

## ***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, June 20, 2023, at 7:00PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the Cafe. The meeting will also be broadcast on local Cable Access Ch. 21 as well as the District's YouTube Channel.

1. Call To Order
2. Pledge of Allegiance
3. Consent Agenda
  - 3.1 Resignation(s)

Lauren Buckminster	Support Staff	South School
Maxwell Paradise	Support Staff	South School
  - 3.2 Minutes  
June 6, 2023
  - 3.3 Meetings

July 18, 2023	Regular Meeting	LHS Cafe	7:00 PM
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4. Announcements and Presentations
  - 4.1 Varsity Baseball Team
- 7:20 PM 5. Public Comment
- 7:50 PM 6. Committee Reports
  - 6.1 Student Council
  - 6.2 School Board Liaisons
7. Deliberations
  - 7.1 CIP Paperwork Recommendation - Lisa McKenney & Dan Black
  - 7.2 Second Reading to Amend Policy BDDC - Agenda Preparation and Dissemination
  - 7.3 Third Reading to Amend Policy BCE - Board Committees

- 7.4 Third Reading to Amend Policy BCF - Establishing Temporary Advisory Committees to the School Board
- 7.5 Third Reading to Rescind Policy BCFE - Ad Hoc Committees
- 7.6 Selecting Outside Special Education Review - School Board
- 8. Superintendent's Report
  - 8.1 Update on the Moose Hill Building Committee Progress - Bob Slater
  - 8.2 Enrollment Projections - Old Study - Dan Black
- 9. Non-Public Session

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

  - 9.1 Nomination(s)
  - 9.2 Personnel Issue(s)
- 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, June 6, 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, Mr. Porter 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:** Mr. Slater led the Pledge of Allegiance.

3. **Consent Agenda:** *Mrs. Loughlin made a motion to accept the Consent Agenda. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.*

3.1 **Resignation(s)**

Kathleen Boucher	Support Staff	Middle School
D'Alma Colon	Dining Services	Matthew Thornton
Nicole Curran	Teacher	South School
Karyn Farnsworth	Support Staff	Matthew Thornton
Jennifer Forsys	Support Staff	Middle School
Laura Hajjar	Support Staff	South School
Lisa Jones	Teacher	Matthew Thornton
Joseph Mann	Custodian	District Wide

3.2 **Minutes**

May 23, 2023

3.3 **Meetings**

June 8, 2023	Baccalaureate	Capital Center for the Arts	7:00 PM
June 9, 2023	Graduation	SNHU Arena	7:00 PM
<b>June 20, 2023*</b>	Regular Meeting	LHS Cafe	7:00 PM

\*denotes change

4. **Announcements and Presentations**

4.1 Grace Houston - Germany Trip - Dr. Kim Lindley-Soucy: It was discussed that there is a National German exam taken every year and you can win scholarships and prizes. Grace Houston, a sophomore, was selected for a travel scholarship and will be spending three weeks in Germany. She scored Gold which is the top ninety percentile in the nation. She then went onto several panel interviews and was selected.

4.2 Mathew Thornton ALICE False Alarm – Administration: Mr. Black shows a picture of an older generation button that was pushed to enact ALICE. There are a few of these in each of the buildings and were made for a much earlier time, but if they do hit them, they enact ALICE which is

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what happened at Matthew Thornton. He shows the new Alertus buttons being installed and there will be training. Mrs. Small talked about how the staff and students reacted. The whole building was emptied or barricaded in three minutes. In six minutes, everybody was back, and admin took attendance to make sure everyone was accounted for. They debriefed the staff and emailed the parents.

5 Mr. Slater said 8.4 is going to be struck, and during public comment if administration can comment on any public comment at that time, they will address it at that time.

## 5. Public Comment:

10 Mr. Slater discussed the emails the Board received after the last Board meeting over statements made during public comment. He said everything said is protected under freedom of speech and this has been confirmed by the District attorney. He wants everyone to speak their mind, but to be kind. Anyone can reach out to any Board member, or the District Office and he encourages people to think of the students moving forward.

15 Mrs. Butcher shares some thoughts in providing a safe environment for students. In regard to public comment at the last meeting, she feels everyone has a right to speak their mind. She was proud of the students that spoke up and gave feedback.

Mr. Black discussed the purpose of public comment. It is protected by the first amendment, but not meant to attack students. The District mission is to support our students. He discussed the graph of how the schools work with the families to work through problems and the process that should be followed.

20 Mr. Slater goes over the policy regarding the five-minute time limit.

Mr. Slater opens up public comment.

Tiffany Gagnon, Buckingham Drive reads a letter from Caroline Edwards, Tanager Way: She discussed the last meeting and public comment and how disheartening it was to her. Schools should be free of discrimination.

25 Tara Miles, Lancaster Drive: She thanks the School Board for their hard work as well as administration. She discussed public comment at the last meeting. She discussed the courage of the students that spoke out last meeting, and she hopes that administration is addressing the bullying in schools.

30 Beth Morocco, Westwood Drive: She feels this is the time for the community to unite in solidarity, and that all residents and students belong and deserve to strive here. She also discussed bullying, and that hate has no place in Londonderry or in our schools.

Ken Samoisette, Faucher Rd: He was not attacking any individual group. This is not about hate; he is against someone forcing someone to be something else. If kids are not protected, we have gone too far. He feels it is immoral to push kids in a different direction, and an ideology cannot be pushed on children.

35 Jonathan Esposito, Shelley Drive: He asks Mr. Slater if he is going to enforce the public comment rules then equal application would be appropriate. Insults should not be directed to students and is out of line.

Mike Machnik, Nottingham Court: He could not believe some of the comments being made at the last meeting. It is very disappointing. People need to have more compassion. He discussed an article he read in the St. Anselm newspaper. Support means more than anybody could imagine and that is the best we can do.

40 Nancy Hendricks, King John Dr: She comments on the last meeting and the tuition of students. She finds the comments misleading at the last meeting, so she shares different points of view. Each tuition student brings and opportunity for our students to be enriched and enhanced and vice versa. She agrees it is all about the children. Tuition students should not be feared but embraced.

45 Tony DeFrancesco, Cheshire Court: He is a product of public education and what makes America great. It fosters democracy and creates for a more well-rounded community. Public education and the basis are under attack at the State, Federal and Local level. There are 26,000 people in this town and the fabric of

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public education is being torn apart by a couple dozen people. He encourages the administration to continue to do their job for the students.

Maria Barud, Bridal Path: She thanks the Matthew Thornton staff for doing so well with the ALICE drill. School is not a place for underage kids to be bombarded with some of this information regarding sexuality. When children are exposed to early, she believes it can lead to dangerous situations. She feels the rainbow flag has no place at school. She does not want the children confused.

Christine Fitzgerald, Londonderry: She asks about the bathroom policy and Mr. Slater states she will get a reply next week. She does not understand the big deal of asking the question on what the policy is on bathroom, and she looks forward to an email.

Tiffany Gagnon, Buckingham Drive: She reminds people that impact outweighs intention. Students need to learn effectively and can do this by feeling safe and feeling seen.

Dylan Anderson, Danbury court: He reminds this is about students and all the grades coming up. This is not about your beliefs, but the children and he feels the schools can only do so much and he feels supported. He appreciates the concerns, and he hopes some of the issues can be resolved, but at the same time it is a different generation of problems.

Holly Edmonds, Season Lane: She feels when kids ask other kids how they identify is when the picking on starts. The kids that taunt and ask kids how they identify is constant. Kids need to be taught their words and actions have consequences.

Jonathan Esposito, Shelley Drive: He discussed the accidental trigger of the ALICE drill. He brought up this concern at the Leadership Londonderry program. He asked how tests or accidents could be prevented. He mentioned his concerns of excessive drill fatigue.

Mr. Slater closed public comment.

## **6. Committee Reports**

6.1 Student Council: Dylan Anderson: The Executive Board meeting was held, and ideas are being discussed.

6.2 School Board Liaisons: Mr. Gray stated the last North School PTA meeting is tomorrow night. Mr. Slater said at the town council meeting last night there is a Twin State transmission line that they are starting to inquire about updating this. It is a very extensive project.

## **7. Deliberations**

7.1 Moose Hill Building Committee & Charge - School Board: Mr. Slater reads the charge he has come up with for discussion. The charge of the Moose Hill Building Committee will be to comply with all stipulations within policy BCFA, up to and including advising both the School Board and Kindergarten Committee on both cost-effective plans for Phase 1a and Phase 1b, and Phase 2 of the Moose Hill School that also meet the educational needs of Phase 1a and Phase 1b, and Phase 2. It is his understanding that Phase 1a and 1b have to do together according to Trident Group. His concern to make sure the building committee gets pricing on all spaces, and he would like it broken out and shown in three sections. He would like to be able to show the reasoning to the community. Mr. Black said the level of detail now versus what it was when first discussed has changed dramatically.

Mr. Slater reads the charge again: The charge of the Moose Hill Building Committee will be to comply with all the stipulations within policy BCFA, up to and including advising both the School Board and Kindergarten Committee on both cost-effective plans for Phase 1a and Phase 1b, and Phase 2 of the Moose Hill School that also meet the educational needs of Phase 1a and Phase 1b, and Phase 2.

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***Mrs. Loughlin made a motion to approve the charge for the Kindergarten Building Committee. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

Mr. Slater discusses the application for the committee, and he was thinking a five-person board with two alternates. They will advertise for this committee with the application that is being presented. The applications would come to the School Board, and they will bring up if enough at next meeting or the following meeting. A lot of work to do before budget season. They will add some weekends to the application. Looking for professionals in the building world to put pricing together. The official name is the Moose Hill Building Committee.

***Mrs. Loughlin made a motion to make a selection of five voting members of the Moose Hill Building Committee with two alternates. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.2 First Reading to Amend Policy BDDC - Agenda Preparation and Dissemination:

Mr. Slater discussed the changes in red.

***Mrs. Loughlin made a motion to accept the first reading to Amend Policy BDDC – Agenda Preparation and Dissemination. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.3 Second Reading to Amend Policy BCE - Board Committees

***Mrs. Loughlin made a motion to approve the Second Reading to Amend Policy BCE – Board Committees. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.4 Second Reading to Amend Policy BCF - Establishing Temporary Advisory Committees to the School Board

Mrs. Loughlin suggests changing DO to District Office.

***Mrs. Loughlin made a motion to approve the Second Reading to Amend Policy BCF – Establishing Temporary Advisory Committees to the School Board with that one change. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.5 Second Reading to Rescind Policy BCFE - Ad Hoc Committees

***Mrs. Loughlin made a motion to approve the Second Reading to Rescind Policy BCFE – Ad Hoc Committees. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

## **8. Superintendent's Report**

8.1 Student Cell Phone Use and Discussion - School Board & Administration: It is discussed that the High School and Middle School will all be on 1:1 next year. Mrs. Loughlin mentions phones take up a big chunk of the day. She would like more procedures in place or in the handbook that outlines more specific procedures. It is a big part of the student's life, but she feels the District needs to get a little stricter. She wonders if the communication committee can provide parents informational document on how to shut off apps, etc. Mr. Porter feels this is a very opportune time for grades 6-12 to have 1:1 and to get a handle on it. Having the phones available cause more harm than good. The distraction the phones create needs to be an official policy instead of just guidelines. He discussed the Windham District policy. He feels it is a good time to cut it out now and get rid of the distraction. They need to figure out the language. A concern from parents will be from a security standpoint, but the students will still have the phones in their bag. All staff need to follow. Mrs. Loughlin asked if there are classroom phones/landlines in every classroom in case of an emergency and that is confirmed.

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Mr. Gray agrees with everything said and does not see a need for a student to have access to the cell phone during the day. Mrs. Butcher likes how Windham included the recording devices in their policy. Mr. Slates said the phones are a huge distraction, but we want these students to be the best and they want to take every distraction away and this is a good start. Mr. Black feels that when you do not have a policy and put one in place it takes a while and you want to engage the staff. He feels they should let the High School and Middle School come back with procedures. Mr. Van Bennekum said one of the things to consider is the cell phones are owned by parents and the student have permission, so it does require a conversation. At LMS, they instituted a no phones are allowed in the gym and locker rooms. There are also no cell phones at social events and dances, and it was well received by parents. His staff is looking for some guidelines around this. Kids are required to keep the phones in their backpacks, but staff is asking for consistency. Kids do use them in classrooms to make short video clips and some other classes and it has been a positive experience. Kids do text during the day, and parents text as well which puts kids in an awkward position. The most vulnerable spot is school busses. Kids are taking videos, and it is hard to maintain. The High School approach is that they can use cell phones for educational purposes or in non- academic areas. They rely on cell phones for club and committee activities. Parents should contact students through the House office. They discourage use in the classroom throughout the day. There are appropriate designated areas for use that have been discussed. Cell phones are on Level 2 for disciplinary action. Rick Barnes, new LHS principal, gave some feedback. He feels you can have whatever policy and procedure, but how it is enforced is so important. He would love the opportunity to address this with a school-based committee to put forth some language and there should be something in the handbook. Mrs. Loughlin hopes this could start the new school year and handbooks are published in late August.

8.2 May Enrollment Report - Dan Black: Mr. Black reports that we have 4120 kids. We have seen a much more stable enrollment. In the 2017 enrollment study, the number we are at now is where it said we would be. The building in this community has a lot more potential. He would like to work more with the Town where enrollment is expected to come. There are 800-1000 units on the docket for the next few years. Mr. Slater feels that more time with the Town Manager and mapping this out is a great idea and Mr. Black and Mrs. McKenney should stay on top of this.

8.3 Recommendation on Policies BCFD, BCFA, and BCFB related to current School Board Policies Being Amended - Dan Black: Mr. Black feels these should be looked at and they could stand alone or be rolled into another. He just wanted to make them aware of these three as other changes were being made.

8.4 Follow Up on Public Comment if Needed - Dan Black & Jason Parent

## 9. Non-Public Session

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

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

9.1 Nomination(s)

9.2 Legal Advice

June 6, 2023

**10. Adjournment**

The meeting was adjourned at 8:53PM.

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.)



Londonderry School Board  
Non-Public Minutes  
June 6, 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: Lisa McKenney  
Human Resource Director: Cindy McMahon  
Director of Pupil Services: Kim Carpinone

Mrs. Loughlin moved, seconded by Mrs. Butcher, and passed unanimously (5-0) to enter non-public session under RSA 91-A:3, Section II (b), (c) and (l) at 8:52 PM

Discussion of juvenile cases

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

Motion to Accept the IT nominations by consensus

Discussion on legal advice

Paul Dutton, Jason Parent, Lisa McKenney, Cindy McMahon, and Kim Carpinone exited the meeting at 9:25 PM

Discussion on personnel

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

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

Respectfully submitted,

Daniel Black  
Superintendent of Schools

## Lisa Muse

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**From:** Bob Slater  
**Sent:** Monday, June 12, 2023 4:00 PM  
**To:** Lisa Muse  
**Subject:** Fwd: Public comment from 5/23

Please include in meeting minutes please. Thank you

Sincerely,  
Bob Slater  
School board member  
Cell: 603-234-9205  
bslater@londonderry.org

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**From:** Amy Finamore [REDACTED]  
**Sent:** Wednesday, May 24, 2023 10:43 AM  
**To:** SchoolBoard <schoolboard@londonderry.org>; Daniel Black <dblack@londonderry.org>  
**Subject:** Public comment from 5/23

Good morning, School Board Members

I hope the meeting didn't go too late last night. I attended for the kindergarten presentation and had to step out just prior to it finishing up, but am thrilled that as a board you are moving forward with cost estimates and hope this makes it to the March ballot for voters. Could you please add this email to the minutes- either for 5/23 or the next meeting?

While I'm happy about kindergarten, I'm emailing because I watched public comment from home and was shocked, horrified and saddened by the comments and beliefs that some members of our community espoused.

I am familiar and empathetic, Bob, to the fact that you cannot cut people off or stop them from sharing remarks that others might disagree with- it is a hard line to walk. I want to encourage you to reinstate the three minute/no repeat rule. I remember a year or two ago, when there was misinformation shared in public comment, the board would address it in the following meeting- this sometimes meant that the topic got dragged out and reinvigorated opposition from certain individuals, but we had a member of the public call trans youth members of a 'satanic death cult' and we had trans students in the room. That was unacceptable. We need to make sure we are respecting our students- that is what we are here for.

Best,  
Amy Finamore  
[REDACTED]

Sent from my iPhone

**Lisa Muse**

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**From:** Bob Slater  
**Sent:** Monday, June 12, 2023 4:01 PM  
**To:** Lisa Muse  
**Subject:** Fwd: Gender transitioning in children

Please include in the meeting minutes from last week. Thank you.

Sincerely,  
Bob Slater  
School board member  
Cell: 603-234-9205  
bslater@londonderry.org

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**From:** Maureen Hardy [REDACTED]  
**Sent:** Wednesday, June 7, 2023 11:31:21 AM  
**To:** SchoolBoard <schoolboard@londonderry.org>  
**Subject:** Gender transitioning in children

<https://youtu.be/Djw-QkYt0Fo>

I urge you to watch this short documentary and consider alternative viewpoints regarding gender and children.

While many who spoke last night thought that they were being compassionate, you must consider that they could be doing grave and permanent harm to children with the best of intentions.

It has key messages from individuals who have lived as transgender who were able to resolve their gender dysphoria and embrace their biological sex. It also includes testimony from doctors and psychologists who share the science and medical facts related to gender identity issues, including the physical harms that emanate from failed attempts to "transition" to the opposite sex. They show that this is medically impossible.

Please include this in the meeting minutes for the June 6, 2023 meeting

Thank you,

Maureen Hardy



## Londonderry School District Business Office

**To:** Dan Black  
**From:** Lisa McKenney  
**Date:** June 20, 2023  
**Re:** Capital Improvement Plan (CIP)

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The preparation and adoption of a Capital Improvement Plan (CIP) is an important part of Londonderry's planning process. A CIP aims to recognize and resolve deficiencies in existing public facilities and anticipate and plan for future demand for capital facilities. A CIP is a multi-year schedule that lays out a series of municipal projects and their associated costs. It covers a six-year period to show how the Town should plan to expand or renovate facilities and services to meet the demands of existing or new population and businesses.

A CIP is an **advisory document** that serves a number of purposes including:

- Guide the Town Council, School Board, and the Budget Committee in the annual budgeting process;
- Contribute to stabilizing the Town's real property tax rate;
- Aid the prioritization, coordination, and sequencing of various municipal improvements;
- Inform residents, business owners, and developers of planned improvements;
- Provide necessary legal basis for ongoing administration and periodic updates of a Growth Management Ordinance;
- Provide the necessary legal basis continued administration and periodic updates of an Impact Fee Ordinance;

The School District is recommending four projects be brought forward to the CIP Committee. Any other project previously identified would fall outside of the six-year planning period of the CIP.

1. Moose Hill – Phase 1 – Building expansion to address over-crowding for existing programs and staff including
2. Moose Hill – Phase II – Building expansion to accommodate Full Day K
3. SAU Office – new building
4. High School Addition & Renovation

The Londonderry Planning Board is charged under RSA 674:5 with the preparation of the annual Capital Improvements Plan with the assistance of the CIP committee. The CIP is adopted by the Planning Board and is advisory to the Budget Committee, Town Council and School Board.

