*Authority: 20 U.S.C. 1412(a)(10)*).

G-3. IEP SERVICES CONSISTENT WITH LAW

Provide all services specified in eligible students' accepted individualized education programs (IEPs) consistent with the requirements of state and federal special education law and regulations. (*Authority: 20 U.S.C. 1414(d); NH PART Ed1109*).

Section H: Assurances for the Strengthening Career and Technical Education for 21st Century Act (Perkins V).

All Sections cited are from the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act P.L. 115-224, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in the Strengthening Career and Technical Education for 21st Century Act, the LEA will:

- H-1 Administer each program, service or activity covered by the LEA local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21st Century Act and in accordance with *Section 135 Local Uses of Funds*.
- H-2 Be in compliance with *Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act* and any other federal or state laws, regulations and policies which apply to the operation of the programs.
- H-3 Comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (*Section 122(d)(13)(A)*).
- H-4 Not to expend funds under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization affiliated with such an employee. (*Section 122 (d)(13)(B)*).
- H-5 Comply with all reporting requirements in a timely manner and ensure that the information reported is valid, reliable, and accurate.
- H-6 Not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided. (*Section 122(b)(9)(B)*).

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (Section A through H) and will ensure that the LEA complies with the assurances for the federal program(s) in which the LEA is accepting federal funds for the 2023-2024 SY. I further attest that I have provided a copy of all the assurances for the program the LEA will participate in to the LEA School Board and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA will email ESEAAssurances@doe.nh.gov and electronically attach this signed document in the online Grants Management System LEA homepage and a copy will be kept on file at the LEA.

Daniel Black

Daniel Black (Apr 12, 2023 10:42 EDT)

Superintendent/Charter School Administrator Signature

4/12/23

Date

General Education Provisions Act (GEPA)

Section 427 and 442 Requirements

Please compose answers carefully and completely. Use additional pages as needed.

Contact information for the person responsible for fulfilling GEPA requirements:

Name/Title: Daniel Black
Phone Number: (603) 432-6920 x1109
E-mail Address: dblack@londonderry.org

Daniel Black

Daniel Black (Apr 12, 2023 10:42 EDT)

4/12/23

Superintendent/Charter School Administrator Signature

Date

GEPA 427 General Educational Provisions Act Requirement

1. Section 427 of GEPA (20 U.S.C. 1228a), requires subrecipients to provide a description of the steps it proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

DESCRIPTION: The Londonderry School District's elementary schools, including South Elementary School, will use a variety of measures to ensure that

our Title I students (including homeless and migrant students regardless of entry date) meet the high standards already established for all students or have

sufficient progress toward meeting our District's goals set forth in Londonderry School District policies and its Strategic Plan 2022-2027. In the District's

Kindergarten program at Moose Hill school, the Scott Foresman Reading Streets (c.2008) baseline, unit benchmark assessments, end of year assessments, and

DIBELS measures will identify students who are at risk and not making sufficient progress. These assessments will be used to determine who will be entering

Title I in First Grade. The following measures will be used to identify/monitor student growth and program effectiveness from Grades 1-5, and as such

monitor students who have difficulty in reading: The DIBELS measures in grades 1-3, Scott Foresman Reading Streets baseline, and the iReady Reading

program in Grade 1-5, unit benchmark assessments and end of year assessment, and the Smarter Balanced Assessment reading test results in Grades 3-5.

In Mathematics, at Kindergarten, trimester common assessments will identify students who are at risk and not making sufficient progress as well as performance

assessments for each major numeracy topic by level. The following measures will be used to identify, monitor student growth and determine program effectiveness

of students in Mathematics Grades 1-5: iReady Math Program, and the results of the New Hampshire Statewide Assessment in Grades 3-5.

GEPA 442 General Educational Provision Act Requirements

- 1. Section 442 of GEPA requires subrecipients to provide opportunities for the participation in, planning for, and operation of each program supported by ESEA and IDEA funds, by teachers, parents, and other interested agencies, organizations, and individuals.

Please describe how such participation opportunities will be provided.

As part of our Title 1 Services provided at South School, when we are reviewing the outcomes for students each year, teachers and staff are part of this review, and then provide input on how to best use the program for the remainder of the school year and into next year. Also, as part of the review process for the program we review the outcomes with the individual parents of the students serviced to find the strengths and weaknesses of the program from their perspective to better plan for the remainder of the year and into the next school year. We have not had other interested agencies outside of the District, organizations outside of the District, or individuals outside of the District inquire on how we use Title 1 Services at South School.

- 2. Section 442 of GEPA requires subrecipients applications, evaluations, plans, or reports related to each program will be made available to parents and the public.

Please describe how such information will be made available to parents and the public.

As part of our Title 1 Services provided at South School we post our program review on the website at both South School's website, as well as under the School District's website for the parents and public to access and review.