*A CIP is purely **advisory** in nature. Ultimate funding decisions are subject to the budgeting process and the annual Town meeting. Inclusion of any given project in the CIP does not constitute an endorsement by the CIP Committee. Rather, the CIP Committee is bringing Department project requests to the attention of the Town, along with recommended priorities, in the hope of facilitating decision making by the Town.*



**Projects Submitted for 2025-2030 CIP**

<b>Project Name: Moose Hill- Phase 1 – Addition</b>		Department Priority __1__ of __4__ projects
<b>Department: School</b>		
<b>Primary Effect of Project:</b> (check one)	<input type="checkbox"/> Replace or repair existing facilities or equipment <input type="checkbox"/> Improve quality of existing facilities or equipment <input checked="" type="checkbox"/> Expand capacity of existing service level/facility <input type="checkbox"/> Provide new facility or service capacity	
<b>Service Area of Project:</b> (check one)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Region  <input type="checkbox"/> Town-wide  <input checked="" type="checkbox"/> School District  <input type="checkbox"/> Neighborhood         </div> <div> <input type="checkbox"/> Town Center  <input type="checkbox"/> Street  <input type="checkbox"/> Other Area         </div> </div>	
<b>Project Description: Building expansion to address over-crowding for existing programs and staff including: Kindergarten classrooms, therapy spaces, small classroom instruction, staff space, better entrance, traffic loop to relieve issues, larger room for Special Education programming</b>		
<b>Rationale for Project:</b> (check those that apply, elaborate below)	<input checked="" type="checkbox"/> Urgent Need <input type="checkbox"/> Removes imminent threat to public health or safety <input checked="" type="checkbox"/> Alleviates substandard conditions or deficiencies <input checked="" type="checkbox"/> Responds to federal or state requirement to implement <input checked="" type="checkbox"/> Improves the quality of existing services <input checked="" type="checkbox"/> Provides added capacity to serve growth <input type="checkbox"/> Reduces long term operating costs <input checked="" type="checkbox"/> Provides incentive to economic development <input type="checkbox"/> Eligible for matching funds available for a limited time	
<b>Narrative Justification: Currently Moose Hill is past capacity to service the Kindergarten and LEEP programs. Therapy and office spaces are combined and often push instruction into the hallways and is very noisy. Our FRIENDS program for students with Autism requires individual spaces at times for their education and are forced to use a large partitioned classroom. We currently have two portable classrooms housing two Kindergarten classrooms and library book storage bins. Improving space issues would make Londonderry a more attractive community to move to. Having the capacity to provide Special Education programming saves the Distract rather than having to place students in out of district programs.</b>		



**Londonderry Capital Improvement Plan  
Capital Project Scoring Sheet**



<b>Cost Estimate</b>	<p>Capital Costs Dollar Amount (In current \$)</p> <p>\$ _____ : Planning/Feasibility Analysis          \$ _____ : Architecture &amp; Engineering Fees          \$ _____ : Real Estate Acquisition          \$ _____ : Site Preparation          \$ _____ : Construction          \$ _____ : Furnishings &amp; Equipment          \$ _____ : Vehicles &amp; Capital Equipment          \$ _____ : Other _____          \$ _____ : Other _____          \$ _____ : Other _____          \$ _____ : Other _____</p> <p><u>\$16,871,282</u> Total Project Cost</p>	<p>Impact of Operating &amp; Maintenance Costs or Personnel Needs</p> <p><input type="checkbox"/> Add Personnel  <input type="checkbox"/> Increased O&amp;M Costs  <input type="checkbox"/> Reduce Personnel  <input type="checkbox"/> Decreased O&amp;M Costs</p> <p>Cost of impacts, if known:          + \$ <u>73,318</u> Annually          (-) \$ _____ Annually</p>
<b>Source of Funding</b>	<p>\$ _____ : Grant (Source: ) _____          \$ _____ : Loan (Source: ) _____          \$ _____ : Donation/Bequest/Private          \$ _____ : User Fees &amp; Charges          \$ _____ : Capital Reserve Withdrawal          \$ _____ : Impact Fee Account          \$ _____ : Current Revenue          \$ <u>  X  </u> : General Obligation Bond          \$ _____ : Revenue Bond          \$ _____ : Special Assessment          \$ _____ : Other: _____          \$ _____ : Other: _____</p> <p><b>\$ _____ : Total Project Cost</b></p>	
<b>Form Prepared by:</b>	<p>Name <u>Lisa McKenney</u>          Title: <u>Business Administrator</u></p> <p>Signature _____</p> <p>Dept./Agency: <u>School</u>          Date Prepared <u>6/15/2023</u></p>	



**Londonderry Capital Improvement Plan  
Capital Project Scoring Sheet**



**Project Name:** Moose Hill – Phase 1 -  
**Addition**\_\_\_\_\_

**Department:**\_\_\_\_\_ **School**\_\_\_\_\_

**EVALUATION CRITERIA**

Enter an evaluation score from 0 (very low) to 5 (very high) for each criteria

  3   Addresses an emergency, public safety or school safety need

  5   Addresses a deficiency in service or facility

  5   Provides capacity needed to serve existing population or future growth

  3   Results in long term cost savings

  4   Supports job development/increased tax base

  0   Leverages the non-property tax revenues

  2   Matching funds available for a limited time

 22  Total Project Score (out of a possible 35 points)



**Projects Submitted for 2025-2030 CIP**

<b>Project Name: Moose Hill-Phase 2 – Full Day K</b>		Department Priority <u>  2  </u> of <u>  4  </u> projects
<b>Department: School</b>		
<b>Primary Effect of Project:</b> (check one)	<input type="checkbox"/> Replace or repair existing facilities or equipment <input type="checkbox"/> Improve quality of existing facilities or equipment <input checked="" type="checkbox"/> Expand capacity of existing service level/facility <input type="checkbox"/> Provide new facility or service capacity	
<b>Service Area of Project:</b> (check one)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Region  <input type="checkbox"/> Town-wide  <input checked="" type="checkbox"/> School District  <input type="checkbox"/> Neighborhood         </div> <div> <input type="checkbox"/> Town Center  <input type="checkbox"/> Street  <input type="checkbox"/> Other Area         </div> </div>	
<b>Project Description: Building expansion to accommodate a Full Day Kindergarten program. Project would include all items addressed in Phase 1 as well as additional Kindergarten classrooms, specials classrooms, cafeteria (multi-purpose room), and additional playground space.</b>		
<b>Rationale for Project:</b> (check those that apply, elaborate below)	<input type="checkbox"/> Urgent Need <input type="checkbox"/> Removes imminent threat to public health or safety <input checked="" type="checkbox"/> Alleviates substandard conditions or deficiencies <input type="checkbox"/> Responds to federal or state requirement to implement <input checked="" type="checkbox"/> Improves the quality of existing services <input checked="" type="checkbox"/> Provides added capacity to serve growth <input type="checkbox"/> Reduces long term operating costs <input checked="" type="checkbox"/> Provides incentive to economic development <input type="checkbox"/> Eligible for matching funds available for a limited time	
<b>Narrative Justification: Londonderry firmly believes that full day Kindergarten is the best course of action for the students of the Londonderry School District. Londonderry is behind the state and country in providing full day Kindergarten. Having this additional program would give our youngest students significantly more time to develop for future success. 90% of brain development happens by the end of Kindergarten. We need to build a strong foundation in young students to improve our outcomes. Adding this program would make Londonderry a more attractive community to move to, increasing our tax base. By building strong foundation in our young learners, costly special education needs could be minimized in some students in future years.</b>		





# Londonderry Capital Improvement Plan Capital Project Scoring Sheet



<b>Cost Estimate</b>	<p>Capital Costs Dollar Amount (In current \$)</p> <p>\$ _____ : Planning/Feasibility Analysis</p> <p>\$ _____ : Architecture &amp; Engineering Fees</p> <p>\$ _____ : Real Estate Acquisition</p> <p>\$ _____ : Site Preparation</p> <p>\$ _____ : Construction</p> <p>\$ _____ : Furnishings &amp; Equipment</p> <p>\$ _____ : Vehicles &amp; Capital Equipment</p> <p>\$ _____ : Other _____</p> <p>\$ _____ : Other _____</p> <p>\$ _____ : Other _____</p> <p>\$ _____ : Other _____</p> <p><u>\$12,331,700.</u> Total Project Cost</p>	<p>Impact of Operating &amp; Maintenance Costs or Personnel Needs</p> <p><input type="checkbox"/> Add Personnel</p> <p><input type="checkbox"/> Increased O&amp;M Costs</p> <p><input type="checkbox"/> Reduce Personnel</p> <p><input type="checkbox"/> Decreased O&amp;M Costs</p> <p>Cost of impacts, if known: + \$ <u>523,854</u> Annually (-) \$ _____ Annually</p>
<b>Source of Funding</b>	<p>\$ _____ : Grant (Source: ) _____</p> <p>\$ _____ : Loan (Source: ) _____</p> <p>\$ _____ : Donation/Bequest/Private</p> <p>\$ _____ : User Fees &amp; Charges</p> <p>\$ _____ : Capital Reserve Withdrawal</p> <p>\$ _____ : Impact Fee Account</p> <p>\$ _____ : Current Revenue</p> <p>\$ <u>  X  </u> : General Obligation Bond</p> <p>\$ _____ : Revenue Bond</p> <p>\$ _____ : Special Assessment</p> <p>\$ _____ : Other: _____</p> <p>\$ _____ : Other: _____</p> <p><b>\$ _____ : Total Project Cost</b></p>	
<b>Form Prepared by:</b>	<p>Name <u>Lisa McKenney</u></p> <p>Title: _____</p> <p>Signature _____</p> <p>Dept./Agency: <u>School</u></p> <p>Date Prepared <u>6/15/2023</u></p>	



**Londonderry Capital Improvement Plan  
Capital Project Scoring Sheet**



**Project Name:** Moose Hill-Phase 2-Full Day Kindergarten **Department:** School

**EVALUATION CRITERIA**

Enter an evaluation score from 0 (very low) to 5 (very high) for each criteria

- 0 Addresses an emergency, public safety or school safety need
- 5 Addresses a deficiency in service or facility
- 3 Provides capacity needed to serve existing population or future growth
- 3 Results in long term cost savings
- 4 Supports job development/increased tax base
- 3 Leverages the non-property tax revenues
- 2 Matching funds available for a limited time

20 Total Project Score (out of a possible 35 points)



***Projects Submitted for 2025-2030 CIP***

<b>Project Name: SAU Office</b>		Department Priority __3__ of __4__ projects
<b>Department: School</b>		
<b>Primary Effect of Project:</b> (check one)	<input type="checkbox"/> Replace or repair existing facilities or equipment <input type="checkbox"/> Improve quality of existing facilities or equipment <input type="checkbox"/> Expand capacity of existing service level/facility <input checked="" type="checkbox"/> Provide new facility or service capacity	
<b>Service Area of Project:</b> (check one)	<input type="checkbox"/> Region <input type="checkbox"/> Town Center <input type="checkbox"/> Town-wide <input type="checkbox"/> Street <input checked="" type="checkbox"/> School District <input type="checkbox"/> Other Area <input type="checkbox"/> Neighborhood	
<b>Project Description: Build a new SAU Office</b>		
<b>Rationale for Project:</b> (check those that apply, elaborate below)	<input type="checkbox"/> Urgent Need <input type="checkbox"/> Removes imminent threat to public health or safety <input type="checkbox"/> Alleviates substandard conditions or deficiencies <input type="checkbox"/> Responds to federal or state requirement to implement <input checked="" type="checkbox"/> Improves the quality of existing services <input type="checkbox"/> Provides added capacity to serve growth <input checked="" type="checkbox"/> Reduces long term operating costs <input checked="" type="checkbox"/> Provides incentive to economic development <input type="checkbox"/> Eligible for matching funds available for a limited time	
<b>Narrative Justification: Londonderry currently leases office space at 6A Kitty Hawk Landing. The lease ends in June 2028. Without a new building, the District will have to either extend the current lease or find new space elsewhere.</b>		



# Londonderry Capital Improvement Plan Capital Project Scoring Sheet



<b>Cost Estimate</b>	<p>Capital Costs Dollar Amount (In current \$)</p> <p>\$ _____ : Planning/Feasibility Analysis</p> <p>\$ _____ : Architecture &amp; Engineering Fees</p> <p>\$ _____ : Real Estate Acquisition</p> <p>\$ _____ : Site Preparation</p> <p>\$ _____ : Construction</p> <p>\$ _____ : Furnishings &amp; Equipment</p> <p>\$ _____ : Vehicles &amp; Capital Equipment</p> <p>\$ _____ : Other _____</p> <p>\$ _____ : Other _____</p> <p>\$ _____ : Other _____</p> <p>\$ _____ : Other _____</p> <p><u>\$5,280,000</u> Total Project Cost</p>	<p>Impact of Operating &amp; Maintenance Costs or Personnel Needs</p> <p><input type="checkbox"/> Add Personnel</p> <p><input type="checkbox"/> Increased O&amp;M Costs</p> <p><input type="checkbox"/> Reduce Personnel</p> <p><input type="checkbox"/> Decreased O&amp;M Costs</p> <p>Cost of impacts, if known: + \$ _____ Annually (-) \$ _____ Annually</p>
<b>Source of Funding</b>	<p>\$ _____ : Grant (Source: ) _____</p> <p>\$ _____ : Loan (Source: ) _____</p> <p>\$ _____ : Donation/Bequest/Private</p> <p>\$ _____ : User Fees &amp; Charges</p> <p>\$ _____ : Capital Reserve Withdrawal</p> <p>\$ _____ : Impact Fee Account</p> <p>\$ _____ : Current Revenue</p> <p>\$ <u>  X  </u> : General Obligation Bond</p> <p>\$ _____ : Revenue Bond</p> <p>\$ _____ : Special Assessment</p> <p>\$ _____ : Other: _____</p> <p>\$ _____ : Other: _____</p> <p><b>\$ _____ : Total Project Cost</b></p>	
<b>Form Prepared by:</b>	<p>Name <u>  Lisa McKenney  </u></p> <p>Title: _____</p> <p>Signature _____</p> <p>Dept./Agency: <u>  School  </u></p> <p>Date Prepared <u>  6/15/2023  </u></p>	



**Londonderry Capital Improvement Plan  
Capital Project Scoring Sheet**



**Project Name:** SAU  
**Office** \_\_\_\_\_

**Department:** School \_\_\_\_\_

**EVALUATION CRITERIA**

Enter an evaluation score from 0 (very low) to 5 (very high) for each criteria

0 Addresses an emergency, public safety or school safety need

5 Addresses a deficiency in service or facility

5 Provides capacity needed to serve existing population or future growth

5 Results in long term cost savings

3 Supports job development/increased tax base

0 Leverages the non-property tax revenues

0 Matching funds available for a limited time

18 Total Project Score (out of a possible 35 points)



***Projects Submitted for 2025-2030 CIP***

<b>Project Name: High School Addition &amp; Renovation</b>		Department Priority <u>  4  </u> of <u>  4  </u> projects
<b>Department: School</b>		
<b>Primary Effect of Project:</b> (check one)	<input type="checkbox"/> Replace or repair existing facilities or equipment <input type="checkbox"/> Improve quality of existing facilities or equipment <input checked="" type="checkbox"/> Expand capacity of existing service level/facility <input type="checkbox"/> Provide new facility or service capacity	
<b>Service Area of Project:</b> (check one)	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Region  <input type="checkbox"/> Town-wide  <input checked="" type="checkbox"/> School District  <input type="checkbox"/> Neighborhood         </div> <div> <input type="checkbox"/> Town Center  <input type="checkbox"/> Street  <input type="checkbox"/> Other Area         </div> </div>	
<b>Project Description: High School Addition &amp; Renovation.</b> Londonderry High School has over the years adapted and re-used its facilities which has created inefficient and poorly suited buildings to meet today's educational needs.		
<b>Rationale for Project:</b> (check those that apply, elaborate below)	<input checked="" type="checkbox"/> Urgent Need <input checked="" type="checkbox"/> Removes imminent threat to public health or safety <input checked="" type="checkbox"/> Alleviates substandard conditions or deficiencies <input checked="" type="checkbox"/> Responds to federal or state requirement to implement <input checked="" type="checkbox"/> Improves the quality of existing services <input checked="" type="checkbox"/> Provides added capacity to serve growth <input type="checkbox"/> Reduces long term operating costs <input checked="" type="checkbox"/> Provides incentive to economic development <input checked="" type="checkbox"/> Eligible for matching funds available for a limited time	
<b>Narrative Justification: Three major issues to address:</b> <ol style="list-style-type: none"> <li>1. Phase I has a wood foundation. This is a safety issue and does not meet current fire codes and is the reason the main building cannot be expanded. Numerous spaces are not ADA accessible. Interior and exterior systems are at the end of their useful life.</li> <li>2. Auditorium – the lack of a large educational room which could be used for many purposes, including music and arts performances has been deficit in programming and has been pointed out on the NEASC report.</li> <li>3. Gymnasium was never completed. When constructed, the scope was reduced to reduce costs. There is a lack of gym space including locker rooms, and weight room.</li> </ol> <p>Some building aid is possible due to the safety concerns in Phase 1. Improving the overall quality of the school building will make Londonderry a more attractive community to move to.</p>		



**Londonderry Capital Improvement Plan  
Capital Project Scoring Sheet**



<b>Cost Estimate</b>	<p>Capital Costs Dollar Amount (In current \$)</p> <p>\$ _____ : Planning/Feasibility Analysis          \$ _____ : Architecture &amp; Engineering Fees          \$ _____ : Real Estate Acquisition          \$ _____ : Site Preparation          \$ _____ : Construction          \$ _____ : Furnishings &amp; Equipment          \$ _____ : Vehicles &amp; Capital Equipment          \$ _____ : Other _____          \$ _____ : Other _____          \$ _____ : Other _____          \$ _____ : Other _____</p> <p><u>\$107,800,000</u> Total Project Cost</p>	<p>Impact of Operating &amp; Maintenance Costs or Personnel Needs</p> <p><input type="checkbox"/> Add Personnel  <input type="checkbox"/> Increased O&amp;M Costs  <input type="checkbox"/> Reduce Personnel  <input type="checkbox"/> Decreased O&amp;M Costs</p> <p>Cost of impacts, if known:          + \$ _____ Annually          (-) \$ _____ Annually</p>
<b>Source of Funding</b>	<p>\$ _____ : Grant (Source: ) _____          \$ _____ : Loan (Source: ) _____          \$ _____ : Donation/Bequest/Private          \$ _____ : User Fees &amp; Charges          \$ _____ : Capital Reserve Withdrawal          \$ _____ : Impact Fee Account          \$ _____ : Current Revenue          \$ <u>  X  </u> : General Obligation Bond          \$ _____ : Revenue Bond          \$ _____ : Special Assessment          \$ _____ : Other: _____          \$ _____ : Other: _____</p> <p><b>\$ _____ : Total Project Cost</b></p>	
<b>Form Prepared by:</b>	<p>Name <u>  Lisa McKenney  </u>          Title: _____</p> <p>Signature _____</p> <p>Dept./Agency: <u>  School  </u>          Date Prepared <u>  6/15/2023  </u></p>	



Londonderry Capital Improvement Plan  
Capital Project Scoring Sheet



Project Name: Moose Hill-Phase 2-Full Day Department: School  
Kindergarten

**EVALUATION CRITERIA**

Enter an evaluation score from 0 (very low) to 5 (very high) for each criteria

- 5 Addresses an emergency, public safety or school safety need
- 5 Addresses a deficiency in service or facility
- 3 Provides capacity needed to serve existing population or future growth
- 2 Results in long term cost savings
- 4 Supports job development/increased tax base
- 0 Leverages the non-property tax revenues
- 4 Matching funds available for a limited time
  
- 23 Total Project Score (out of a possible 35 points)





## **Londonderry School District Daniel Black, Superintendent of Schools**

# **Memo**

**To:** Londonderry School Board  
**From:** Dan Black  
**Date:** June 15<sup>th</sup>, 2023  
**Re:** Policy Updates

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There were no updates to the following policies since the last School Board meeting:

- Policy BDDC - Agenda Preparation and Dissemination
- Policy BCE - Board Committees
- Policy BCFE - Ad Hoc Committees

The Communications Committee did review Policy BCF - Establishing Temporary Advisory Committees to the School Board and offered the following feedback which is included in the updates to the School Board packet for the third reading:

- Towards the bottom of the first page, be more vague on whom actually gets the specific tasks done after each meeting with the thinking that each committee will find a way to get the work done meeting to meeting but being prescriptive here might be problematic. For example, some committees might not have a formal secretary but just rotate the responsibility on the minutes after each meeting. The Communications Committee recommends keeping all the tasks and it will be the oversight of the Committee Chair to make sure they are getting done.
- On the second page, the Communications Committee built a system where parents and community members go to the School District Website to find all the official business of the district for that reason, they recommended striking language around using the blog and Social Media for this business. They reasoned between the centrality of this information on the District's Website, the calendar on the website and the separate committee pages that exist there is good effort in place already for the public to be informed on Committee work that is occurring along with the continuous updates at the School Board meetings themselves. The Communications Committee wants to keep the Blog for news and the

official School Board packets and Social Media is meant to share. The Communications Committee is going to update the Parent Hub for next year to have links to all the active School Board Committees so that this information is easier to find and more accessible as well.

## AGENDA PREPARATION AND DISSEMINATION

The superintendent shall prepare all agendas for the meetings of the Board. In doing so, the superintendent shall consult with the Board ~~chairman~~ **chairperson** and appropriate administrators.

Items of business may be suggested by any Board member, staff member, student, or citizen of the district. The inclusion of items suggested by staff member, students, or citizens shall be at the discretion of the superintendent, who shall inform the Board of any unresolved excluded items and the reason for the exclusion. The agenda, however, shall always allow suitable time for the remarks of the public who wish to speak briefly before the Board.

No Board member shall be refused an Agenda Item(s), unless the item has been deliberated and voted on in the past 6 months **and** there is no **new** information pertaining to the topic.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. However, this practice should be avoided when possible. The Board may not revise Board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, shall be distributed to Board members sufficiently prior to the Board meeting, if at all possible, to permit them to give items of business careful consideration. The agenda shall also be made available to the press, and others upon request.

LONDONDERRY SCHOOL BOARD

Adopted: February 28, 1989

First Reading to Amend: June 6, 2023

Second Reading to Amend: June 20, 2023

## BOARD COMMITTEES

The Board shall operate as a committee of the whole and shall not have standing committees. By vote of the Board, ad hoc/~~Chairperson~~ **advisory** committees may be appointed by the ~~Chairperson~~ **Board** for a specific purpose and for a specific time to investigate and report to the whole Board for its information and action.

Members appointed by the ~~Chairperson~~ **Board** to serve as liaison with, or delegate to, any other organization shall not commit the Board to any course of action unless specifically empowered to do so by the Board as a whole.

LONDONDERRY SCHOOL BOARD

Adopted: September 12, 1977

Reviewed/Readopted: February 28, 1989

First Reading to Amend: May 23, 2023

Second Reading to Amend: June 6, 2023

Third Reading to Amend: June 20, 2023

## ESTABLISHING TEMPORARY ADVISORY/AD HOC COMMITTEES TO THE SCHOOL BOARD

Advisory committees contribute much toward improved education, are an asset to the School District and benefit the community as a whole.

Since the School Board's responsibilities educationally are all encompassing, the Board may appoint members of the community to assist the Board with researching a particular area of need of the School District.

The School Board shall publicly announce the formation of the study group, task force, or other citizen's committee specifying where to apply. Applications to become a member will be available on the District's website and at the ~~DO~~ District Office. The Board shall set a deadline for acceptance of applications. All applications must be mailed or emailed to the School Board. The Board may choose to hold some interviews after reviewing the applications.

The School Board shall review all applications prior to appointing voting committee members and may appoint a Chairman to the committee (Refer to Policy BCFD). The Board shall appoint 5-11 members (the specific number shall be at the board's discretion). Any employee of the School District may be a member of the committee but only Londonderry residents may vote. Employees must apply to be a member. When needed, the School Board will ask the Superintendent and other members of the Administration to review applications and provide input to the School Board.

A specific charge, outlining the committee's duties and responsibilities, shall be developed by the Board. The charge shall be announced to the public, prior to accepting applications. The committee is encouraged to examine the charge and seek clarification.

The Board shall assign one of its members to serve as a liaison to the committee. The liaison does not have a vote on the committee and shall not be considered a member of the committee.

The committee shall elect a chair, vice chair, and secretary.

The Chair shall be responsible for running the meetings, and keeping the Board informed on any progress.

The ~~Secretary~~ Committee shall be responsible for taking the minutes of the meeting and forwarding them to the ~~DO~~ District Office. The minutes shall include, at a minimum:

- A list of member's present.
- Time and location of the meeting.
- Persons appearing before the committee, if any.
- A brief description of the subject matter discussed and final decisions.
- Names of members who made or seconded motions.
- Any votes taken.

The minutes shall be available for public inspection not more than 5 days after the meeting and shall be posted on the ~~DO~~ District Office website as soon as possible, after their approval.

The committee will hold regular public meetings in compliance with RSA 91: A, Access to Public Records (BDC-E) which shall include, but is not limited, to the following:

- Notice of meeting, including time, place, and agenda shall be posted on the School District website. ~~blog, and Facebook Social Media account.~~ Notice shall be posted 3 days in advance, when possible, but never less than 24 hours.
- The meeting shall be recorded and made available ~~on you tube~~ digitally.
- The public and public comment shall be allowed at all meetings.
- The meeting shall not be held without a quorum being physically present at the posted meeting location.
- A list of all committee members shall be available on the ~~DO~~ District Office website.

In order to keep unanimity in the committee, any member who misses three (3) consecutive meetings without explanation will cease to be a member of the committee.

When a committee has completed its charge and no other services are needed, as determined by the Board, it shall be discharged.

#### LONDONDERRY SCHOOL BOARD

Adopted: February 28, 1989

First Reading to Amend: May 23, 2023

Second Reading to Amend: June 6, 2023

Third Reading to Amend: June 20, 2023

**Note: We need to update BDC-E to a copy of the current statute as it has been amended many times since 1989.**

**Red is additional wording**

**Black wording is original policy**

**Black wording with strike thru is original policy**

## AD HOC COMMITTEES

Whenever the Londonderry School Board appoints AD HOC Committees to examine problems (or needs), the following stipulations shall guide the committees.

The number of committee members shall be determined by the School Board with each member appointed to a term not to exceed three years. Applications for subsequent terms shall be submitted to the superintendent and reviewed for action by the School Board.

Each Ad Hoc Committee may consist of representation from the School building parent groups, the administration and a liaison from the School Board. In order for a parent to represent a given school, he/she must have a child attending that school. All other members shall be appointed at-large.

Each newly appointed committee shall:

- a. elect a chairperson
- b. post each meeting
- c. keep minutes
- d. forward copies of the minutes to the superintendent who shall share same with the School Board.

Each Ad Hoc Committee shall be issued a CHARGE which shall spell out terms of its membership, their specific role and responsibilities.

Any committee member who fails to attend three consecutive meetings (without explanation) shall be replaced by the Board. The chairperson shall inform the superintendent of replacements as needed.

Individuals interested in being considered for appointment to a committee should complete an application form available in the School District Office.

LONDONDERRY SCHOOL BOARD

Adopted: October 20, 1992

First Reading to Rescind: May 23, 2023

Second Reading to Rescind: June 6, 2023

Third Reading to Rescind: June 20, 2023



**Londonderry School District**  
**Daniel Black,**  
**Superintendent of Schools**

# Memo

**To:** Londonderry School Board  
**From:** Dan Black  
**Date:** June 15<sup>th</sup>, 2023  
**Re:** Special Education Review Options

---

The School Board has two strong options to choose from in terms of an outside consultant group that can do a comprehensive review of Special Education Services.

If you look through the proposals from the Public Consulting Group and West Ed, you will generally see a similar approach to study our district. Both groups will have interviews, focus groups, IEP reviews, data analysis, on-site visits to classrooms and schools, and a summary report at the end of the process. Both studies should take about 6 to 7 months to complete the process.

Internally, we met with both groups numerous times to better understand their methodology and to make sure we would get clear outcomes when it comes to our biggest questions around staffing, adult support and having an inclusive and successful model for all students in our general education settings. Both groups feel confident their studies will be able to answer those major questions we have as well.

As you will see from both proposals the overall cost is about the same either \$54,000 or \$55,000.

Once the school board makes their decision, we just need consensus from the School Board to encumber funds to move ahead on the study.



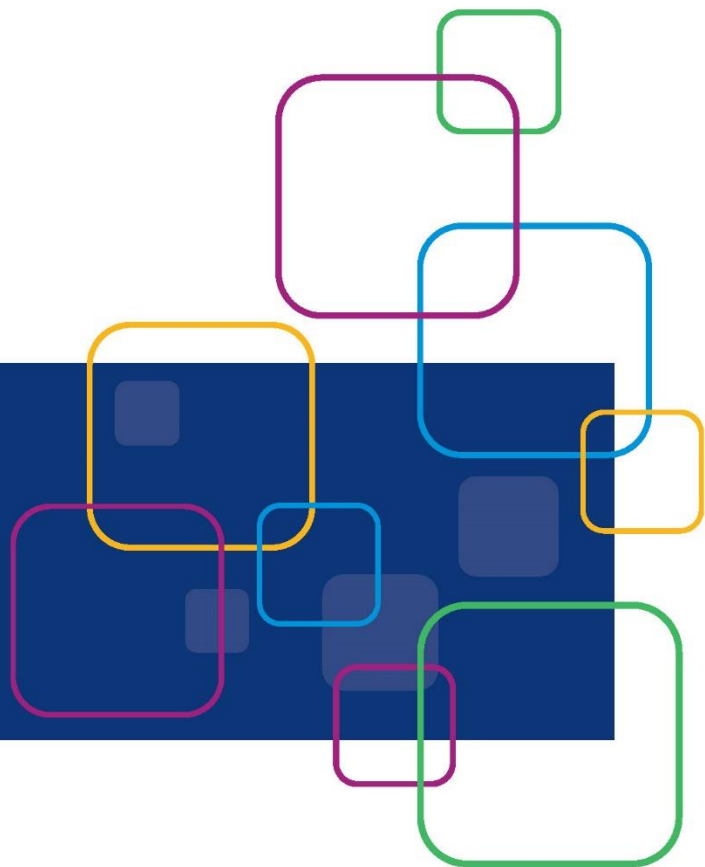
# Londonderry School District

## Special Education Program Review Proposal

(Revised)

June 13, 2023

Public Consulting Group  
148 State Street  
Boston, MA 02109



# Proposal Cover Letter

June 13, 2023

Mr. Daniel Black, Superintendent  
Ms. Kim Carpinone, Director of Pupil Services  
Londonderry School District  
6A Kitty Hawk Landing  
Londonderry, NH 03053  
Gurnee, IL 60031

Dear Mr. Black and Ms. Carpinone:

Public Consulting Group LLC (PCG) is pleased to submit a revised proposal to conduct a special education program review for the Londonderry School District (LSD). In the following proposal, we outline our firm's background, our qualifications for performing this type of program review, our envisioned approach to delivering the services, and our anticipated costs. This revised version includes additional data analysis and onsite school visit time.

Founded in 1986, PCG has provided special education consulting, technical assistance services, and technology systems to K-12 schools and districts across the country. PCG's mission focuses on providing "Solutions that Matter," and today we are one of the largest firms in the nation devoted to providing services to government and educational agencies. Our services directly support 1 out of every five special education students throughout the United States, supporting over 5,600 district special education departments and 25 departments of education. We understand the issues that face special education and work closely with our K-12 partners to strengthen and improve their programs.

PCG has a deep understanding of special education and is well-positioned to begin helping LSD. Our proposed project team for LSD includes a blend of senior management staff, special education subject matter experts, and evaluation specialists skilled in facilitating stakeholder engagement and designing evaluations, as well as project management and data analysis support staff. With over 350 employees in PCG's Education Practice area, we can bring in the most experienced resources throughout the country while ensuring local project management and support.

We are excited about the potential of working in partnership to improve services for students with disabilities in LSD and are willing to work with you on how best to approach this review, given your budget and timeline. For questions regarding our proposal, please contact me via phone at (610) 517-7062, or via email at [jmeller@pcgus.com](mailto:jmeller@pcgus.com).

Sincerely,



Dr. Jennifer Meller  
Associate Manager  
Public Consulting Group LLC

## Special Education Program Review

### PROJECT GOAL

PCG understands that the Londonderry School District (LSD) is seeking a special education program evaluation to assess the current state of special education services within the district and obtain recommendations to inform future strategic planning. This review will be based on the meaningful engagement of diverse communities and stakeholders to help the school district identify both programmatic strengths as well as opportunities for improvement in its provision of a continuum of special education services to meet students' needs in the least restrictive environment (LRE).

### SPECIAL EDUCATION APPROACH

PCG's approach to its work with its many state and district clients is as a thought partner. That is, we act as an outside agent who has an objective perspective and works together with educational entities to identify challenges and provide recommendations for improvement. PCG makes thought partnership actionable through strong client relations and believes that a significant component of the work is ongoing and meaningful communication. For this scope of work, it will be critical to meaningfully engage a wide range of key stakeholders, including central office department representatives, in addition to teachers and, most importantly, parents and families of students with disabilities.

Our philosophy for guiding the transformation of special education in schools and districts is driven by the U.S. Department of Education's Results Driven Accountability (RDA) framework and our Special Education Effectiveness Domains.

Further, PCG places a significant emphasis on helping school districts build awareness of the benefits of a robust Multi-Tiered System of Supports (MTSS), specific to special education and the impact of strong core instruction on student success. When implemented as intended, MTSS leads to increased academic achievement by supporting rigorous core instruction and strategic/targeted interventions and improved student behavior.

Furthermore, the framework has been successfully used to support a reduction in disproportionate special education referrals of students based on race, gender, or English Learner subgroups. Because the majority of special education referrals are initiated for students in general education who exhibit academic achievement and/or behavior challenges, we begin every special education review assessing the health of a district's MTSS framework, including the extent to which it is implemented as intended and reasons

### SPECIAL EDUCATION EFFECTIVENESS DOMAINS



Building on our collective experience and expertise serving school districts and state departments of education nationwide and on extensive research, PCG has developed this Special Education Effectiveness Framework to assist school districts in catalyzing conversations about, and reviewing and improving the quality of, their special education programs.

It is designed to provide school district leaders with a set of practices to strengthen special education services and supports, and to highlight the multi-disciplinary, integrated nature of systemic improvement.

An intentional focus on improving outcomes for students with disabilities leads to improved outcomes for ALL students.

The full document can be found in the Appendix.

for gaps in practice. We often find a direct connection between the strength of a district's MTSS process and the availability and delivery of high-quality interventions in the general education environment and its special education incidence rate. Focus groups and interviews will include specific questions centered on the fidelity of MTSS within LSD.

## **PROJECT MANAGEMENT APPROACH**

PCG's review will address the following overarching topics.

### **1. Learning Environment and Specialized Services**

- To what extent is the Multi-Tiered System of Supports (MTSS) employed to support students requiring academic and/or behavioral intervention?
- To what degree do students with disabilities have access to the general education curriculum and inclusive practices employed? How is the continuum of services organized to support a Free and Appropriate Public Education (FAPE)?
- Is there a consistent "golden thread," or supporting body of evidence, that connects the student's disability with present levels, learner characteristics, goals, progress, inclusion needs, and selected accommodations for instruction and assessment?

### **2. High Expectations**

- To what extent does LSD implement a rigorous process to systematically monitor educational benefit? How do IEP teams determine services and placement?

### **3. Leadership**

- How does LSD organize its leadership to support special education and foster a culture that is focused on improving outcomes and post-secondary preparation?

### **4. Family and Community Engagement**

- To what extent are parents of children with IEPs satisfied with their child's educational program?

### **5. Human Capital**

- How does LSD organize and utilize its human capital resources?

### **6. Systems and Structures**

- How does LSD allocate resources in a way that facilitates maximum return on district investment? How does school-based staffing align with best practices in supporting students with disabilities?

For each of these areas, PCG will review variations across schools and programs, consistency of services, and documentation. As part of this process, we will initiate a survey to various stakeholders, conduct focus group and interviews, and benchmark LSD against peer school district's with regards to state performance plan achievement. PCG's goal is to understand the culture of LSD and how students with disabilities experience equity and access across school buildings. PCG will also incorporate areas of focus, or specific research questions, that LSD may want to explore further.

PCG's final written report will identify critical program elements and associated implementation conditions that support efficient and effective service delivery to students with disabilities and include action-oriented recommendations for improvement based on the evidence acquired through the study. The end goal of this work is to improve policies and procedures and align resources so that all students receive high quality services.

## METHODOLOGY

PCG's collaborative evaluations use a five-phased approach. Details of the goals and activities for these phases are included below.



### ***Phase 1: Project Initiation***

Establishing a strong foundation is essential for any successful engagement. PCG will facilitate a **virtual** kickoff meeting as an opportunity to explore the expectations and visions of key stakeholders and begin establishing a collaborative working relationship with the LSD leadership team. Although PCG will have prepared an initial work plan for presentation at this meeting, this session will provide PCG and LSD with the opportunity to refine the plan, ensuring it accurately reflects the vision of the initiative, produces a comprehensive gap analysis of the district's student support services, and results in practical and achievable recommendations. We encourage LSD to make this a more inclusive planning session and invite key community stakeholders to participate in this process.

### ***Phase 2: Customizing the Approach***

During this phase, the PCG team will work closely with LSD staff to discuss the goals and vision of this review in order to tailor our evaluation tools accordingly. Activities include reviewing and finalizing the project work plan, developing the data collection and overall project schedule, defining deliverables, and identifying potential stakeholders whose input would be solicited throughout the review. A communication plan will be developed with scheduled face-to-face onsite, conference call, or virtual meetings to help coordinate the project work plan efforts throughout all phases of the project.

### ***Phase 3: Collecting and Analyzing the Data***

The provision of special education consultative services resulting from a comprehensive program review with the goals and purposes here requires a design that triangulates data from three sources to arrive at integrated findings and recommendations related to programs, policies, and practices and the implications for student outcomes.

The first component involves the longitudinal analysis of student outcomes, achievement trends, and growth patterns at the elementary, middle, and high school levels on statewide assessments (***Outcome Analysis***).

The second component focuses on the systemic organizational and program factors that have an impact on program effectiveness and special education student outcomes (**Organizational and Program Analysis**). This includes a document review of district policies and procedures, program placement, staffing, and financial information.



The analyses conducted for these two components draws from the third component—**the Research and Practice Literature**—which identifies the organizational factors, the program elements and practices, and the implementation conditions associated with program effectiveness and positive student outcomes.

Data collection includes interviews, focus groups, stakeholder surveys, student file review focus groups, and virtual file reviews.

### Outcome Analysis

#### Student Population and Program Placement Trends

Population and program placement trends are significant equity indicators of the extent to which there is over-representation of any group in the special education population (i.e., disproportionality), and provide important information about the distribution of the special education population in placements that represent least restrictive environments. Trends will be compared to comparable district or county data where such data are publicly available.

#### Student Achievement Trends

Student performance data on state assessments will be analyzed to provide a comparative examination of performance by both special and general education students, and further disaggregated to allow an examination of variables and combinations of variables of interest to the district. *PCG will also analyze additional summative and formative achievement data per the request of the district. Data will be provided by the district for PCG to conduct this analysis.*

### Organizational and Programs Analysis

#### Data, Policy, and Practice Review

PCG will review pertinent LSD documents for information related to structures, programs, policies, and practices. PCG will assess to what extent policies meet state and federal regulations and will assess the extent to which these policies and processes are clearly articulated to all relevant stakeholder groups. The review will also be used to identify, in concert with stakeholder feedback, the degree to which documented procedures are followed with consistency.

Documents to be reviewed will include, at minimum, the following. Other documents will be identified at the onset of the study.

- LSD website(s)
- Parent communication
- Available data and reports on special education programs and services
- Organizational charts
- Written protocols for all areas of study
- Policy and procedural manuals
- Recent state and federal external audits, including state compliance and State Performance Plan reports
- Description of professional development options for staff

- Accountability and compliance procedures for service delivery
- List of assessments used for progress monitoring
- Examples of progress reports provided to parents
- Evaluation criteria/templates for all special education and LSD staff

### *Research and Practice Literature*

We incorporate recent special education research to highlight best practices on several topics, including:

- Special education referral and eligibility practices that support districts in identifying students in a timely manner through an appropriate assessment process;
- Instructional practices, including district policies and results, and the use of technology to facilitate maximum access to the general education curriculum; and
- Appropriate progress monitoring to allow districts to identify successes and adjust swiftly when students are not progressing.

### *Data Collection Methods*

The PCG team will collect qualitative data through in-person interviews and focus groups. Protocols will be designed to ensure that they align to LSD's areas of focus.

**Interviews.** Working with LSD staff, PCG will identify appropriate interviewees to participate in virtual interviews. These semi-structured interviews will be guided by protocols that will be developed in consultation with LSD staff and align to the district's areas of focus. This structure will ensure integrity of analysis across respondents while also allowing for open-ended perspectives that are specific to the respondent's role. Interviewees will include, but not be limited to, senior level administrators who make key decisions about how special education services are delivered, organized, and funded.

**Focus Groups.** PCG will also hold focus group sessions for, at minimum, the following stakeholder groups: principals, special educators, general educators, clinicians, advocacy organizations, parents, and high school students. Focus groups will also be held with staff from the various LSD departments and school-based staff. These groups should consist of ten to twelve participants each to gather role-specific process information. They will be semi-structured and guided by a discussion protocol developed with LSD staff. PCG will work with LSD staff to ensure there is a representative sample of staff and roles from across the district.

PCG will spend approximately **one day** conducting these interviews and focus groups **virtually**. These sessions will last, on average, 30-90 minutes each depending on the stakeholder group. Qualitative data will be coded into themes consistent with the program goals and evaluation questions. These themes will then be triangulated with other available data sources to ensure validity.

**Virtual IEP Review.** Most traditional student file reviews focus on compliance but do not necessarily lead to better practices or instructional outcomes. PCG has developed a student-centered file review process that focuses on the elements of high-quality IEPs and grounded in what we call the Golden Thread. Through a rubric approach, we assess the supporting body of evidence that connects the student's disability with present levels, learner characteristics, goals, progress, inclusion needs, and selected accommodations for instruction and assessment.

Student records will be selected based on PCG's established methodology. LSD staff will gather relevant documents associated with selected students including referral, eligibility, plans, attendance data, report cards, and assessment data. PCG will collaborate with LSD to streamline this process to the greatest extent possible. PCG will review up to 25 student files.



**School Visits.** For all students, including those with IEPs, to meet high academic standards and fully demonstrate their knowledge and skills in reading, writing, speaking, listening and mathematics, their instruction must be flexible, yet challenging, and incorporate scaffolds and accommodations to overcome potential learning barriers. It is essential that the curriculum be designed to enable all students to successfully access and engage in learning without changing or reducing instructional goals. In order to meet the needs of all diverse learners in the classroom, it is important to implement Universal Design for Learning (UDL) in the general education classroom as solid core instruction, Differentiated Instruction, Accommodations and Modifications, and Specially Designed Instruction (SDI) to support access and success of the learners. Implementing such a balanced mix of appropriate supports while maintaining the integrity of the curriculum can be challenging but needed to support diverse learners. It is for these reasons that classroom walkthroughs are such an important part of the PCG special education review process.

PCG's School Visit protocol is designed to collect qualitative information about the school building as a whole and in individual classrooms. It is focused on two key areas: (1) Classroom and School Environment; and (2) Instructional Practices and Strategies. To conduct these classroom walkthroughs, PCG will observe a representative sample of classrooms and related service provision over **four days** in person.

**Surveys.** PCG has found that surveys help to reveal important information, generate buy-in with respect to improvement efforts, and allow for a greater participation rate across various groups than focus groups and interviews alone. For this engagement, PCG recommends conducting **three surveys**:

- Parents/families
- School Staff, including special educators, related service providers, general educators, and school-based administrators
- Students with IEPs

The draft surveys will be sent to LSD staff for review and approval as part of the development process. Upon approval, the electronic surveys would be finalized and delivered via email to stakeholders and posted on the district's website. The feedback compiled from the survey responses will be included as part of the deliverables of the project reporting. Surveys can be administered in additional languages for parents/families.

#### ***Phase 4: Developing Useful Reports***

This phase includes submission of the draft and final reports. The report will include PCG's comprehensive findings, recommendations, and commendations. It represents a culmination of the efforts completed in all previous phases. Upon submission of the final report, an action planning retreat will be scheduled, and ongoing support will be provided for activities in Phase 5.

PCG places a strong emphasis on the utility and accessibility of information—i.e., displaying outcome and survey results and qualitative findings in user-friendly formats that foster understanding and use of the data by multiple stakeholders. This is particularly important to this project where LSD intends to utilize the results to support improvement. The display of review outcomes will include graphic displays, organized around the key questions addressed through the study, with commendable practices, recommended areas of improvement and projected benefits of the recommendations as well as a cost-benefit analysis of recommendations highlighted in ways that facilitate action planning. An Executive Summary will be prepared for broad dissemination.

#### ***Phase 5: Board Presentation and Action Planning***

PCG will facilitate a half day-long action planning retreat following the completion of Phase 4. During the retreat, PCG will work with key administrators to begin to develop a strategic roadmap and work plan for



implementing and expanding upon the recommended processes over the next several years. This implementation roadmap will serve as a blueprint for improvement efforts and will incorporate results and learning that occurred over the course of the first four phases of the PCG consulting project. The final plan will include clear timelines for strategy adoption. Ideally, the long-term road map will represent the natural extension of the existing practices and build upon report findings. If requested, PCG can present the final report, findings, and recommendation to LSD's Board of Education.

### ***Project Timeline***

PCG is prepared to start the evaluation immediately upon contract completion. The chart below illustrates the respective phases of the project and anticipated duration and timing. This proposed schedule is open to negotiation and will be reviewed and finalized at the project kick-off meeting. A final work plan will be developed and signed off upon by LSD's assigned Contract Manager. ***PCG is fully open to a timeline revision based on LSD's priorities and schedule.***

Activity	Timeframe	Location
Project Start	July 2023	Offsite
Weekly Project Management Calls (30 minutes)	Ongoing	Offsite
Project Kick-off (virtual)	July 2023	Offsite
Round 1 Data/Document Request & Submission	August 2023	Offsite
Interviews & Focus Groups (1 day virtual)	September 2023	Offsite
School Visits (4 days)	September 2023	Onsite
Surveys Administered	September 2023	Offsite
Round 2 Data/Document Request & Submission	October 2023	Offsite
PCG Writing and Analysis	October - November 2023	Offsite
District Review Report (1 <sup>st</sup> Draft) & Report Revisions	December 2023	Offsite
District Review Report (2 <sup>nd</sup> Draft) & Report Revisions	December 2023	Offsite
Final Report	January 2024	Offsite
Action Planning Retreat & Board Presentation	January 2024	Onsite

### **COMMITMENTS**

The successful and timely implementation of the work will require the collaborative involvement of LSD to:

1. Appoint a project manager who will serve as the point person for this engagement and be responsible for coordinating all school district logistics
2. Facilitate access to existing data files
3. Provide pertinent documents, manuals, and reports in a timely manner
4. Facilitate communication about the review, data collection, and verification process with school personnel
5. Coordinate onsite time and logistics
6. Provide timely and informed feedback on the draft report and participate in the action planning process

### **PROJECT TEAM**

PCG will commit its most experienced team of consultants and subject matter experts to fully address the requirements of this project. The breadth of experience of our consulting staff adds significant value to our ability to provide excellent process review and planning for LSD. This background combines PCG's years

of experience conducting evaluations, designing new systems, and helping educators improve the outcomes of students with disabilities. The team is well versed in special education laws and regulations, program design and implementation, special education research, IEP development and compliance, staffing, and special education budgeting. The table below outlines the project team, their experience, and a list of select clients from similar projects.

Name Project Role PCG Title	Qualifications and Expertise	Select Clients/District Experience
<b>Dr. Jennifer Meller</b> <b>Project Director,</b> Associate Manager	<p>Special Education policies and procedures, research design, business process mapping, facilitation, stakeholder engagement, data analysis and use, special education program evaluation</p> <p>National lead for PCG's special education program evaluations. Former Director in the Office of Specialized Services, School District of Philadelphia.</p>	<p><i>Districts</i></p> <ul style="list-style-type: none"> <li>• Acero Charter Network, IL</li> <li>• Alexandria City Public Schools, VA</li> <li>• Arlington ISD, TX</li> <li>• Arlington Public Schools, VA</li> <li>• Atlanta Public Schools, GA</li> <li>• Baltimore County Public Schools, MD</li> <li>• Bellevue School District, WA</li> <li>• Boston Public Schools, MA</li> <li>• Chicago Public Schools, IL</li> <li>• City School District of New Rochelle, NY</li> <li>• Denver Public Schools, CO</li> <li>• Frederick County, MD</li> <li>• Garland ISD, TX</li> <li>• Greenwich Public Schools, CT</li> <li>• Lake Havasu USD, AZ</li> <li>• Los Angeles Unified School District, CA</li> <li>• New Orleans Public Schools, LA</li> <li>• Newark Public Schools, NJ</li> <li>• Prince William County Schools, VA</li> <li>• Scottsdale School District, AZ</li> <li>• School District of Philadelphia, PA</li> <li>• Sharon Public Schools, MA</li> <li>• Trenton Public Schools, NJ</li> </ul> <p><i>State Departments of Education &amp; Nonprofits</i></p> <ul style="list-style-type: none"> <li>• Bill &amp; Melinda Gates Foundation</li> <li>• Indiana Department of Education</li> <li>• Massachusetts Department of Elementary and Secondary Education</li> <li>• Missouri Department of Elementary and Secondary Education</li> <li>• Washington Office of the Superintendent of Public Instruction</li> </ul>

<b>Dr. Mauria Uhlik,</b> <b>Project Director</b> Senior Advisor	Special Education policies and procedures, research design, business process mapping, facilitation, stakeholder engagement, data analysis and use, special education program evaluation	<i>Districts</i> <ul style="list-style-type: none"> <li>• Arlington ISD, TX</li> <li>• Arlington Public Schools, VA</li> <li>• Boston Public Schools, MA</li> <li>• Frederick County, MD</li> <li>• Garland ISD, TX</li> <li>• Greenwich Public Schools, CT</li> <li>• Marlborough Public Schools, MA</li> <li>• New Orleans Public Schools, LA</li> <li>• Richmond Public Schools, VA</li> </ul> <i>State Departments of Education</i> <ul style="list-style-type: none"> <li>• Maryland Department of Education, MD</li> </ul>
<b>Dr. Jennifer Baribeau,</b> <b>Subject Matter Expert</b> Senior Associate	Special Education policies and procedures, research design, business process mapping, facilitation, stakeholder engagement, data analysis and use, special education program evaluation	<i>Districts</i> <ul style="list-style-type: none"> <li>• Baystate Academy Charter Public School, MA</li> <li>• Clackamas Education Service District, OR</li> <li>• Hastings-On-Hudson, NY</li> <li>• Holyoke Public Schools, MA</li> <li>• Lake-Oswego School District, OR</li> <li>• Norwalk Public Schools, CT</li> <li>• Reynolds Public School District, OR</li> <li>• Richland Public Schools, WA</li> <li>• Springfield Public Schools, MA</li> <li>• West Hartford Public Schools, CT</li> </ul> <i>State Departments of Education</i> <ul style="list-style-type: none"> <li>• Alabama Department of Education</li> <li>• Missouri Department of Elementary and Secondary Education</li> </ul>
<b>Matthew Scott</b> <b>Project Coordinator and Data Analyst,</b> Senior Consultant	Project management, data analysis, client engagement	<i>Districts</i> <ul style="list-style-type: none"> <li>• Acero Charter Network, IL</li> <li>• Alexandria City Public Schools, VA</li> <li>• Amherst-Pelham Regional Schools, MA</li> <li>• Arlington ISD, TX</li> <li>• Arlington Public Schools, VA</li> <li>• Atlanta Public Schools, GA</li> <li>• Garland ISD, TX</li> <li>• Greenwich Public Schools, CT</li> <li>• New Orleans Public Schools, LA</li> <li>• Northern Valley School District, NJ</li> <li>• Prince William County Schools, VA</li> <li>• Richmond Public Schools, VA</li> <li>• Sharon Public Schools, MA</li> <li>• Trenton Public Schools, NJ</li> </ul> <i>State Departments of Education</i> <ul style="list-style-type: none"> <li>• Alabama Department of Education</li> <li>• Indiana Department of Education</li> </ul>

- Missouri Department of Elementary and Secondary Education

### ***Staff Biographies***

**Dr. Jennifer Meller**, Associate Manager at PCG, leads the firm's efforts in providing districts with comprehensive special education program evaluations and technical assistance in the areas of staffing, stakeholder engagement, compliance, finance, data use, and best instructional practices for students with disabilities. A special education subject matter expert (SME) at PCG, Dr. Meller's experience is built upon her practitioner-oriented background and education policy work across several dozen states across the US. Currently, Dr. Meller focuses on engagements that support districts and state departments of education with special education with identifying and implementing best practices. She also assists districts in several states with implementing IEP special education technology systems that are both procedurally-compliant and outcomes-focused. She designed and has administered PCG's national survey on the use of IEP systems and regularly authors thought leadership pieces about special education. Prior to joining PCG, Dr. Meller was the Director of Operations in the School District of Philadelphia's Office of Specialized Instructional Services, where she focused on implementing student focused data management systems, oversaw several multi-million dollar federal grants, and was responsible for policy and compliance. She earned an Ed.D. in Educational and Organizational Leadership and an MS.Ed. in Higher Education Management, both from the University of Pennsylvania. She also has a B.A. in English from Dickinson College.

**Dr. Mauria Uhlik**, Senior Advisor. Prior to her tenure at PCG, Dr. Uhlik served in a variety of roles including Director of Early Stages in DC Public Schools, Adjunct Professor at Towson and Johns Hopkins University, and Educational Specialist in the Division of Special Education and Early Intervention at the Maryland State Department of Education. She completed her doctorate in Educational Leadership and Management with a Special Education Leadership Concentration at Drexel University School of Education. She was selected as one of 10 doctoral candidates to participate in the Urban Special Education Leaders for Tomorrow Project (USELT), a 5-year OSEP funded Special Education Leadership Personnel Training Grant. Dr. Uhlik also served as special educator during the COVID-19 pandemic.

**Dr. Jennifer Baribeau** is a Senior Advisor for Public Consulting Group. She is an experienced special education leader and brings more than 10 years of experience in education. Her focus areas include inclusive and equitable practices and review of systems and programs to support students with disabilities. For over six years, she worked the Urban Collaborative conducting evaluations for both large and small districts and supported them on implementing best practices in special education. Most recently, she was the Pupil Services Department Supervisor for West Hartford Public Schools.

**Matthew Scott**, Senior Consultant with PCG, focuses on leading and managing organizational change initiatives to improve outcomes for students with disabilities for state departments of education and school district clients nationwide. Mr. Scott is skilled in effective waterfall project management practices and change management approaches in areas such as technology implementation and organizational effectiveness studies. Mr. Scott has extensive experience in conducting program evaluations, analyzing

quantitative and qualitative data, and building communication and outreach plans to engage stakeholders. Mr. Scott has 13 years of experience in education, training, and workforce development, including nine years of experience working in higher education management and four years of experience consulting with K-12 school districts. Prior to joining PCG, Mr. Scott served as the Director of Institutional Effectiveness, Accreditation, and Regulatory Affairs for a specialized graduate school. In this capacity, Mr. Scott oversaw a portfolio of strategic growth and regulatory initiatives, including an initial institutional accreditation effort, ongoing compliance and state approval processes, new program development, enrollment management, and student success. Mr. Scott began his career as a student advisor and leadership development professional for the University of the Pacific. Mr. Scott earned an M.A in Educational Administration and Leadership from the University of the Pacific, and a B.A in Political Science from California State University, Long Beach.

## Total Costs

PCG offers the services and schedule outlined in this proposal for a total fixed fee of **\$54,000**. PCG comes to this work with significant experience and a track record of success in completing projects of similar scope. As such, our experience has helped us to manage risk and lead with assumptions that will help ensure the on-time, high-quality results that you expect. We anticipate working with LSD to refine this pricing proposal to meet specific priorities and budgetary constraints. The following is a breakdown by phase.

## Total Costs by Each Phase

Phase/Activity	
Phase 1: Project Start-Up & Project Management	\$2,000
Phase 2: Customizing the Approach	
Phase 3: Collecting and Analyzing the Data	\$27,000
Phase 4: Developing Useful Reports	\$20,000
Phase 5: Board Presentation and Action Planning	\$5,000
<b>Total</b>	<b>\$54,000</b>

## Breakdown of Costs

**PCG's proposed cost is a fixed fee, inclusive of all personnel costs, overhead, and travel. In preparing the approach, timelines, and pricing that is detailed within this proposal, we assume the following:**

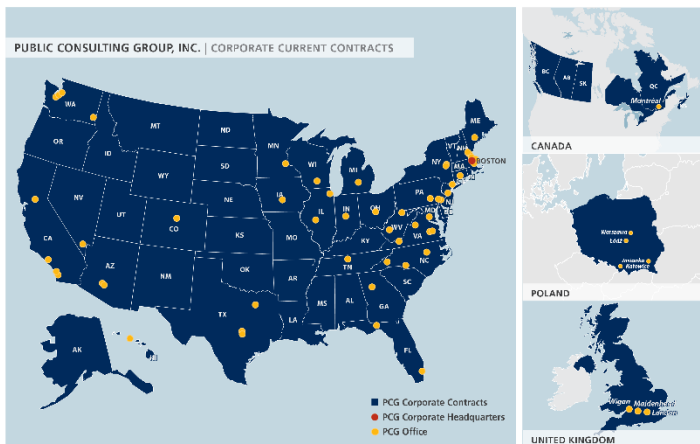
1. Upon project start-up, PCG and LSD project team leaders will meet to conduct a detailed work plan review to fully define the project scope. This meeting should occur directly after contract signature and will be used to map out key dates, establish team responsibilities, and confirm project expectations. This exercise will ensure all project participants are entering into the engagement with similar expectations. PCG will work with the LSD executive team during the project kick-off to refine and make minor adjustments to the work plan before it becomes finalized.
2. LSD will appoint a project manager to this engagement. They will be the point person for this engagement for LSD and be responsible for coordinating all delegated logistics for the district.

3. A weekly conference call will be held for PCG and the LSD project manager to review the project work plan and provide project guidance. Web conferencing will be used.
4. The project will include a total of **one day** of data collection for focus groups/interviews (virtual), **four days** of school visits (onsite) by the appropriate members of the PCG project team, a review of 25 IEP files, and a demographic data analysis. It is expected that LSD will work with PCG in advance of these meetings to schedule the meetings and assure appropriate stakeholder participation in focus groups and interviews. PCG will provide guidance on how to plan for these days.
5. If deemed necessary by PCG, additional staff may join for data collection at no additional cost.
6. All information provided in response to PCG's data request will be complete, well-documented, accurate, and in a consistent and easy to manage/read format. Delays and additional costs may result from unplanned time having to transform, decipher, or interpret incomplete or poorly documented data or other information.
7. No more than 5% of scheduled meetings, interviews, forums, or other activities related to information gathering or project management will be canceled, rescheduled, or postponed by LSD or its identified stakeholder groups. Exceeding this threshold will result in project deliverable delays and may result in additional fees in order to recover time or extend the schedule.
8. Performing this scope of work would not preclude PCG from any future contracted services.

*PCG has provided a competitive pricing proposal aligned to LSD's statement of work, our industry expertise, and best practices. PCG is willing to negotiate project scope and other variables to best meet LSD's needs, timeline, and budget.*

## APPENDIX

### About PCG



Public Consulting Group, Inc. (PCG) was founded in 1986, over 35 years ago, with a corporate mission of “Solutions that Matter.” Today PCG is one of the largest firms in the nation devoted to delivering innovative, cost-effective solutions and training to government agencies. We understand the issues that face educational organizations and work closely with our client partners to strengthen and improve their programs, lessons, and outcomes.

PCG has extensive experience in all 50 states, clients in six Canadian provinces,

and a growing practice internationally. As a leading education consulting firm, PCG brings national expertise and the proven strategies to drive and inform business process mapping, analysis and recommendations required in this statement of work. PCG’s team includes more than 2,500 professionals. The firm serves its clients from 55 regional offices across the U.S. and abroad.

We have the financial stability, resource depth, and strategic expertise to ensure the quality and positive impact of PCG’s services. PCG is a privately-owned corporation, and the firm’s structure allows us to address the unique needs of each client by assembling project teams that call on varied knowledge, skills, and technologies from PCG’s five areas of expertise.

### Special Education Experience

Our nationally recognized special education consulting work focuses on the following key areas: 1) **special education program and process reviews** to help states and districts evaluate current practices, engage key stakeholders and families, and develop systemic improvement plans based on key performance metrics; 2) **professional development, training, and program management** by providing coaching, technical assistance, and resources to strengthen program delivery and implement evidence-based practices to improve academic and functional outcomes for students with disabilities; 3) **leadership development** to support aspiring, new, and veteran building, district, and special education administrators.

### *Special Education Program and Process Reviews*

PCG has provided special education program and business process reviews and provided technical assistance geared toward improving academic achievement and functional outcomes for students with disabilities for over fifteen years ago. Our reviews focus on special education policies, procedures, and practices within the district/state and typically include interviews and focus groups with stakeholder groups, benchmarking with comparable districts, student outcomes analysis, and a review of documents pertinent to special education. PCG has conducted surveys, student case studies, student shadowing, and school walk-throughs as part of many studies. PCG’s findings and recommendations, which are presented to the school district or state leadership and state/school boards, provide a road map for special education decisions and prioritization aimed at improving student outcomes. Our experience as practitioners at all levels of education- from state departments to classrooms- and in review processes makes us unique



partners for school systems working toward change. We have experience conducting reviews of this nature in several dozen school districts and state departments of education across 14 states.

Below is a list of additional noteworthy reviews conducted by PCG team members over the past several years.

### Comprehensive Special Education Reviews

- \*Alexandria City Public Schools (Virginia), 2017-2019
- Amherst-Pelham School District (Massachusetts), 2017 and 2019
- Arlington Independent School District (Texas), 2020-2022
- \*Arlington Public Schools (Virginia), 2011-12, 2018- present
- Baltimore County Public Schools (Maryland), 2013
- Bellevue School District (Washington), 2013
- Burlington Township School District (New Jersey), 2014
- Chappaqua City Public Schools (New York), 2020-2021
- City School District of New Rochelle (New York), 2022- present
- Frederick County Public Schools (Maryland), 2022-present
- Garland Independent School District (Texas), 2021- present
- \*Greenwich Public Schools (Connecticut), 2020-2022
- Haldane Central School District (New York), 2022-present
- Lake Havasu Unified School District (Arizona), 2022-present
- Meridian Public Charter School (Washington, DC), 2015-2016
- Milton Public Schools (Massachusetts), 2015-2016
- Monroe Township School District (New Jersey), 2015-2016
- North Hanover Public Schools (New Jersey), 2023- present
- Northern Valley School District (New Jersey), 2018-2019
- Prince William County Schools (Virginia), 2017-2018
- \*Princeton Public Schools (New Jersey), 2020
- Rockaway Township School District (New Jersey), 2019
- Scottsdale School District (Arizona), 2012
- Sharon Public Schools (Massachusetts), 2019-2020
- Somerville Public Schools (Massachusetts), 2015
- South Hunterdon Regional School District (New Jersey), 2022-present
- Trenton Public Schools (New Jersey), 2017-2018
- West Windsor Plainsboro (New Jersey), 2020

*\*Project detail included below*

### Additional Engagements

**Acero Charter School Network (Illinois), 2018.** Analysis of current special education programming and development of a revised resource allocation model.

**Alexandria City Public Schools (Virginia), 2017- 2019.** Comprehensive special education review to determine the effectiveness of the Division in ensuring positive outcomes for students receiving special education services. The review identified both areas of strength and areas for improvement in the organization and delivery of these services. The final report can be found at the following link: <https://esbpublic.acps.k12.va.us/attachments/49dedeb8-67fb-40c9-8bb1-f479809cabfd.pdf>.

**Arlington Public Schools (Virginia), 2011-2012, 2018- present.** A comprehensive review of the district's Intervention Assistance Teams (IAT), 504, and special education programs. Data collection and analysis



included: student case study reviews; document review; focus groups and interviews; surveys; demographic, student outcomes, and placement data analysis. PCG was selected through a competitive bid process to conduct a second evaluation, designed to assess progress made since the last review. Continuing work on action planning and monitoring the plan for results. The final evaluation report is available on the APS website, under Evaluation Reports: <https://www.apsva.us/wp-content/uploads/2019/11/Evaluation-of-Services-for-Students-with-Disabilities-and-Those-Requiring-Intervention-FINAL.pdf>. The public-facing action plan is available here: [https://www.apsva.us/wp-content/uploads/2020/12/APS-Action-Plan-Final\\_attachments.pdf](https://www.apsva.us/wp-content/uploads/2020/12/APS-Action-Plan-Final_attachments.pdf).

**Atlanta Public Schools (Georgia), 2020.** Provided analysis of and consultation for facilities planning for the low incidence population of students.

**Boston Public Schools (Massachusetts), 2013-2015.** Mentoring and decision-making support for special education operations functions, including compliance, professional development, caseloads, IEP system functionality, and accountability systems.

**Boston Public Schools (Massachusetts), 2022-present.** Technical assistance and project management for equitable services and Tiered Focused Monitoring compliance.

**Chicago Public Schools, Office of Diverse Learners (Illinois), 2014-2015.** The district contracted with PCG to refine its ALL means ALL initiative for diverse learners as part of the overarching Student-Based Budgeting (SBB) model. Specific attention was given to special education. PCG reviewed budget data, conducted an organizational analysis through a document review, led interviews and focus groups, visited pilot schools, and validated findings with the research and practice literature. PCG identified six priority areas to support process improvement related to: 1) transparency and communication; 2) diverse learners; 3) cluster programs; 4) personnel; 5) data; and 6) professional support. Recommendations for each of the priority areas and model improvements, proposed policy changes to the foundation, weighted per student funding, salary adjustments, budget cap and the district holdback, were provided.

**Denver Public Schools (Colorado), 2020.** Developed an inclusive practices marketing campaign and materials for use across Denver schools.

**Greenwich Public Schools (Connecticut), 2020 – 2022.** A comprehensive review of the Special Education Department, including their programs, policies, structure, and finances. Data collection included interviews and focus groups, student case study reviews, school observations, data analysis, and a document review. Parents and board members were integral to this review. Work is continuing with the development of an action plan and implementation support. The final evaluation report and draft implementation plan are available on the GPS website: <https://www.greenwichschools.org/teaching-learning/special-education/special-education-review>

**Indiana Department of Education (Indiana), 2020.** Statewide review on the impact of the 1% participation cap for students taking the alternate assessment. This project includes a literature review, data analysis, focus groups and interviews, and surveys.

**Lewis-Palmer School District (Colorado), 2015.** Targeted review of paraprofessional services and staffing support for students with disabilities. As part of this review, PCG conducted school visits and focus groups with various district staff members and analyzed policies, procedures, and data related to the use of paraprofessional aides. The work culminated in the spring of 2015 with a final report and an action planning session where the recommendations from the report were organized into a roadmap for implementation.

**Los Angeles Unified School District (California), 2017.** A comprehensive review of the district's special education program focused on improving services and outcomes for students with disabilities and identifying efficiencies/cost savings.

**Missouri Department of Elementary and Secondary Education (Missouri), 2023 - present.** Statewide operational review of the Missouri State Schools for the Severely Disabled focused on facility conditions, maintenance, safety and security, and educational adequacy.

**Newark Public Schools (New Jersey), 2013.** Operational review with a focus on finance, technology, and data. Investigated staff structures and documented redundancies. Provided recommendations for streamlining operational procedures, enhancing communications, and improving service delivery to schools.

**NOLA Public Schools (Louisiana), 2021–2022.** Analysis of low incidence programming across charter schools and charter management organization and creation of a resource guide to support special education teachers.

**NOLA Public Schools (Louisiana), 2023–present.** Analysis of special education costs by charter school.

**Prince William County Public Schools (Virginia), 2017- 2018.** A comprehensive review of the Special Education Department, including their programs, policies, structure, and finances. Data collection included interviews and focus groups, student case study reviews, school observations, data analysis, and a document review. The final report is available on the PWCS website, under Special Education Department: [https://www.pwcs.edu/UserFiles/Servers/Server\\_340140/File/Special Education/PWCS Comprehensive SPED Review Report-Final April 2018.pdf](https://www.pwcs.edu/UserFiles/Servers/Server_340140/File/Special%20Education/PWCS%20Comprehensive%20SPED%20Review%20Report-Final%20April%202018.pdf)

**Princeton Public Schools (New Jersey), 2020-2021.** Princeton Public Schools (PPS) contracted with PCG to conduct a comprehensive review of special education programming, auditing their programs, policies, structure, and finances from an equity lens. Data collection included interviews and focus groups, student case study reviews, data analysis and a document review. PCG completed a final report outlining findings and recommendations for strengthening delivery of services to more effectively support students with disabilities. The final report can be found at the following link: <https://tinyurl.com/Princeton-Public-Schools>.

**Portland Public Schools (Oregon), 2022- present.** Evaluation of adapted physical education services.

**Richmond Public Schools (Virginia), 2020–2021.** Conducted an evaluation of special education instructional practices and service delivery. Current work for the district now includes professional development and coaching of school-based special education leaders.

**South Carolina Public Charter School District (South Carolina), 2018.** Conducted a needs assessment and develop a professional development plan designed to build the capacity of charter schools in providing high-quality special education services.

**University Place School District (Washington), 2015-2016.** Analysis of speech-language therapy services, including benchmarking against neighboring districts, assessment of district's policies and processes, and review of publicly available aggregated student and staffing data to provide a picture of staffing and caseload trends in the area.

### ***Professional Development, Training, and Program Management***

PCG's strategic planning and professional development work with states and districts to address Results Driven Accountability (RDA) indicators is grounded in our belief that all students, including those with disabilities, can learn grade-level academic content and be prepared for postsecondary success. Taken together, we believe that equity and access to rigorous instruction for students with disabilities leads to improved outcomes.

We are working to raise the bar for special education programs through attention to structures and opportunities that maximize instructional effectiveness. Included below are select examples of our recent work focused on improving outcomes for all students:

[PCG's Project Success Resource Center](#) **(National), 2021-present.** Expanded our comprehensive resource center partnering with districts across the country to support teachers of students with significant intellectual disabilities. This year, our professional learning and coaching platform, **Playbook™**, was launched to build educator capacity in goal writing, curriculum mapping, instruction, and assessment. Project Success coaches provide synchronous virtual training, onsite professional learning, and personalized coaching throughout the yearlong professional development program.

**Louisiana Department of Education (LDOE) Office of Special Education, 2021-present.** Partnering with LDOE to develop a series of guidance documents and webinars to support implementation of high-quality and compliant special education services across the state. Designed for special education leaders, coordinators, and building administrators, the guidance documents address a range of topics and include aligned tools and resources. Monthly webinars provide opportunities for leaders to discuss each topic in more depth and learn from each other's experiences. This project includes close collaboration with an advisory group of experienced local special education directors who provide feedback and offer suggestions to ensure content is relevant and useful.

**Cumberland County Schools (North Carolina), 2019-present.** Implementing **Playbook™** to provide customized professional learning and coaching supports, including individual needs assessments, job-embedded learning activities, and coaching support, for more than 150 special education teachers and related services providers.

**AWS Foundation (Indiana), 2019-2021.** Implemented **Playbook™** to provide customized professional learning and coaching supports, including individual needs assessments, job-embedded learning activities, and coaching support, for new special education teachers in several local school districts. The partnership includes aligned onsite professional development.

**Delaware Department of Education (DDOE), 2020-present.** Implementing **Playbook™** to deliver customized professional learning to more than 200 mentors in support of the state's administrator and lead mentor programs, matching new administrators and novice educators with mentors who provide guidance and assistance related to best practices. Playbook allows DDOE staff to provide uniform content, increase its reach, and monitor program completion while coaching and providing feedback to participants.

**Colorado Department of Education, 2020-present.** Designed and delivered customized content and materials for six online modules that include information on how the brain learns to read and the nature of reading difficulties (e.g., dyslexia, generalized language learning disorders, etc.) as well as special considerations for supporting culturally and linguistically diverse learners with learning to read.

**Lafayette Parish School System (Louisiana), 2020-2021.** Provided professional learning and coaching to three schools in their transformation zone, selected based on consistent low performance focusing on building capacity of general and special education teachers to support students with disabilities by building inclusive practices, implementing evidence-based practices, and providing high-quality instruction.

**Indiana Department of Education, 2013-2021.** Established and maintained a statewide resource center, Project Success, which provided technical assistance to school corporations (districts) as they built local capacity to support students with significant intellectual disabilities to achieve greater levels of academic and postsecondary success. PCG provided statewide universal and targeted professional development that included training for paraprofessionals, teacher-leader programs, and the development of model sites. The contract also included a three-year evaluation of the State Systemic Improvement Plan (SSIP).

**Rich Township High School District 227 (Illinois), 2018-2021.** Provided comprehensive professional development including paraprofessional training, professional learning regarding IEP goal writing, and ongoing support for general education and special education co-teaching teams. Paraprofessionals accessed the following six online modules: Overview of Special Education, Instruction and Standards, Formative Assessment, Strategies for Providing Culturally Responsive Classroom Support, Effective Communication, and Assistive Technology and Accessible Materials. Co-teaching teams of general and special education teachers were provided ongoing support and professional learning that included implementing inclusive practices, structures for supporting students, and building capacity to deliver high-quality instruction.

**Broward County Public Schools (Florida), 2018-present.** Promoting improved school performance by developing the knowledge and skills of second- and third-year principals through the implementation of *Principal's Playbook*™. PCG customized Playbook to meet the internal needs of the district to support new and struggling K-12 principals. Initially, PCG worked with Broward County Public Schools' (BCPS) principal supervisors to acclimate them to the Playbook and identify plays that would meet the needs of their school leaders. Principals then began the engagement by completing a needs assessment within Playbook to personalize the approach to assigned plays. Subsequently, BCPS principal supervisors reviewed the needs assessment data and assigned additional plays to principals based on district-wide goals or identified areas for improvement.

**Crowley ISD (Texas), 2019-2021.** Provided a solution that would help to grow and support current and aspiring school leaders throughout the district, developing their knowledge, skills, and abilities. Crowley ISD's implementation of *Principal's Playbook*™ provided services to 43 principals and aspiring leaders as well as two district coaches through a customized needs assessment, plays with resources and action steps to improve educator practice, and virtual coaching. This implementation also included data integration with district data systems to further automate play assignment based on metrics and thresholds identified by district leadership.

**Clover Park School District (Washington), 2018-2020.** Designed and delivered professional development for new special education teachers. PCG developed a needs assessment carefully aligned to district initiatives and built custom professional development to be delivered using our *Playbook*™ platform.

**Washington State Office of Superintendent of Public Instruction, 2017-2019.** Implemented a cultural competency training program with a focus on transforming leadership and building schoolwide capacity to support diverse learners, establishing a practice of culturally responsive teaching for the State of Washington.

**South Carolina Public Charter School District, 2018.** Conducted a needs assessment and developed a professional learning plan designed to build the capacity of charter schools in providing high-quality special education services.

**New Mexico Public Education Department, 2017-2019.** Developed 21 customized online learning modules designed for teachers and school leaders. These modules focused on identifying rigor in early literacy instruction, parent and community involvement, and scaffolding instruction to students with disabilities and English Language Learners. The parent modules were created in both English and Spanish to meet the diverse cultural needs of New Mexico parents. The professional development design included training literacy coaches who supported school leaders in the implementation of the modules. The blended learning modules built the capacity of New Mexico educators to increase achievement of English Language Learners. These included self-paced e-learning courses in our Pepper platform as well as face-to-face training for coaches. Courses were implemented in 89 school districts, with 22,000 users across the state.

**Washington State Office of Superintendent of Public Instruction (OSPI), 2018-2019.** Served as OSPI's partner to develop courses for supporting special education and English language learner paraprofessionals. The first course was designed for special education teachers who work with paraprofessionals, and the second course provided content for administrators to support teachers working with paraprofessionals. Both courses included rich content and activities to build knowledge and support implementation of evidenced-based practices. The courses were designed to be delivered through Canvas learning management platform and included facilitator guides to support districts in blended learning opportunities.

**Washington State Professional Educator Standards Board (PESB), 2017-2018.** Developed a set of modules to create two courses to meet the certification requirements outlined by PESB. The first course was designed to increase knowledge and skills that meet the learning objectives and standards for the ELL Subject Matter Certificate and the second course was designed to increase knowledge and skills that meet the learning objectives and standards for the Special Education Subject Matter Certificate. The courses were designed to be delivered through Canvas learning management platform and included facilitator guides to support districts in blended learning opportunities.

## PCG's Special Education Effectiveness Domains



Solutions that Matter

# PCG's Special Education Effectiveness Framework

By Dr. Jennifer Meller,  
Amy Howie, Meredith Keedy-  
Merk, and Matthew Scott

When implemented with a systems-thinking approach, the six domains of the Special Education Effectiveness Framework from Public Consulting Group (PCG) will help superintendents and district leaders improve educational and functional outcomes for students with disabilities.

There is an urgent need to raise expectations and improve educational outcomes in special education, which has been a pressing issue since before the COVID-19 pandemic began in 2020. Despite the federal Office of Special Education's shift to a Results Driven Accountability (RDA) model in 2014, the initial objective of RDA—to improve academic and functional outcomes for students with disabilities—has not yet been realized. Unlike the improvement that occurred in the first seven years after the 2004 Individuals with Disabilities Education Act (IDEA) reauthorization, when only compliance factors drove state and local district accountability, improvement under RDA has been relatively stagnant in the last six years. Only eight states have achieved a "Meets Requirements" rating for all six years under RDA, and none of the largest states (California, New York, and Texas), which together serve approximately 25 percent of the nation's students with disabilities, have received a "Meets Requirements" determination in any year of RDA. In other words, "just 17 percent of the nation's students with disabilities are educated in states that achieve results."<sup>1</sup> Compounding this challenge is the fact that the number of students found eligible to receive special education services continues to grow, increasing 11 percent between the 2000–01 and 2017–18 school years to more than seven million students nationwide.<sup>2</sup>

As the number of students who qualify for special education services continues to rise and as more of them are being served in general education classrooms at least part of the day according to the latest U.S. Department of Education's annual report to Congress,<sup>3</sup> the

“Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. This is our urgent call to action to design school systems that achieve these goals.”

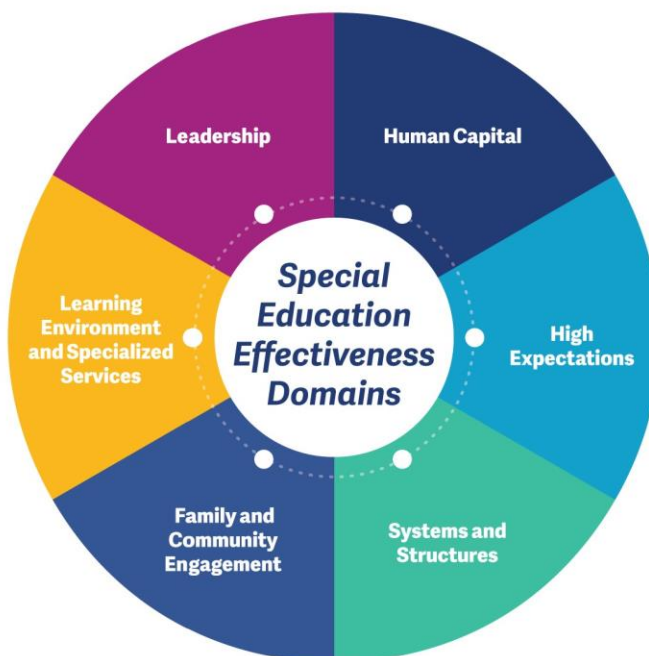
bar for the standard of education for students with disabilities has increased as well. In their 2017 landmark case, *Endrew F. v. Douglas County School District*, the Supreme Court affirmed that schools must be “more than de minimus,” or “appropriately ambitious,” in meeting the needs of every child with a disability through their Individualized Education Program (IEP). Making certain that a growing number of students with disabilities meet appropriately ambitious learning standards can be challenging. The only way to effectively do this is to have school districts develop clear roadmaps for what it means to operate effective, high-quality special education programs and then to enact these roadmaps with intentionality and commitment. High-quality programs for students with disabilities provide differentiated

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## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

services and supports in inclusive environments with a clear focus on successful student outcomes. They emphasize a shared approach to accountability and are designed with intentionality around key performance indicators that matter, such as parent engagement, access to high standards for all students, and qualified staff. The efficient use of funding continues to be a key component for schools to successfully deliver the learning experiences that are needed to support student achievement—and school districts need to embrace the use of technology and other tools as means to improve outcomes.



Building on extensive research and our collective experience and expertise serving school districts and state departments of education nationwide, PCG has developed this Special Education Effectiveness Framework to assist school districts in catalyzing conversations about, and reviewing and improving the quality of, their special education programs. It is designed to provide school district leaders with a set of practices to strengthen special education services and supports, and to highlight the multidisciplinary, integrated nature of systemic improvement. An intentional focus on improving outcomes for students with disabilities leads to improved outcomes for ALL students. We have intentionally used the term "all students" throughout this document to promote inclusivity and high expectations for ALL.

## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK



## Learning Environment and Specialized Services

Delivering instruction and interventions within an inclusionary framework and with Individualized Education Program (IEP) fidelity, leading to increased access and progress in grade-level learning standards and reducing disproportionality.

### Access to the General Curriculum

- The district has a robust Multi-Tiered System of Supports (MTSS) framework that is consistently implemented and appropriately supportive of struggling learners.
- Teachers utilize collaborative planning and instruction that includes application of Universal Design for Learning (UDL) principles and formative assessment.
- Staff have access to and training on a wide range of instructional technologies and software resources for use across a variety of settings (in person, hybrid, virtual).
- All students have access to rigorous curriculum, with a full continuum of services and programs, in the general education setting.
- Teachers use student data to select and implement evidence-based teaching and learning strategies.
- Schools provide high-quality inclusive programs and activities based on high-leverage practices.

### Positive Behavior Supports and Social-Emotional Learning

- Positive behavioral supports are a part of the school culture.
- Students learn tools and replacement behaviors for how to engage in the classroom and school productively and positively.
- Students feel safe in the learning environment.
- Teachers use appropriate language (verbal and nonverbal) and apply trauma-informed practices and appropriate de-escalation strategies.
- Expectations, routines, and procedures are culturally responsive, age appropriate, and posted and modeled in the classroom and school.
- Schools implement, and students are taught, restorative practices as alternatives to punitive disciplinary practices (e.g., suspension and expulsion).

### Individualized Education Program (IEP) Development

- IEPs include goals designed to increase the amount of time students spend in general education settings.
- IEP teams use formative assessment to collect baseline data and monitor goal progress. Staff complete IEP documents to meet compliance requirements.
- Services are consistently delivered and documented according to required timelines.
- All IEP team members participate actively to make informed decisions.
- Students are active participants in their IEPs.

### Individualized Supports

- Teachers design, provide, and assess the effectiveness of specially designed instruction and adjust delivery as needed.
- The Assistive Technology (AT) evaluation team matches the appropriate AT/Augmentative and Alternative Communication (AAC) tools to student need and trains staff on implementation.
- Appropriate classroom accommodations and modifications are provided so that students can access grade-level content.
- There are opportunities for teachers and related service providers to model skills to students.
- Related services and behavior supports are individually designed, implemented, and monitored to align to student need and desired outcomes.



## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

**Coordinated Early Childhood, School to School, and Post-Secondary Transition Activities**

- Schools use a student-centered planning approach and incorporate family input.
- Schools have a formal articulation process to share relevant instructional information with teachers and providers at receiving elementary, middle, and high schools.
- Families are provided the support they need to connect their children to appropriate transition services.
- Multiple providers are involved in transition planning, when appropriate.
- Students with disabilities are engaged in service learning/community-based instruction that is linked to the general curriculum, classroom instruction, and student interest.
- Transition planning and exploration of postsecondary opportunities begin when students enter high school, if not earlier.
- Skill and interest inventories are conducted for students with disabilities, specifically to inform postsecondary planning.
- Students with disabilities are provided appropriate instruction in career development and opportunities to participate in work-based learning.

**High Expectations**

Increasing expectations of students with disabilities by presuming competence and incorporating culturally relevant, growth-oriented practices.

**Growth Mindset**

- Staff embrace the tenet that intelligence exists in every student and can be developed with appropriate supports and services.
- Staff praise student effort and process, not results, and replace the statement of "a student can't..." with "a student can't ...yet."
- Staff display completed student work and share drafts or work that is in progress so students can see how work evolves with effort and feedback.
- Growth mindset visuals are posted for staff and students throughout the school environment.
- Staff encourage students to share mistakes and lessons learned.
- Educators create grading rubrics which focus on the process and the outcomes.
- Staff provide students with frequent and specific feedback in a variety of forms (e.g., written, verbal, nonverbal).

**Presumed Competence**

- All students have meaningful access to grade-level curriculum.
- In the absence of conclusive evidence, teachers assume that all students can participate (with appropriate supports) in an age-appropriate general education curriculum and form meaningful relationships.
- Staff support a consistent mode of communication (e.g., assistive technology—low, mid, high tech) for each student.
- Schools use appropriate assessments to measure and show what students can do with the proper supports.

**Culturally Relevant Practices**

- Teachers approach their students and instruction with an asset-based mindset, affirming the validity of students' backgrounds and identities.
- Teachers make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.

## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

- Curriculum includes content that is representative of all students, legitimizing students' backgrounds and abilities, while also exposing them to new ideas and worldviews different from their own.
- Rigorous course of study is accessible to all students.
- Staff educate themselves about students' communities, cultures, and histories.
- Teachers recognize how their own identities and experiences affect their beliefs and actions and engage in self-assessment to better understand how their biases and perceptions influence their teaching practices.
- Tools and supports to address behaviors (racism, ableism, sexism, homophobia, unearned privilege, Eurocentrism, etc.) are available and accessed by staff.

**Positive Learning Environment**

- School leadership and all school staff are invested in the success of all students.
- Processes exist for collecting and using perception data from key stakeholders (e.g., staff, students, parents).

**Student Engagement**

- All students are included in all school activities.
- All students are held to high expectations for regular attendance.
- All students, with and without disabilities, have embedded opportunities to interact with each other in academic and non-academic settings.
- All students are actively engaged in their own learning.
- All students are included as stakeholders in decision-making processes.
- Students with disabilities are engaged in the development of their IEPs and have knowledge and understanding of their goals and accommodations.



## Family and Community Engagement

Embracing partnerships to make informed decisions and provide equitable opportunities for all students.

**Communication**

- Staff communicate and work effectively with families.
- Staff support families through their child's transition between grade levels.
- Families receive required notifications and invitations, and they attend meetings.
- Staff are skilled in communicating effectively with families about their child's disability.

**Collaboration**

- Families are included in development of school materials, with attention paid to language and culture.
- High percentage of families of students with disabilities are active in the parent-teacher organization.
- Family input and needs are collected through a variety of data-collection tools.
- Families of students with disabilities are involved with the school community activities.
- Concerns of parents/families are resolved in a timely manner.
- The district has a special education parent/family advisory group.

## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

**Resource Center and Training**

- A family resource center, with staff skilled in special education, is available to all families.
- Staff receive training on working in partnership with families.
- Training for families on the IEP process is provided.

**Access**

- Families receive IEP documents (e.g., progress reports, meeting invitations, prior written notices, and procedural safeguards) in their native language.
- Families receive information in multiple formats, including electronically.
- Virtual IEP meetings and electronic signature functionality are available.

**Community Partnerships**

- The district forms partnerships with community colleges, local businesses, and nonprofit organizations to create work-based training and employment opportunities for students.
- The district leverages community partnerships and expertise to complement the academic curriculum with real-life experiences.
- The district understands the community resources to support families.

**Leadership**

Supporting students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinating efforts with community organizations to improve results.

**Shared Accountability**

- Leaders guide staff toward a common vision and values and embrace the principle that holding all students to high expectations is the shared responsibility of all staff.
- Leaders empower students, staff, parents/families, and the community to share responsibility for teaching, learning, and student outcomes.
- Leaders model reflection by testing assumptions, learning from data, and adjusting instructional practices accordingly.
- Leaders emphasize that building a shared responsibility for student learning is an ongoing, continuous process.

**Team Building**

- In partnership with staff and community stakeholders, leaders create a vision for team collaboration and partnerships.
- Leaders develop a plan for communicating the vision with staff, families, and the community to gain support and buy-in.
- Leaders equip staff with effective team communication strategies including developing goals and facilitating open communication and building trust.
- Staff celebrations are openly shared and discussed at staff meetings, within professional learning communities, and during one-on-one check-ins.
- Leaders model the norms of collaboration, including paraphrasing, posing questions, providing data, and presuming positive intentions.

## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

**Student-Centered Decision Making**

- Leaders create a culture of data-centered decision making using formative assessment.
- Leaders share beliefs with staff that all students have potential to succeed and improve, and that all staff are responsible for providing the appropriate supports and services.
- Leaders equip staff to develop student-centered classrooms, which includes planning, implementation, and assessments.
- Classrooms allow student input and participation in decision-making process.

**Collaboration**

- Leaders intentionally design schedules and provide professional learning opportunities that promote collaboration between educators, related services providers, and paraprofessionals.
- Leaders support meaningful collaboration with families and train staff on how to schedule, organize, and facilitate an effective meeting with professionals and families.
- Leaders use positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback from staff, stakeholders, and community partners.
- Staff are trained to apply collaboration strategies such as sharing ideas, active listening, questioning, and problem solving.
- Special education leaders are part of the district leadership team and collaborate with other departments.



## Human Capital

Investing in people from recruitment to retirement to ensure highly qualified and effective staff have the skills/training needed to provide services and support to promote the success of diverse learners.

**High-Quality Staff**

- Staff hold full credentials/licensure and advanced degrees, micro credentials, or skills in specific content areas.
- Staff are experts in working with students with and without disabilities.
- Staff collaborate with specialized instructional support personnel as needed.

**High-Quality Professional Learning**

- Administration prioritizes professional learning (PL) through effective scheduling.
- PL activities meet the needs of staff in their roles.
- PL activities are embedded and include classroom observations, peer observations, and self-check inventories.
- PL is aligned with evidence-based and promising practices, and with state mandates.
- Support staff receive appropriate training to support student academic and behavioral needs.
- PL includes a balance of instructional and special education specific topics.
- Universal and targeted supports and coaching that include synchronous and asynchronous opportunities through virtual, face-to-face, or blended formats.



## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

**Equitable Recruitment Practices**

- Advertising for diversity occurs through professional organizations, and job listings and websites contain affirmative action policy statements.
- Targeting recruitment activities to underrepresented populations occurs through continuously recruiting (even when there are no openings) and using a diverse hiring committee.
- Organization offers compensation (or other benefits) for participation in diversity recruitment and community outreach endeavors, including participation in conferences, committees, or coalitions related to diversity and the reduction of disparities.

**Staff Wellness and Self-Care**

- Individual and collective self-care is encouraged and contributes to an overall culture of well-being.
- Schools/districts sponsor resources or activities for staff, such as health assessments, physical activity opportunities, substance abuse prevention, and an Employee Assistance Program.
- There are adopted policies that encourage wellness and support a healthy school and district environment.

**Flexible Career Pathways and Staff Retention**

- Opportunities for growth, additional training, and career advancement are publicized.
- Mentorship programs are available for all staff.
- There is an ongoing staff evaluation process that incorporates multiple data points, such as classroom observations, student growth measures, IEP implementation, and personal goals.
- Staff are involved in student-centered activities or participate in at least one school or district committee annually.
- Difficult-to-staff schools or districts have an incentive pay structure that rewards new teachers with a graduated sum of money for each year they return.



## Systems and Structures

Defining expectations for service delivery, resource allocation, and data management infrastructure to guide data-driven decisions.

**Vision and Strategic Plan**

- Special education initiatives are embedded in the district's strategic plan.
- The special education department has a clearly articulated and well-communicated vision, mission, and action plan with goals for three to five years, and schools have specific goals that are aligned to the plan.
- The district engages in a continuous improvement review process at least every five years to assess the effectiveness of its special education program.
- Central office staff across departments and school-based leaders are held accountable for consistently implementing special education policies and procedures.

**Equitable Funding and Staffing**

- The equitable distribution of school-based special education funding is based on the resources used to serve students with disabilities, such as teacher or aide salaries and supplies, and takes into consideration the varying costs that depend on type of disability, placement, and student need.
- Administrators take proactive steps to coordinate funding of special education services within the larger school program.

PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

- IDEA grant expenditures are tracked and intentionally tied to specific programmatic goals.
- Staffing ratios support an inclusive instructional service delivery model and can be adjusted mid-year to accommodate changes in student need.

**Policy and Procedures**

- An electronic, user-friendly, and accessible special education policy manual for school teams and families exists on a publicly available site and is updated annually.
- Internal guidance and procedures are documented, accessible to all staff, and updated regularly.

**Data Quality, Culture, and Capacity**

- Benchmark, goal progress, and continuous progress monitoring provide timely information for programmatic and student-centered decision making.
- Dashboards are easily accessible to general education and special education staff, principals, and others so they can routinely monitor identification rates, placement levels, and discipline rates by school and grade.
- The district uses an electronic case management system to document provision of all special education services including progress, track IEP documentation for compliance, and provide access to indicators and other data for monitoring and trend analysis.
- School and district staff are well versed in the State Performance Plan (SPP) indicators, have easy-to-use reports to monitor them, and conduct data reviews of progress.
- Staff receive training on how to use data systems to make decisions.

## PCG'S SPECIAL EDUCATION EFFECTIVENESS FRAMEWORK

## About Public Consulting Group

Public Consulting Group LLC (PCG) is a leading public sector solutions implementation and operations improvement firm that partners with health, education, and human services agencies to improve lives. Founded in 1986 and headquartered in Boston, Massachusetts, PCG employs over 2,500 professionals in more than 40 offices worldwide. PCG offers education consulting services and technology solutions that help schools, school districts, and state education agencies/ministries of education to promote student success, improve programs and processes, and optimize financial resources. To learn more, visit <http://www.publicconsultinggroup.com/education/>.

In partnership with clients, PCG designs and delivers training and technical assistance to build strong leaders, increase educators' ability to improve instruction, develop standards-based curriculum, and meet the needs of diverse learners along the pathway to college and career readiness. PCG supports practitioners at all stages of standards implementation and school improvement.

## About the Authors

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**Meredith Keedy-Merk** is a Senior Associate and Special Education Subject Matter Expert at Public Consulting Group and is Director of Indiana's Project SUCCESS. She began her career teaching students identified with emotional and behavioral disabilities and was awarded Rookie Teacher of the Year. She has also served as a dean of students and a local special education coordinator.

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**To learn more about PCG's Special Education Effectiveness Framework, contact us today.**



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## Endnotes

- 1 Our Kids Count, June 28, 2019 <https://www.advocacyinstitute.org/blog/?m=201906>
- 2 Pew Research Center, April 23, 2020: <https://www.pewresearch.org/fact-tank/2020/04/23/as-schools-shift-to-online-learning-amid-pandemic-heres-what-we-know-about-disabled-students-in-the-u-s/#~:text=1%20The%20nearly%207%20million,for%20which%20data%20is%20available>. National Center on Educational Statistics: <https://nces.ed.gov/>
- 3 From 2008 through 2017, the percentage of students ages 6 through 21 served under IDEA, Part B, who were educated inside the regular class 80 percent or more of the day increased from 58.5 percent to 63.5 percent.

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**Londonderry School District  
Proposed Scope of Work  
Review of Special Education Supports and Services**

**Proposed Scope of Work**

The Londonderry School District has requested a proposal for a review of data and information gathering on the outcomes for students receiving special education services in the district. The outcome of this review will be the development of recommendations and next steps to support the efficient and effective design of supports and services for students receiving special education services. We would see this work falling into the following categories or tasks:

**Task 1** – Review and analyze district and state data related to outcomes for students with disabilities for Londonderry School District and selected comparison districts.

**Task 2** – Collect and analyze data from focus groups, interviews, and surveys from district stakeholders to assess appropriateness and effectiveness of the District's organization structure and staffing to support the needs of students with disabilities.

**Task 3** – Summarize findings and make recommendations.

However, after consultation with the Londonderry School District leadership, a customized task list and scope of work for specific areas of service or programs will be developed.

WestEd proposes addressing and delineating the work by each of the three possible tasks and assign staff with specific expertise to each task. We have assembled a team with extensive experience in special education and evaluation. The project director will take overall responsibility for all tasks, and each team member will conduct data collection activities, review results, and provide support in the development of the final recommendations. WestEd will collect and analyze information that will assist the Londonderry School District leadership by identifying recommendations focused on producing positive outcomes for students with disabilities.

We have identified a draft of the key questions for each task area of the study and will work with Londonderry School District leadership review and revise these questions and tasks as necessary to address the expected outcomes of the study. We will employ multiple methods to provide a comprehensive and well-documented review of the special education services across the Londonderry School District leadership. We will engage with the Londonderry School District leadership at all points along the way to ensure that we are reflecting the revolving needs of Londonderry School District leadership.

**Londonderry School District  
Proposed Scope of Work  
Review of Special Education Supports and Services**

We will begin with an off-site document review of whatever relevant data and information is available. Staff will use qualitative methods to investigate more complex and sensitive inquiries that are not as easy to quantify or where quantification of the data would be inappropriate. We will employ descriptive methods when it is necessary to define data and to add to the construction of the model. Our staff will gain a variety of perspectives from multiple data sources including data and document reviews; online surveys; interviews with administrators, educators and staff; focus groups with educators and parents; classroom observations; and modified IEP reviews.

WestEd staff will then comprehensively review the data and share preliminary results with the Londonderry School District leadership team to ensure that we have explored and addressed all components. Staff will then produce a final report that includes findings, recommendations for each task area, and next steps for changes to the program if necessary.

For each task outlined below, we have provided a table highlighting **sample study questions**. The WestEd team will meet with the Londonderry School District leadership to tailor study questions to the district's exact needs under each task. WestEd's staff will partner with Londonderry School District leadership to inform and engage them in a meaningful and active way throughout the review process. Regular, ongoing meetings of the WestEd review team will provide a formal feedback loop whereby data can be collected, shared, examined, and refined. In between meetings, the audit team will use electronic media and face-to-face meetings to continue to inform each other and solicit valuable feedback.

*Table 1. Task 1 Study Questions*

Task 1 Proposed Study Questions	Data Collection Activities					
Review and analyze district and state data related to outcomes for students with disabilities for Londonderry School District and selected comparison districts.	Document Review	Data Analysis	Surveys	Interviews	Focus Groups	Classroom Observations
1. Does the overall organizational structure and its functionality meet the needs of all students?	X	X	X	X	X	

**Londonderry School District  
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Review of Special Education Supports and Services**

2. Is the current structure of special education services optimal for ensuring improved outcomes for students receiving special education support and services?	X	X	X	X	X	X
3. Is the level and type of administrative staff and special education services staff appropriate to meet District and student goals and objectives?	X	X	X	X	X	
4. Are the policies and practices for hiring, staffing ratios, position control and resource, human and fiscal alignment designed and implemented for effectiveness and efficiency?	X	X	X	X	X	

*Table 2. Task 2 Study Questions*

Task 2 Proposed Study Questions	Data Collection Activities					
Collect and analyze data to Identify Recommendations for Improved Effectiveness and Efficiency	Document Review	Data Analysis	Surveys	Interviews	Focus Groups	Classroom Observations
5. In what areas does the functionality of the organizational structure indicate that there are inconsistencies within the district that may contribute to ineffectiveness and inefficiency?	X	X	X	X	X	
6. In what areas are there inconsistencies within the District's staffing levels that may contribute to ineffectiveness and inefficiency?	X	X	X	X	X	X
7. What recommendations could be made for changes or improvements to the District's organizational structure, processes, procedures, staffing, special education maintenance of effort to increase/maximize efficiency and effectiveness of educational programs and student outcomes and contribute to the overall fiscal stability of the District?	X	X	X	X	X	X



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**Londonderry School District  
Proposed Scope of Work  
Review of Special Education Supports and Services**

**Task 3: Summarize Findings and Make Recommendations**

Task 3 is essentially the completion of the final report, which will be shared with Londonderry School District leaders in draft form and revised jointly. The proposed report format is outlined below. In addition to the report WestEd proposes to prepare a corresponding presentation of findings and prioritized recommendations for use with the district and other stakeholders.

**Final Report Format**

The final report will include the following sections, to be determined in collaboration with **Londonderry School District** leadership:

- Executive Summary
- Project Overview
- District Data Overview
- Methodology of Onsite Data Collection
- Onsite Data Collection Findings
- Summary of Findings and Prioritized Recommendations

The report will contain graphs and charts including outcomes of surveys; interviews; focus groups and observations; demographic data; staffing; policy analyses; and a summary of District resources used in comparison to Districts with similar characteristics. Recommendations will be presented in a prioritized table, as well as narrative.

From this analysis, WestEd will provide the Londonderry School District leadership with specific recommendations that support maximizing organizational effectiveness and efficiency that aligns both human and fiscal resources to meet the needs of students with disabilities.



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**Londonderry School District  
Proposed Scope of Work  
Review of Special Education Supports and Services**

### Next Steps Planning

The WestEd team believes that special education needs to be a part of an aligned and collaborative district that works to maximize the systemic supports to address the needs of all students. To that end, the WestEd team will work with you district leadership to review the district wide systems of supports and introduce or expand the district's MTSS framework and processes to maximize the systemic processes and leadership to support the improvement of the support for all students.

### Timeline

The duration of this contract is anticipated to be a maximum six months from the start of the contract, given the scope of the work. Upon approval of the contract, the WestEd project director will work with the district staff to finalize the work plan, schedule, and deliverables. The Schedule of Activities below details the activities for each task, with agency responsibilities, and proposed timelines.

### Schedule of Activities

Review Activities	Primary Responsibility	Deliverable	Timeline Begin
Initial planning meeting between WestEd and the District to reach agreements purpose, processes, evaluation questions, methodology and timelines	WestEd The District	Meeting notes of conference calls about study questions, methodology, and timelines finalized	Within 10 days from start of award
Schedule and make arrangements for site visits	The District WestEd	Meeting notes with schedule	Weeks 3-4
Submit documents and data for review to WestEd	The District		Week 3 and ongoing
Review documents, data and summarize	WestEd	Preliminary document and data review	Weeks 3-7
Develop surveys/interview/focus group and data review protocols for Londonderry School District review and approval	WestEd	Evaluation Instruments	Weeks 3-5
Finalize online surveys and protocols	WestEd	Draft online surveys	Week 7
Disseminate online surveys to teachers, parents, administrators	The District	Online surveys	Weeks 8-10

**Londonderry School District  
Proposed Scope of Work  
Review of Special Education Supports and Services**

Review Activities	Primary Responsibility	Deliverable	Timeline Begin
Conduct site visits, including interviews and focus groups	WestEd	Interviews Focus groups	Week 12-18 (Proposed onsite 3 full days)
Qualitative analysis and write up of interview focus groups and document reviews	WestEd	Preliminary findings from interviews and focus groups to inform Tasks	Weeks 16-21
Analysis and write up of online surveys	WestEd	Preliminary findings from online surveys to inform all tasks	Week 20
Discuss preliminary findings with the District	WestEd The District	Minutes from meeting	Week 22
Finalize written report; share findings and recommendations with Board	WestEd The District	Written report of findings and recommendations	Weeks 22-26

### Fees/Budget

WestEd is proposing an **all-inclusive price of \$55,000.00** with the following breakdown of activities:

Activity	
1. Interviews	(~10 Interviews)
2. Surveys <ul style="list-style-type: none"> <li>a. School/District level staff <ul style="list-style-type: none"> <li>i. District Administrators</li> <li>ii. Site Administrators</li> <li>iii. General Education teachers</li> <li>iv. Special Education teachers</li> <li>v. Related service personnel (speech, OT/PT)</li> <li>vi. Paraprofessionals</li> </ul> </li> <li>b. Parents/family members</li> <li>c. Central Office Administrators</li> </ul>	(3-4 Surveys)
3. Focus Groups-Possible groupings-could be combined) <ul style="list-style-type: none"> <li>a. District Administrators</li> <li>b. Site Administrators</li> <li>c. General Education teachers</li> </ul>	(15-20 Focus Groups TBD)





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d. Special Education teachers e. Related service personnel (speech, OT/PT) f. Paraprofessionals g. Parents/family members h. Students	
4. School observations (If appropriate) a. Short classroom walkthroughs b. Interviews with principals	(TBD)
5. Data Analysis (including but not limited to:) a. Londonderry School District data b. Special Education Indicator Data (Annual Performance Reports) c. District Strategic Plans d. Other:	

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## **Londonderry School District Daniel Black, Superintendent of Schools**

# **Memo**

**To:** Londonderry School Board  
**From:** Dan Black  
**Date:** June 15<sup>th</sup>, 2023  
**Re:** Enrollment Projections – Old Study

---

In the School Board packet is an old study done in 2017 that gave a future analysis of our potential enrollment trends. As you can see on pages 16 to 18 how our enrollment has played out since this study was done was fairly accurate. We are trending closer to the 1 Year Cohort Method.

As you can also see, the study done at the time did not project a large increase in students through the end of this decade.

I was able to catch up with the Town Manager and Planning Department to better understand the new development happening in town and the overall assumptions and projections for what that can mean for our school system. I now better understand how to follow up and work more closely with the Town on enrollment and new development moving forward over the course of any school year. Even though there is a lot of multi-family development that can happen in town in the coming years, as well as single family homes, we will be able to absorb the projected number of new students from this development if it does happen.

What we will need to keep an eye on is the part of town that new developments are happening. Right now, North School has run out of permanent space within our current programming and class size assumptions. A large upward trend in enrollment for North School would be more problematic for the School District.

Going back to some of the enrollment questions around the potential Moose Hill building project, from what we can see from this old study, what I now know from the Town, I would not say we need to plan for Kindergarten Enrollment of 350 or much larger than our current assumptions. But what I would say is we can better study this issue over the summer and come up with a more detailed answer by the time we are reviewing more accurate cost assumptions for the Moose Hill phase 1 and 2 projects in the fall.

We want to look more closely at population trends within New Hampshire and Nationally to better understand that larger picture. A few recent studies do point to a more downward trend nationally related to larger demographic shifts going on.

Here is a study from the fall that points to a general downward trend of school age students - [https://tom-dee.github.io/files/EdWeekCommentary\\_Dec\\_20221102.pdf](https://tom-dee.github.io/files/EdWeekCommentary_Dec_20221102.pdf)

Here is a study looking at projects over the next 30 years around population in general for the entire country - <https://www.cbo.gov/publication/58912>

**Report For The  
Londonderry School District**

**Subject:**

**Demographic  
Analysis/Enrollment  
Projections  
Update**

**Prepared by:  
New Hampshire School Administrators Association**

**Dr. Mark V. Joyce  
Mr. Keith R. Burke**

**October 2017**

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## I. Introduction

### Purpose of Study

New Hampshire School Administrators Association is a private, non-profit organization founded in 1941 to provide support to the leadership of public education in NH, to offer high quality services to its members, and to support and promote public education in New Hampshire. As part of our ongoing service to schools, NHSAA periodically provides specialized services directly to individual public school districts in NH. It is our commitment that we will provide high quality work that meets all components of our agreed upon design, on time or ahead of schedule.

The Londonderry School District contracted with the New Hampshire School Administrators Association to complete update and analysis of the demographic needs for the school district K – 12 student population. This report represents the final product of our work.

### Scope of Work and Timeline

NHSAA completed an updated demographic analysis of current and future student enrollments (K – 12), by updating the information on all the tables and graphs contained in the November 2016 study and summarizing with a few observations regarding the changes in information. This special service option is only available to those districts that have completed a full NHSAA Demographic study within the last three years.

The study update, as defined, began in October 2017, and a report was submitted to the Superintendent of Schools on October 23, 2017, in the form of an electronic copy of the updated tables and one printed copy in color.

### Overview of Process

During the process of the study update, the consultants created enrollment projections and analyzed local and regional demographic conditions. From projections dated October 2017 (See Appendix A) and information provided by state and local officials, it appeared that the *One-year cohort method* remains the best guideline in helping to forecast future conditions for the Londonderry School District.

To ensure that the selected methodology gave the best results for the district, several other methods were examined using historical data and comparing the results with known student populations. The one-year cohort method remains the most reliable for Londonderry.

## **II. Consultants' Background**

### **Co-Investigators**

#### **A. Lead contact: Dr. Mark V. Joyce (Co-project Investigator)**

##### *Education and Professional Experience:*

Dr. Joyce earned his BA from Niagara University, a teaching certification and a Masters in Education specializing in Educational Administration from the University of New Hampshire. In 1986, he earned his Doctorate in Education, with highest distinction, from Boston College with a specialization in leadership, curriculum and instruction.

Dr. Joyce has been a teacher of students in grades 7 – 12 and at the graduate school level. In addition, he has served as a secondary and elementary school principal, and an assistant superintendent of schools in New Hampshire. He has also served as a Superintendent of Schools in both New Hampshire and Maine. Mark was formally the Executive Director of the New Hampshire School Administrators Association, and a frequent consultant to school, community and business organizations. Mark is a resident of Newington, N.H.

#### **B. Mr. Keith R. Burke**

##### *Education and Professional Experience:*

Mr. Burke worked as an educator in New Hampshire for over 36 years. He has held positions as a teacher, curriculum coordinator, high school principal, assistant superintendent, and in 2007 retired as superintendent of schools for SAU #1.

During his career, Mr. Burke has directly supervised more than 15 school building projects. He has demonstrated expertise in all phases of planning, construction, and financing.

Mr. Burke received his Bachelor of Science degree from Norwich University, and his Master's degree from St. Michael's College. In 2001, Mr. Burke was accepted to the Cooperative System Fellows Program of the National Center for Educational Statistics. In addition to his service to school districts, Keith has participated both as a member and chairman of NEASC accreditation teams, and represented New Hampshire in statewide and regional educational leadership initiatives and organizations. Keith is a resident of Hancock, N.H.



### **III. Demographic Data and Enrollment Projections**

#### **Overview**

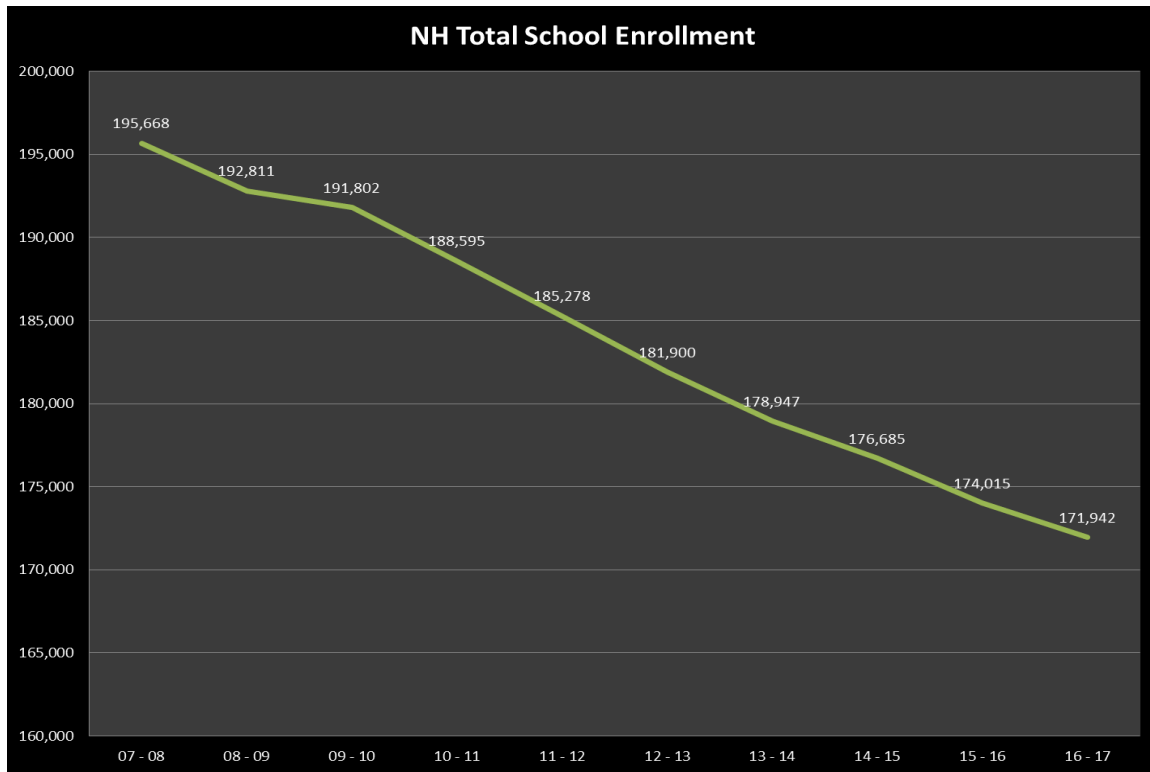
New Hampshire's student enrollments, on average, have shown a decline over the past 11 years from 198,645 in the 2006-07 school year to 171,942 in the 2016-17 school year, a decrease of 26,703 students.

The State of New Hampshire's overall population has grown significantly over the past 40 years, with the state growing by an average of 14,000 people per year. While this growth has been historically high, it has not been uniform for all N.H. communities. Clearly, communities in the south central and southeastern counties have seen significantly higher growth over time with some northern and western counties witnessing a decline. While regions that border Massachusetts have experienced historic growth, there is also a trend for expanded development for communities that border our cities and major thoroughfares. However, this trend has recently slowed significantly throughout N.H. with communities in the north and west slowly losing population and communities in the central and southeastern areas growing very slowly.

The counties experiencing the most gains in employment, employed residents, and population are Rockingham, Hillsborough, and Strafford counties. There were 9,119 more persons living in Rockingham County in 2016 than in 2007. About 8,500 jobs were gained in covered employment, three times more jobs than were added in Hillsborough County. Interestingly, there was slightly larger gain in resident employment in Strafford County than in Hillsborough County, likely due to more Strafford County residents commuting to Rockingham County for work. These same three counties are those with the smallest shares of population not in the labor force. This suggests that there is a connection between job opportunities, labor force attachment and population growth. However, job opportunities do not necessarily have to be within the county of residence, as long as job opportunities are within a reasonable commute. Job growth can be faster in one county, whereas the neighboring county would concurrently experience larger population and resident employment growth.

Londonderry had the sixth largest percent change and the fourth largest numeric change over 55 years. Population change totaled 22,106, from 2,457 in 1960 to 24,563 in 2015. The largest decennial percent change was a 154 percent increase between 1970 and 1980, which followed a 118 percent increase the previous decade. The 2015 Census estimate for Londonderry was 24,563 residents, which ranked tenth among New Hampshire's incorporated cities and towns.

Graph 1



Source: NH Department of Education

The following is a summary of the Enrollment Projection Analysis completed for the Londonderry School District. Projections are provided for the district as a whole, and individually for each grade and grade grouping. The projection process uses a combination of historical enrollment data, birth trends and projections, housing data, and population trends and projections to create reasonable assumptions about future growth scenarios and the likely impact on the school district.

### District Enrollment History

Graph 2 depicts district enrollments since 1990-91. The district's highest enrollment was in 2001-02. Since then it has shown a more or less, steady decline.

Graph 2

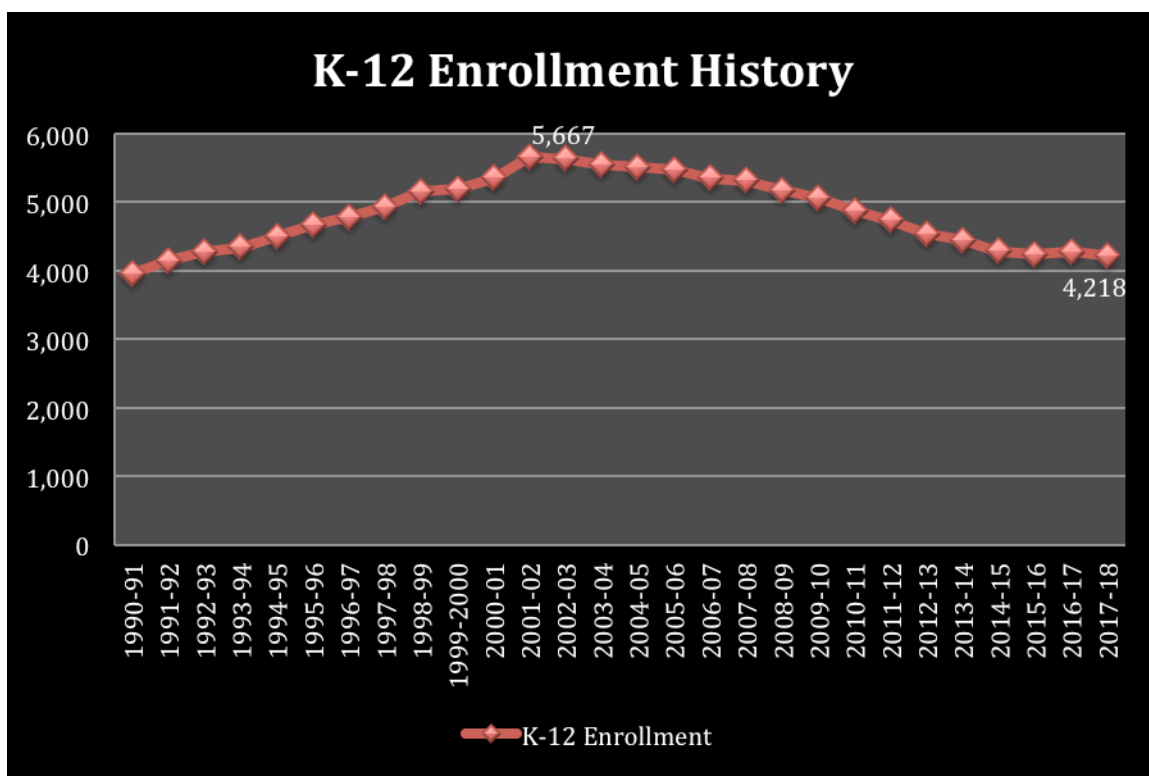


Table 1 represent the last ten years of enrollment history in the Londonderry School District.

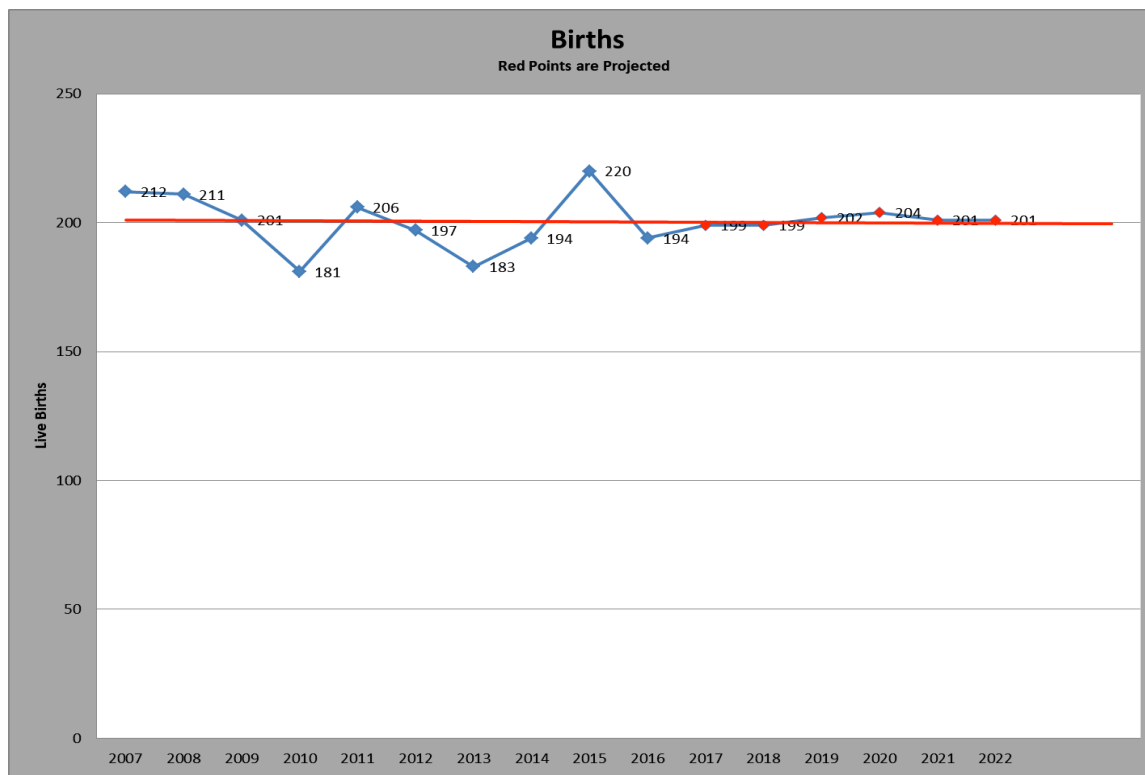
Table 1

ENROLLMENT HISTORY										
LONDONDERRY										
October 1, 2008 To October 1, 2017										
Grade	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
K	310	311	255	251	234	243	224	237	283	273
1	335	334	329	288	266	260	264	249	283	313
2	320	335	329	326	302	274	273	287	263	290
3	395	326	336	323	323	314	274	280	300	261
4	357	407	330	338	322	324	319	281	305	313
5	398	353	405	336	336	328	322	326	299	305
6	407	399	355	410	340	345	331	327	336	302
7	423	410	405	354	399	336	344	332	341	336
8	422	425	409	412	350	403	345	337	343	330
9	466	426	434	398	403	406	413	376	356	374
10	427	463	432	426	399	408	398	411	375	362
11	471	415	454	425	427	390	401	397	402	357
12	444	458	410	452	434	417	383	400	388	402
<b>TOTAL</b>	5,175	5,062	4,883	4,739	4,535	4,448	4,291	4,240	4,274	4,218
K-5	2,115	2,066	1,984	1,862	1,783	1,743	1,676	1,660	1,733	1,755
6-8	1,252	1,234	1,169	1,176	1,089	1,084	1,020	996	1,020	968
9-12	1,808	1,762	1,730	1,701	1,663	1,621	1,595	1,584	1,521	1,495

### **Birth Trends and Projections**

We use historical and projected birth data to forecast the number of Kindergarten students who will enroll in the Londonderry School District in future years. Graph 3 shows the number of births collected from NH Vital Records and birth projections based on a statistical model. The Baseline Regression (which examines overall trends) projects how the number of births will trend over time.

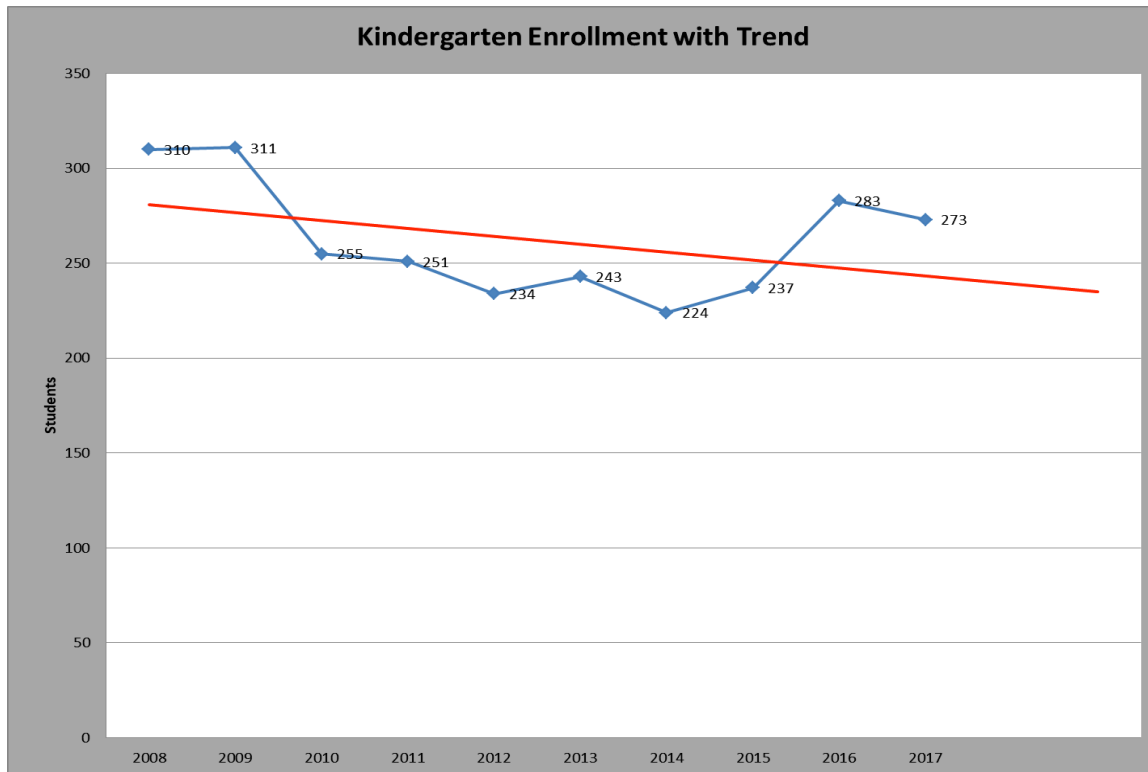
**Graph 3**



### **Kindergarten Enrollment Trends**

Examining trends in Kindergarten enrollment is particularly informative for gaining perspective on future district enrollment because today's kindergarteners will gradually make up tomorrow's students at the higher grade levels as they age and move through the school system. Graph 4 shows Kindergarten enrollment history in blue, and trend lines depicting Kindergarten enrollment in red. The average trend represents the average Kindergarten enrollment. In Londonderry, Kindergarten enrollment has been somewhat erratic, but an examination of the trend would indicate it may be slowly decreasing over time. However, during the last two years the kindergarten numbers have increased. This fact needs to be closely monitored to see if it continues in the future, which may indicate a rising trend.

**Graph 4**

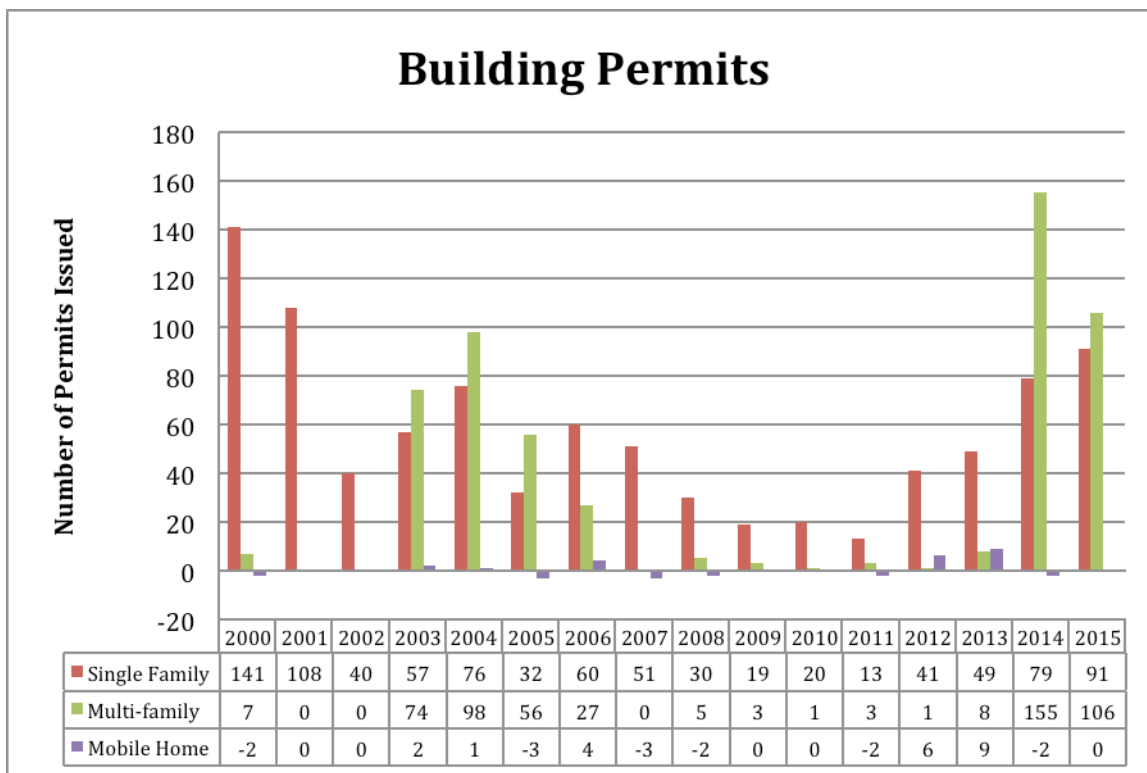


### **Residential Development**

Examining trends in recent housing development can help to explain how in-migration into the Londonderry School District area might be affecting school enrollment. If the number of housing starts in the district area is expected to be reasonably consistent for the next several years, then we assume that in-migration of school-age children will also remain relatively consistent. If the number of housing starts is expected to increase significantly above and beyond recent levels, in-migration may play an increasing role in school district enrollment. However, it is important to recognize that the number of housing starts in any given year is dependent upon a large number of confounding variables (decisions of local, county, and state policy makers, residential developers, interest rates, and demand for housing) making future growth patterns difficult to predict.

Table 2 shows the past housing issued permits (not to be confused with actual buildings) by housing type (single family and multi-family) for the district area. In the past eight (8) years, the majority of housing development has occurred in single-family construction. There was a significant increase in multi-family complex permits generated in 2014 and 2015. Households in multi-family complexes, on average, contain fewer school-aged children than single-family homes.

Table 2



It is also important to consider that the turnover in ownership of existing housing stock contributes to changes in enrollment. The district can maintain or even increase enrollment depending upon the cycle of resident homeowners, regardless of housing starts. For instance, a younger community will have a higher children-per-household ratio, whereas an older community will have a lower children-per-household ratio. Yet, within a few years a turnover in ownership in an older community may result in an increase in children-per-household. As younger families move into the area, the result is new students enrolling into the district's schools. Absent new housing development or housing turnover, families age in place and the number of school aged children in the area eventually declines. Please see page 13 where the impact of new development in Londonderry is discussed.

### **Cohort Survival Enrollment Projections**

Accurate enrollment forecasting is particularly important to school boards and administrators. Enrollment estimates have an obvious impact on the budget, facility planning, and staffing.

Projecting future student enrollments is a difficult task at best. The cohort survival method is generally the most reliable measure used as a short-range (one to five years) forecasting tool. It is based on the calculation of a series of survival rates that indicate the fraction of students in one grade, in a given year, who "survive" to the next grade in the next year. First grade enrollments are calculated independently

on the basis of past (six year prior) birth data, i.e. the birth to first grade ratio is always the result of comparing grade one enrollments to the number of births six years prior. Projections are then made using a grade progression ratio multiplied by the enrollment for a previous grade in a prior year. Kindergarten estimates are based on the first grade projection for the next year divided by the kindergarten to first grade ratio. Thus, kindergarten projections are an inverse operation since they are based on the first grade estimate for the following year.

The basic idea behind this technique is that what has happened historically can be used to project trends for the future. It is important to note that the technique does not predict, but rather it is a process by which trends can be identified. It is good practice to keep this information updated on an annual basis, and for the district to keep abreast of demographic and economic changes in the area, which could potentially affect the local school population and the resources needed to support it.

When considering all the projections provided in this update, it is important to recognize that school enrollment projections are more accurate in the immediate future than they are into the extended future. More specifically, our projections are more reliable over the first five years than they are in the following years.

The enrollment projections contained in this report are presented in three formats. The first is a five-year average, which briefly defined, is an average of the grade-to-grade progressions over the past five-years (shown as 5 yr. avg.). The second format takes into account some of the trends of the most recent years as well as, considering some of the historical trends. This procedure is identified as a three-year weighted average, in which greater weight is given to the most recent year and correspondingly less weight for those years further back in history (shown as 3 yr. wav). The third simply compares the last two years and uses that data as a basis for a projection (shown as 1 yr. avg.). The one-year average may fluctuate more because it is looking at only the last two years of data, and it does not reflect the longer-term data. It is, though, a good means for spotting trends, which may indicate some change in the normal patterns experienced by the district. Some examples of this may be a major business opening or closing, significant housing changes or changes in employment opportunities.

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School's Office to the NH Department of Education.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the

public school system, then depending upon the numbers, some adjustments may be necessary.

Appendix A contains detailed, grade-by-grade enrollment projections for Londonderry. It also includes a comparison of the projected vs. actual enrollment for the district's review. The data is presented in chart and graphic form.

## **IV. Summary**

Information used to develop the survival percentages came from two sources: (1) to determine the projections for the first year of school (first grade), resident live births, as collected by the New Hampshire Bureau of Vital Statistics, are used to compare with the number of children who actually show up in first grade six years later and (2) the yearly October 1 enrollment data by grades as provided by the Superintendent of School's Office to the NH Department of Education.

There are times when resident live birth data is not available for the more recent years from the New Hampshire Bureau of Vital Statistics. In such instances, an average of the last available five years is applied. If this process is used it will be noted on page two of the projection summary.

The data does not include students classified as out-of-district special education or home study. The reason for this is that these children are not reported in a particular grade grouping, nor is the figure apt to be a stable one. However, it is necessary to consider these children in any analysis of the need for space. One way to determine a potential number for the future is to calculate the percentage of these children as related to the total number of students. If, for example, the resulting percentage was 10%, then for planning purposes the projected populations should be increased by that percentage to account for those so classified. Home study children would not be a part of this percentage. However, if at some point they do enter the public school system, then depending upon the numbers, some adjustments may be necessary.

The charts include historic enrollment data, resident live births, and projections using the three methods described herein.

The cohort survival method relies on historical birth and enrollment data to calculate the various grade progression ratios. It is a common method used by demographers to estimate future school enrollments. It has proven to be accurate in most situations; however, it is a historical approach and assumes that all conditions will remain substantially unchanged. There is, however, no built-in consideration for an extraneous factor's impact, such as new industry, a significant change in economic conditions or a significant change in land availability or use. Grade by grade projections require counts for each grade, therefore, any out-of-district special education; home schooled or private school students have not been included.

Based on an examination of the cohort models, the number of births, the history of building permits and the population change, it is our belief that enrollments projected by the One Year Cohort model continues to be the most reliable and that the district should adopt the model as the "reasonable" basis for assessing future student populations and facility needs.



The One-Year Cohort model shows the student enrollment will decline but slowly increase. Two additional factors that point to the One-Year Cohort model is the "historical test" which was applied to all three models. This test consists of using historical data to determine which model yields the most accurate predictions, and the estimated increases in student population projected by the town of Londonderry as a result of on-going housing development.

If the estimates provided by the town were added a much more rapid increase in student population would occur, but we believe that the projections of the One-Year Cohort model is reasonably aggressive at this point. We would urge the district to monitor the student enrollment increases as a result of the new developments to determine if the projections need to be adjusted accordingly.

## **V. Notation of Research Sources**

1. New Hampshire School Administrator's Association – Enrollment Studies
2. New Hampshire Office of Energy and Planning – Reports on the Town of Londonderry
3. Various documents and internal reports, Londonderry
4. US Census Data
5. Council of Chief State School Officers
6. NH Department of Revenue Administration Tax Data
7. NH Department of Education Enrollment Data
8. NH Department of Vital Statistics
9. NH Economic and Labor Market Information Bureau

**Appendix A**  
**Enrollment Projections**

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## A-1

ENROLLMENT PROJECTIONS - 5 Year Average Method										
LONDONDERRY										
2018 - 2019 to 2027 - 2028										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
K	221	235	266	242	240	240	244	246	243	243
1	267	248	263	298	271	269	269	274	276	272
2	328	280	260	276	313	284	282	282	287	290
3	296	335	286	266	282	320	290	288	288	293
4	270	306	346	296	275	292	331	300	298	298
5	319	275	312	352	302	280	297	337	306	304
6	311	325	280	318	359	308	285	303	343	312
7	304	313	327	282	320	361	310	287	305	345
8	337	305	314	328	283	321	362	311	288	306
9	357	365	330	340	355	306	348	392	337	312
10	374	357	365	330	340	355	306	348	392	337
11	354	366	349	357	323	332	347	299	340	383
12	352	349	361	344	352	319	328	342	295	335
<b>TOTAL</b>	4,090	4,059	4,059	4,029	4,015	3,987	3,999	4,009	3,998	4,030
K-5	1,701	1,679	1,733	1,730	1,683	1,685	1,713	1,727	1,698	1,700
6-8	952	943	921	928	962	990	957	901	936	963
9-12	1,437	1,437	1,405	1,371	1,370	1,312	1,329	1,381	1,364	1,367

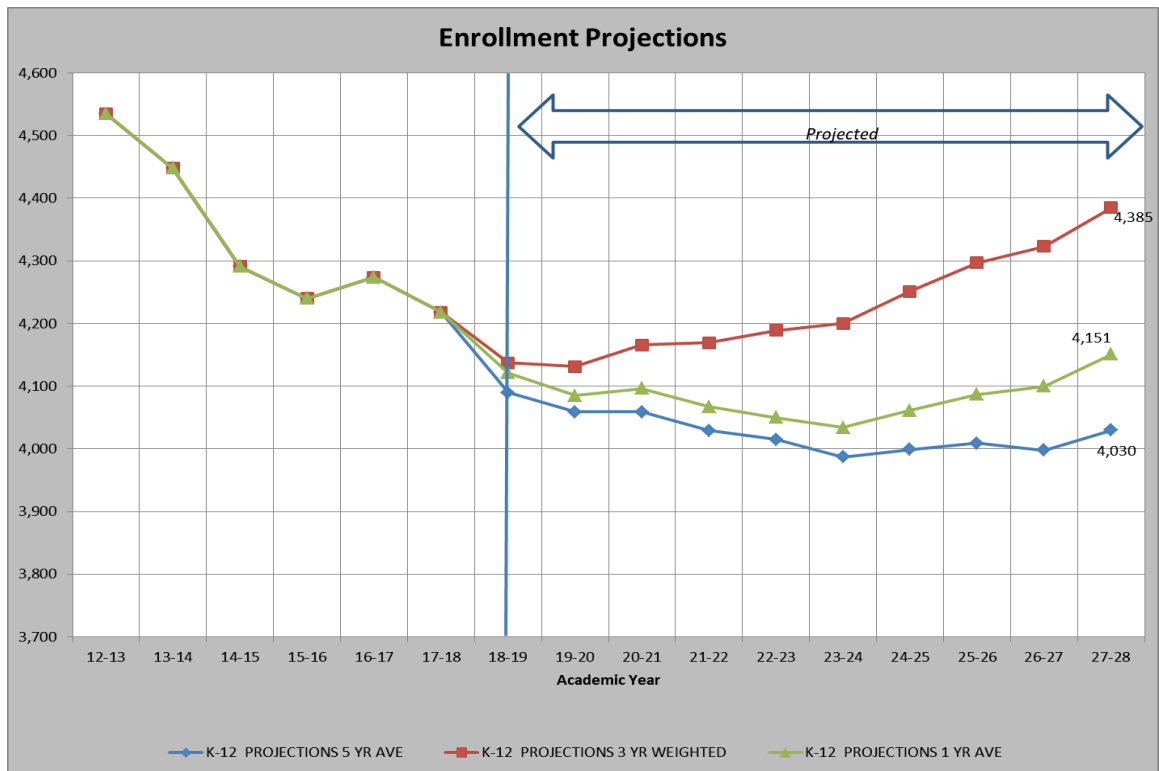
## A-2

ENROLLMENT PROJECTIONS - 3 Year Weighted Method										
LONDONDERRY										
2018 - 2019 to 2027 - 2028										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
K	240	254	288	262	261	261	265	267	264	263
1	293	272	288	327	297	296	296	300	303	299
2	327	306	284	301	342	310	309	309	313	317
3	295	332	311	289	306	348	315	314	314	318
4	275	311	350	328	305	323	367	332	331	331
5	320	282	318	358	336	312	331	376	340	339
6	311	326	287	324	365	342	318	337	383	346
7	306	316	331	291	329	370	347	323	342	389
8	333	303	313	328	288	326	367	344	320	339
9	356	359	327	338	354	311	352	396	371	345
10	376	358	361	329	340	356	313	354	398	373
11	351	364	347	350	319	329	345	303	343	386
12	354	348	361	344	347	316	326	342	301	340
<b>TOTAL</b>	4,137	4,131	4,166	4,169	4,189	4,200	4,251	4,297	4,323	4,385
K-5	1,750	1,757	1,839	1,865	1,847	1,850	1,883	1,898	1,865	1,867
6-8	950	945	931	943	982	1,038	1,032	1,004	1,045	1,074
9-12	1,437	1,429	1,396	1,361	1,360	1,312	1,336	1,395	1,413	1,444

### A-3

ENROLLMENT PROJECTIONS - 1 Year Cohort Method										
LONDONDERRY										
2018 - 2019 to 2027 - 2028										
Grade	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
K	251	267	302	275	273	273	278	280	276	276
1	299	278	295	334	304	302	302	307	310	305
2	321	306	285	302	342	312	309	309	315	318
3	288	319	304	283	300	339	310	307	307	313
4	272	300	333	317	295	313	354	323	320	320
5	313	272	300	333	317	295	313	354	323	320
6	308	316	275	303	336	320	298	316	358	326
7	302	308	316	275	303	336	320	298	316	358
8	325	292	298	306	266	293	325	310	288	306
9	360	354	318	325	334	290	319	354	338	314
10	380	366	360	323	330	340	295	324	360	344
11	345	362	348	343	307	314	324	281	308	343
12	357	345	362	348	343	307	314	324	281	308
<b>TOTAL</b>	<b>4,121</b>	<b>4,085</b>	<b>4,096</b>	<b>4,067</b>	<b>4,050</b>	<b>4,034</b>	<b>4,061</b>	<b>4,087</b>	<b>4,100</b>	<b>4,151</b>
K-5	1,744	1,742	1,819	1,844	1,831	1,834	1,866	1,880	1,851	1,852
6-8	935	916	889	884	905	949	943	924	962	990
9-12	1,442	1,427	1,388	1,339	1,314	1,251	1,252	1,283	1,287	1,309

### A-4



A-5

ENROLLMENT HISTORY PROJECTIONS - Model Comparisons										
LONDONDERRY										
2018 - 2019 to 2027 - 2028										
Model	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
5 Year Average	4,090	4,059	4,059	4,029	4,015	3,987	3,999	4,009	3,998	4,030
3 Year Weighted	4,137	4,131	4,166	4,169	4,189	4,200	4,251	4,297	4,323	4,385
1 Year Cohort	4,121	4,085	4,096	4,067	4,050	4,034	4,061	4,087	4,100	4,151

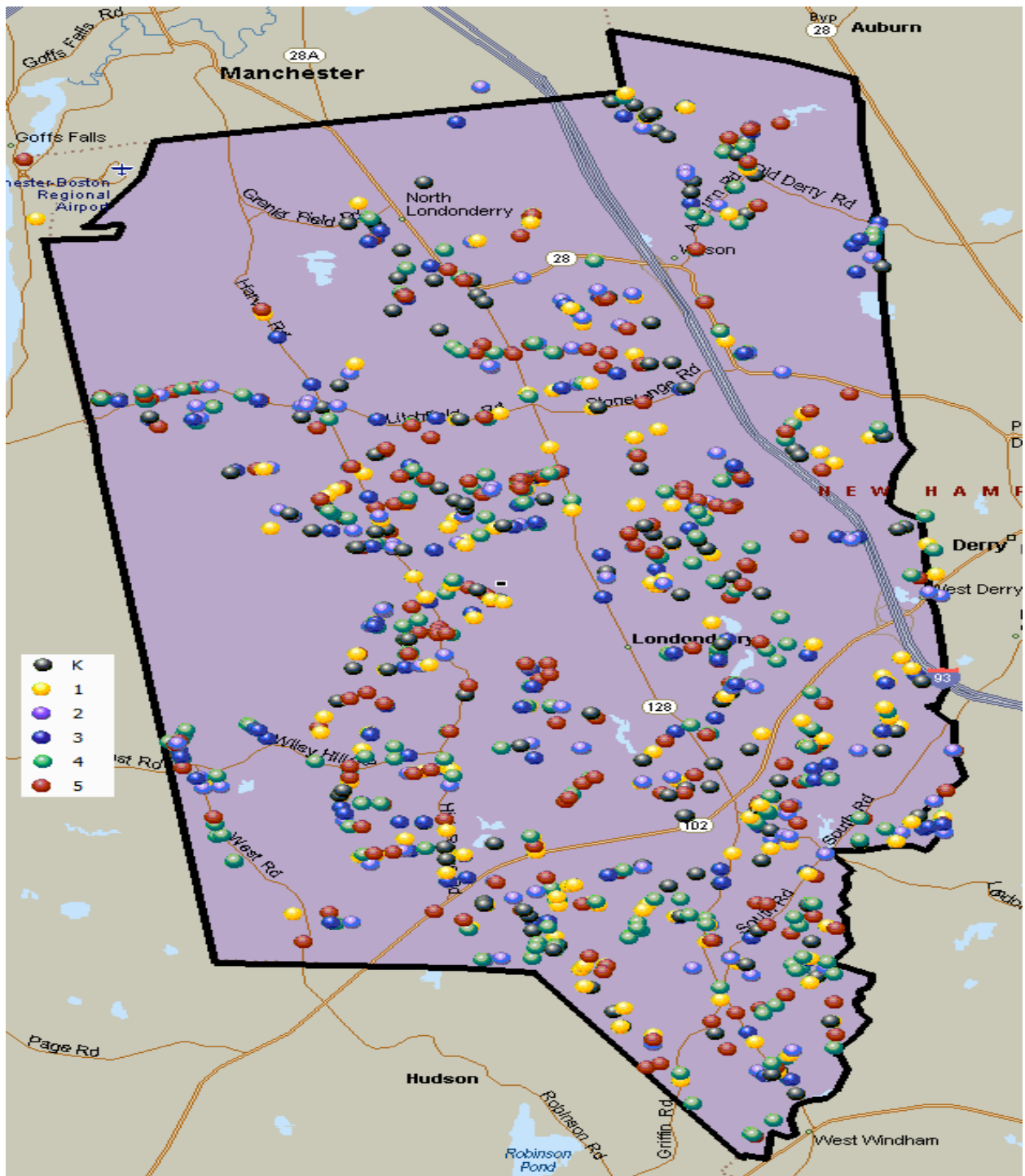
**Appendix B**

**Student Distribution Data and Maps**

B-1	Grades K - 5 Distribution	20
B-2	Grades 6 – 8 Distribution	21
B-3	Grades 9 – 12 Distribution	22

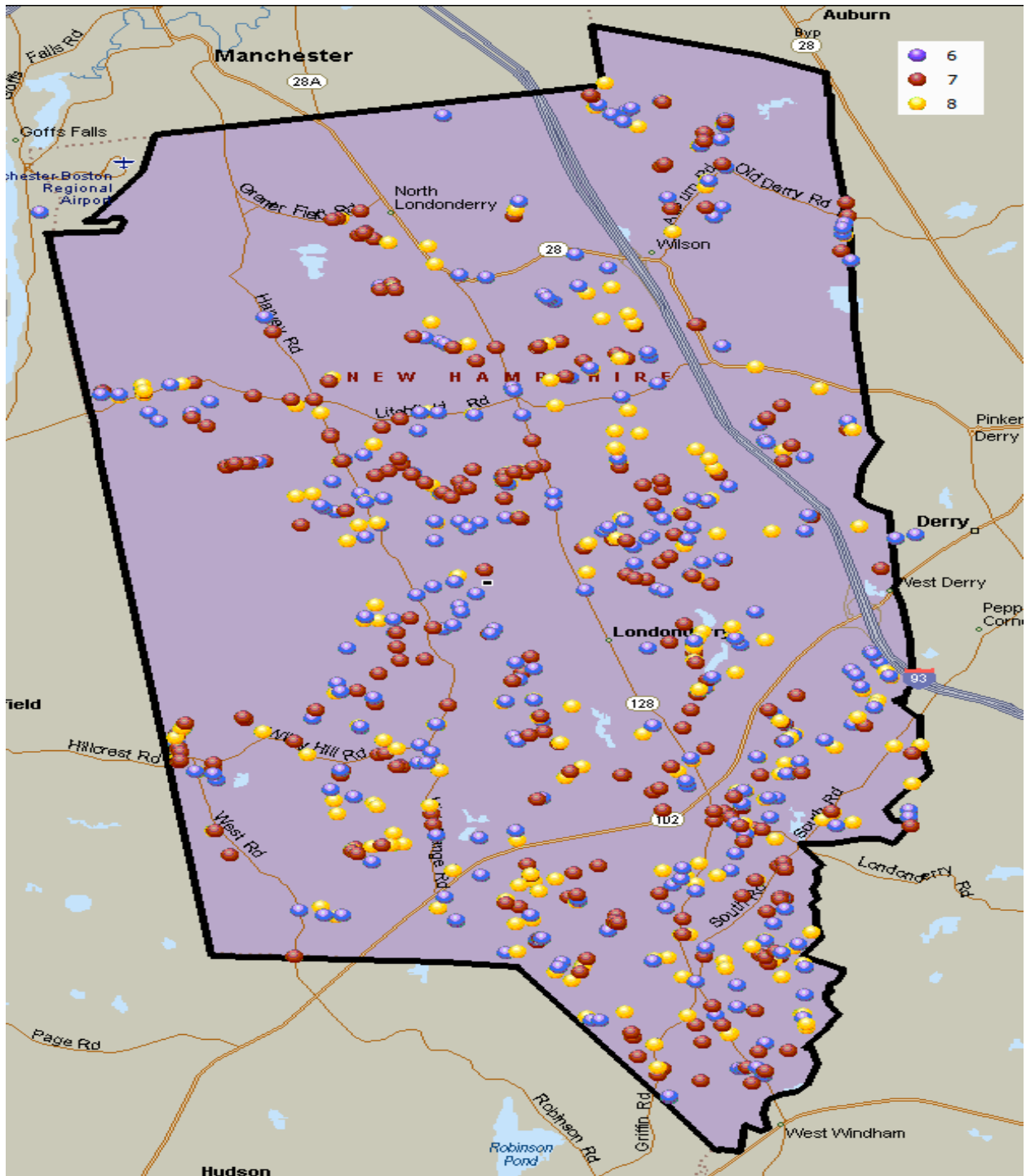
**B-1**

### Grades K – 5 Distribution



## B-2

### Grades 6 – 8 Distribution





## B-3

### Grades 9 – 12 Distribution

