

## ***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, July 25, 2023, at 7:00 PM 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 Retirement(s)

Susan Brackett

Support Staff

Moose Hill

Karen Dovidio

Support Staff

Moose Hill

3.2 Resignation(s)

Alexandra Casey

Support Staff

High School

Christine Derhak

Support Staff

High School

Janelle Evans

Support Staff

Matthew Thornton

Ross McLean

Assistant Principal

Middle School

Melanie Smith

Teacher

South School

3.3 Minutes

June 20, 2023

3.4 Meetings

August 8, 2023

Regular Meeting

LHS Cafe

7:00 PM

August 23, 2023

Building Tours

NS, LMS, MT

6:00 PM

August 24, 2023

Building Tours

SS, MH, LHS

6:00 PM

4. Announcements and Presentations

4.1 Summer Update

7:20 PM

5. Public Comment

7:50 PM

6. Committee Reports

6.1 School Board Liaisons

7. Deliberations

- 7.1 Third Reading to Amend Policy BDDC - Agenda Preparation and Dissemination
- 7.2 First Reading to Amend Policy GCPD (also GDPD) Suspension and Dismissal of Employees
- 7.3 First Reading to Rescind Policy GDPD (duplicate of GCPD) Suspension and Dismissal of Employees
- 7.4 Moose Hill Building Committee Members Selection - School Board
- 7.5 Acceptance of General Assurances - Dan Black

8. Superintendent's Report

- 8.1 Cell Phone Procedure Updates - Rick Barnes & William Van Bennekum
- 8.2 Elementary Literacy Pilots - Jason Parent
- 8.3 NHSEIS (New Hampshire Special Education Information System) usage in the Londonderry School District - Kim Carpinone

9. Non-Public Session

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

- 9.1 Nomination(s)
- 9.2 Personnel Issue(s)

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 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. In attendance were School Board members: 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 7:04PM by Mr. Slater.
2. **Pledge of Allegiance:** The Pledge of Allegiance was led by Mr. Slater.
3. **Consent Agenda:** *Mrs. Loughlin made a motion to accept the Consent Agenda. Mr. Porter seconded the motion. The motion passed by a vote of 4-0.*

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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**\*Denotes change**

4. **Announcements and Presentations**

4.1 Varsity Baseball Team: Coach Demas is present. Mr. Slater congratulates Coach Demas and all the coaches as well as the players. Mr. Demas mentions all the players are out playing Legion baseball tonight. He describes the culmination of LAFA being such a great feeder program. Obstacles were overcome for this championship. They came from behind in all three final games. He is very proud of team and coaching staff. At the State level, Sherman Packard congratulates the baseball program. He acknowledges a declaration from the NH House of Reps. Senator Carson provides a resolution from the Senate which recognizes their achievement and thanks them for their dedication.

5. **Public Comment**

Mr. Slater details the end of the school year. He talks about graduation, baccalaureate, Middle School promotion ceremony, 5<sup>th</sup> grade moving up to LMS day, athletic celebrations and many more. He thanks all the staff for a great year. He also thanks the community and parents for their involvement. He thanks the Board for all their time and efforts.

Mr. Slater opens public comment

Kristina Ciarametaro, 15 Preserve Drive: She is on the LYLA Board and gives thanks to the District Office staff, Building and Grounds and the custodians for all their hard work and dedication.

June 20, 2023

Katie Sullivan, Londonderry, Asst Principal at the High School: She thanks all the groups that are involved with senior banners that are hung on Mammoth Road: Rotary club, photographers, Minuteman Press, Sean Bryson, and Charlie Wilton, DPW and the bucket truck company that was able to hang the banners. She needs assistance from any company that can volunteer to take down the banners on Friday. She is desperate need of bucket trucks. She thanks the town council and town manager and mentions that Old Home Days is up and running and will take place 8/16-19. She discusses the events that take place at Old Home Days. Parade volunteers are still needed. She thanks the Board for the 8<sup>th</sup> grade promotion ceremony. It was such a great event.

Moiria Ryan, 2 Snowberry Hollow: She had requested the information regarding Medicaid to schools during the budget process and she would like to receive it. She would like to know why Londonderry is not a part of the NHSEIS system. There are 309 districts in New Hampshire and Londonderry is one of five not. She asked about background checks and if we inquire if employees have an NDA. She would like to know what steps are taken to ensure the safety of students. She asked whether or not we considered CPRI for the special ed audit as they are currently the leading education institution in the country. She discussed the lack of recognition of students with disabilities and feels they do not get recognized enough. She asked why students are not receiving their services when parents are being told it is due to lack of staff, but the District says there is not a lack of staff. Parents of students with special needs give up their whole life to fight for their student, and she wants to know why it is that we cannot give them an education.

Mr. Slater closes public comment.

## 6. Committee Reports

6.1 Student Council: none

6.2 School Board Liaisons: Mr. Gray discusses the Senior Expo that is taking place at the Middle School on September 23<sup>rd</sup>. Mr. Porter gave an update on the MT PTA. Mr. Slater discussed the CIP committee and the elected chair people. The first meeting is the end of August.

## 7. Deliberations

7.1 CIP Paperwork Recommendation - Lisa McKenney & Dan Black: This is an opportunity for the school and town to articulate the capital projects probably coming up in the future. This is an advisory document. Mrs. McKenney stressed that it is advisory only. She discussed the four projects being recommended: Moose Hill Phase 1, Moose Hill Phase 2, SAU office and High School addition and renovations. They score the projects, and which will be reviewed. The project costs are a general estimate where they are at in the planning stages of the projects. The prices are a real broad budget, and the costs will be hardened up and communicated out to the community and school board. On July 31<sup>st</sup>, scoring will take place with the committee and then go to the Planning Board in August.

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

***Mrs. Loughlin made motion to approve the second reading and move to a third to amend Policy BDDC – Agenda Preparation and Dissemination. Mr. Gray seconded the motion. The motion passed by a vote of 4-0.***

7.3 Third Reading to Amend Policy BCE - Board Committees

***Mrs. Loughlin made a motion to approve the final reading to amend Policy BCE – Board Committees. Mr. Porter seconded the motion. The motion passed by a vote of 4-0.***

7.4 Third Reading to Amend Policy BCF - Establishing Temporary Advisory Committees to the School Board: Mr. Black discussed the changes that are detailed in the packet.

***Mrs. Loughlin made a motion to approve the third reading to amend Policy BCF – Establishing Temporary Advisory Committees to the School Board. Mr. Gray seconded the motion. The motion passed by a vote of 4-0.***

7.5 Third Reading to Rescind Policy BCFE - Ad Hoc Committees

***Mrs. Loughlin made a motion to approve the third reading to rescind Policy BCFE – Ad Hoc Committees. Mr. Porter seconded the motion. The motion passed by a vote of 4-0.***

7.6 Selecting Outside Special Education Review - School Board: Mr. Black mentioned that there are two proposals are in the packet. There are similarities between the two and it took six to seven months to complete. The overall proposals cost about \$54,000 – 55,000. Both are nationally recognized organizations. Mr. Black is looking for a consensus to secure funding in the budget. Mr. Porter liked the timeline of the Public Consulting Group. All Board members agree that they liked the presentation of PCG and felt they laid it out better to give an idea of exactly what they would be doing.

***Mrs. Loughlin made a motion to move forward with Public Consulting Group for the Londonderry School District third party audit, Mr. Porter seconded the motion. The motion passed by a vote of 4-0.***

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

8.1 Update on the Moose Hill Building Committee Progress - Bob Slater: He discussed that they came out with a format and put it out on social media, but it did not make the paper in time, so they are waiting for the 18<sup>th</sup> and hope to get some community members in the building trades. He reached out to Trident and sent him the charge. For the budget of \$25,000, he has two general contractors looking at it and he is under \$20,000 to come back with numbers mid to late august. This allows time to put this committee together.

8.2 Enrollment Projections - Old Study - Dan Black: A 2017 projection study was dug up and the numbers are fairly accurate where we are at. Covid changed things, and they talked with the Town Manager and Planning Department to get an understanding of developments coming to Londonderry. He does not see a dramatic increase in the enrollment, and he has a better understanding. He needs to keep an eye on North School as a lot of developments could come online. In regard to single family homes, they need to see if they turn over in the next ten years and that could change dynamics. He provides two different studies. He would like to look into the NH trend more. He does not feel we need to project 350 kids for kindergarten. He has a much better sense, and the stability seems to be there.

Every spring, the planning dept will have a report to update the District Office on.

June 20, 2023

Mr. Slater would like more information regarding the NH Special Education Information System and asks if we can get some more information for the next meeting in July. He would like to know why we do not participate in that and decide if we want to move forward.

Mr. Slater thanks Mr. Dutton, Mr. Parent and Mrs. Small for pulling double duty in getting us through a year.

**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 (c). Mr. Gray seconded the motion. The motion passed by roll call vote.*

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**

The meeting was adjourned at 8:01PM.

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 20, 2023

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

Mrs. Loughlin moved, seconded by Mr. Gray, and passed by a roll call vote (4-0) to enter non-public session under RSA 91-A:3, Section II (b), (c) at 7:54 PM

Discussion of SPED student issue

Mrs. Butcher moved, seconded by Mr. Porter, and passed unanimously (4-0) to approve the Teacher Nominations

Mrs. Loughlin moved, seconded by Mr. Gray, and passed unanimously (4-0) to approve the Fall LHS Coaching Nominations

Mrs. Loughlin moved, seconded by Mr. Porter, and passed unanimously (4-0) to approve the Fall LMS Coaching Nominations

Discussion of personnel issues

Mr. Gray moved, seconded by Mr. Porter, and passed unanimously (4-0) to exit non-public session at 8:38 PM

Mr. Gray moved, seconded by Mr. Porter, and passed unanimously (4-0) to adjourn public session at 8:38 PM

Respectfully submitted,

Daniel Black  
Superintendent of Schools



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

# Memo

**To:** Londonderry School Board  
**From:** Dan Black  
**Date:** July 18<sup>th</sup>, 2023  
**Re:** Policy Memo for July 25<sup>th</sup> School Board Meeting

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There have been no changes to policy BDDC – Agenda Preparation and Dissemination since the 2<sup>nd</sup> Reading and is ready for School Board approval.

We are bringing two new policies to the School Board that are related to older issues we need to resolve. If the School Board remembers Policy GCPD – Suspension and Dismissal of Employees did not actually have any policy written for the dismissal of employees. We researched New Hampshire Laws around the issue and put forward a first draft of what that could look like for the School Board to consider.

We are also recommending we rescind GDPD – Suspension and Dismissal of Employees because it is a duplicate of Policy GCPD.

We will have another round of other policies this Summer and Fall to address 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

Third Reading to Amend: July 25, 2023

## **SUSPENSION AND DISMISSAL OF EMPLOYEES**

### Suspension

In the event that the Superintendent of Schools at his discretion finds it necessary to suspend a member of the staff, the following is the procedure to be followed:

1. The Superintendent should consult with the Chairman of the School Board indicating the reason or reasons for this suspension and the date at which time it will take effect.
2. The Superintendent shall communicate to the member of the staff being suspended in a certified letter the reason or reasons for this suspension and the time it is to take effect.
3. The Superintendent will continue the employee on salary during the suspension.
4. The Superintendent shall bring to the School Board at the next regular meeting, in accordance with the provisions of RSA 91-A, documentation for this suspension and his recommendations concerning this suspension.
5. The Board, at this meeting, will vote whether or not to continue this suspension and to initiate any action concerning the person they are suspending that they feel is necessary upon the recommendation of the Superintendent.
6. The member of the staff, having been suspended, may at his discretion, appear at this meeting and bring to the Board any evidence he feels is germane in this matter.
7. The Superintendent will communicate to the staff person involved in the suspension the results of the Board action by certified letter.
8. Probable causes for suspension:
  - a. Superintendent finds a member of the staff to be incompetent, insubordinate, or immoral.
  - b. The actions of a member of the staff are such as to cause disruption of the learning process.
  - c. A member of the staff being involved in court litigation of such a nature as to affect the school district.

### Dismissal of Employees

In the event that the Superintendent of Schools at his discretion finds it necessary to dismiss a member of the staff, the following is the procedure to be followed:

1. The Superintendent should consult with the Chairman of the School Board indicating the reason or reasons for this dismissal.
  - a. For uncertified employees, the Superintendent should request the approval of the School Board to hold a dismissal hearing. The School Board can also grant the Superintendent the authority to dismiss uncertified employees at the conclusion of the dismissal hearing if they deem it necessary.
2. For certified teaching staff, the Superintendent will need to coordinate a dismissal hearing with the School Board.
3. Prior to the dismissal hearing, the Superintendent shall communicate to the member of the staff being recommended for a dismissal hearing to the School Board in a certified letter the reason or reasons for this recommendation and the time the hearing is to take place.
4. The Superintendent will continue the employee on salary during the time before the dismissal hearing.
5. The Superintendent shall bring to the School Board at the dismissal hearing, in accordance with the provisions of RSA 91-A, documentation for this dismissal recommendation.
6. The Board, at this hearing, will vote whether or not to approve of the dismissal.
7. The member of the staff, recommend for dismissal, may at their discretion, appear at this meeting and bring to the Board any evidence they feels is germane in this matter.
8. The School Board will communicate to the employee the results of the dismissal hearing in the form of a certified letter.
9. Probable causes for dismissal:
  - a. Prior, documented progressive discipline has been used to address deficiencies in the employee's performance related to:
    - i. Violation(s) of Londonderry School District Policy
    - ii. Violation(s) of the New Hampshire Code of Ethics for Educational Professionals.
    - iii. The continued actions of a member of the staff are such as to cause disruption of the learning process.

And the employee has new and documented performance issues in these same or similar areas.

- b. A member of the staff being involved in court litigation of such a nature as to affect the school district.

**Cross References:**

BBA School Board Powers and Duties

**Legal References:**

RSA 189:13 Dismissal of a Teacher

LONDONDERRY SCHOOL BOARD

Adopted: November 7, 1977

First Reading to Amend: July 25, 2023

## **SUSPENSION AND DISMISSAL OF EMPLOYEES**

### Suspension

In the event that the Superintendent of Schools at his discretion finds it necessary to suspend a member of the staff, the following is the procedure to be followed:

1. The Superintendent should consult with the Chairman of the School Board indicating the reason or reasons for this suspension and the date at which time it will take effect.
2. The Superintendent shall communicate to the member of the staff being suspended in a certified letter the reason or reasons for this suspension and the time it is to take effect.
3. The Superintendent will continue the employee on salary during the suspension.
4. The Superintendent shall bring to the School Board at the next regular meeting, in accordance with the provisions of RSA 91-A, documentation for this suspension and his recommendations concerning this suspension.
5. The Board, at this meeting, will vote whether or not to continue this suspension and to initiate any action concerning the person they are suspending that they feel is necessary upon the recommendation of the Superintendent.
6. The member of the staff, having been suspended, may at his discretion, appear at this meeting and bring to the Board any evidence he feels is germane in this matter.
7. The Superintendent will communicate to the staff person involved in the suspension the results of the Board action by certified letter.
8. Probable causes for suspension:
  - a. Superintendent finds a member of the staff to be incompetent, insubordinate, or immoral.
  - b. The actions of a member of the staff is such as to cause disruption of the learning process.
  - c. A member of the staff being involved in court litigation of such a nature as to affect the school district.

LONDONDERRY SCHOOL BOARD

Adopted: November 7, 1977

First Reading to Rescind: July 25, 2023



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

# Memo

**To:** Londonderry School Board  
**From:** Dan Black  
**Date:** July 7<sup>th</sup>, 2023  
**Re:** General Assurances School Board Approval

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In recent years, the NH Department of Education has required we bring the General Assurances to the School Board for review and approval. For this year, they have added the step of the School Board Chair providing their initials to each page.

Basically, the General Assurances are the documents we sign every year to affirm that we are following the federal rules and regulations to be able to accept our federal funding. We do follow all the rules and regulations which can be found in our “clean” audit that we receive every year.

We also sign off on and review the Program Assurances that show up with each of the federal grants we receive each year – Title I, Title II, Title IV, and IDEA.

If the School Board does not also sign off on and approve of the General Assurances (each year moving forward now) the NH DOE will not allow us to be reimbursed for the federal funds that the voters approved us accepting in the March 2023 vote.

I should have brought this to the School Board in June but did not catch the deadline until I was reviewing all the end of the year deadlines last month. Turning the document in late is not an issue because we do not have any federal grants we will be asking for reimbursement on over the summer.



**Frank Edelblut**  
Commissioner

**Christine Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
25 Hall Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

April 3, 2023

TO: Superintendents

FROM: Lindsey Labonville, Administrator  
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2024

The New Hampshire Department of Education (NHED) has developed the attached "General Assurances, Requirements and Definitions for Participation in Federal Programs" document that must be signed by all agencies and organizations that receive federal funds through the NHED. The federally funded programs which flow money through the NHED require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore, considered "general assurances."

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHED has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHED requests an annual submission for all of your Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHED Commissioner

of Education certify to the Secretary of Education the status of all LEAs. In New Hampshire both School Districts and School Administrative Units (SAUs) are considered LEA's. Individual program policy establishes which of these two entities may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

I am requesting that you and the local School Board complete the certifications at the end of the enclosed general assurance document; initial each page in the spaces provided and return it in full to the attention of the Bureau of Federal Compliance. The Bureau of Federal Compliance office will notify the directors of all NHED programs approving federal funds to LEA's when they have received your assurances. The directors of the various federal programs are not to request additional copies from you, but to accept the Bureau of Federal Compliance list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances will still be requested from the LEA's by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during on-site federal compliance monitoring. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHED Bureau of Federal Compliance office no later than **June 30, 2023**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at [Lindsey.L.Labonville@doe.nh.gov](mailto:Lindsey.L.Labonville@doe.nh.gov) or at 603-731-4621.



# New Hampshire Department of Education

**FY2024**

## **GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS**

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHED) must submit a signed copy of this document to the NHED Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval”. Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHED (34 CFR 708).

**Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHED.**

While there have been no significant changes notable in the last year, this FY2024 general assurances document contains a few minor differences from the FY2023 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

**Once the document is fully executed, email a copy of the entire document to:**

**New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street  
Concord, NH 03301  
federalcompliance@doe.nh.gov**

Should you have any questions please contact Lindsey Labonville at 603-731-4621, or Katelyn Komisarek at 603-856-4075.

# General Assurances, Requirements and Definitions for Participation in Federal Programs

## A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
  - (a) Per 2 CFR 200.330 the non-Federal entity is required to submit reports at least annually on the status of real property in which the Federal Government retains an interest.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions 'Federal Awarding Agency') with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
  - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
  - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
  - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;

- (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
  - (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
  - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
  - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
  - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
  - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
  - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
  - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
  - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
  - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
  - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
  - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
  - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
  - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].
- "By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."*
- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.

- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2023. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 37) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

## B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

### 1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

### 2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy & Procedure	2 CFR 200.317-327		

Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A
<b>Policy/Procedure Name</b>	<b>In Accordance With</b>	<b>Policy</b>	<b>Procedure</b>
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy & Procedure	2 CFR 200.430		
Records Retention Policy & Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

### 3. Internal Controls

The subrecipient must:

- Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

### 4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- in payment of obligations incurred during the approved project period;
- in conformance with the approved project;
- in compliance with all applicable statutes and regulatory provisions;
- costs that are allocable to a particular cost objective;
- spent only for reasonable and necessary costs of the program; and
- not used for general expenses required to carry out other responsibilities of the subrecipient.



## 5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHED Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHED template provided by the BFC for audit findings related to NHED funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHED funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

## 6. Reports to be Submitted

### Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpjf0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpjf0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the



subrecipient directly to:

- a) **New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street**

**Concord, NH 03301** Or via email to: [federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)

- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

#### Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2023**. A copy of the forms will be provided to each subrecipient by the NHED via email.

### **7. Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

## **8. Drug-Free Workplace (Grantees Other Than Individual)**

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
  - b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
    - o The dangers of drug abuse in the workplace.
    - o The recipient's policy of maintaining a drug-free workplace.
    - o Any available drug counseling, rehabilitation, and employee assistance programs.
    - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
  - c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
  - d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
    - o Abide by the terms of the statement.
    - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
  - e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:  
  
Director, Grants and Contracts Service  
U.S. Department of Education  
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]  
Washington, D.C. 20202-4571
- (Notice shall include the identification number[s] of each affected grant).
- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
    - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
    - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or

other appropriate agency.

- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

## **9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHED must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHED program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

## **10. Gun Possession (Local Education Agencies (LEAs) only)**

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrative officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHED in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
  - 1) Whether a firearm is legally licensed under RSA 159; or
  - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
  - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
  - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

## 11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its

instructions.

- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

#### **New Hampshire RSA 15:5 - Prohibited Activities.**

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

#### **12. Subrecipient Monitoring**

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

#### **13. More Restrictive Conditions**

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHED.

#### **14. Obligations by Subrecipients**

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

#### **15. Personnel Costs – Time Distribution**

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge

of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

## **16. Protected Prayer in Public Elementary and Secondary Schools**

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

## **17. Purchasing/Procurement**

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
  - a. Micro-purchases
  - b. Small purchases
2. Formal procurement methods
  - a. Sealed bids
  - b. Proposals
3. Noncompetitive procurement

## **18. Retention and Access to Records**

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHED] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

## 19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

*When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.*

## 20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

## C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.

- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.
- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.



## CERTIFICATION

**Instructions:** The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (*See* RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHED. **No payment for project/grant awards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHED Bureau of Federal Compliance at [federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)

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### Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on July 18, 2023, that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: 12 District or SAU Name: Londonderry School District

District UEI : x4wkb28vncj1 UEI(Sam.gov) Expiration: 6-11-2024

Daniel Black  
Typed Name of Superintendent  
or other Qualifying Administrator

  
Signature

6/30/23  
Date

**School Board Certification:**

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Bob Slater

\_\_\_\_\_  
Typed Name of School Board  
Chair (on behalf of the School Board)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please email a fully executed copy of the entire document to:

**New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street  
Concord, NH 03301  
[federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)**



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

# Memo

**To:** Londonderry School Board  
**From:** Dan Black  
**Date:** July 12<sup>th</sup>, 2023  
**Re:** Cell Phone Procedure Updates

---

Attached to this memo are separate documents from Londonderry Middle School and High School mapping out the changes they intend to make next school year around cell phones now that they will be in a 1:1 environment for students.

Both schools have done good work internally to build support and a consistent approach that staff can reinforce with students. Both schools are embarking on a huge cultural change this Fall that will take time for students to comply with. However, both schools have set up a strong approach that will put much tighter controls on cell phone use by students and necessary protections around recording.

By the time school starts, these new procedures will be in the Student Handbooks and be available on our websites for parents to review as well.

**Personal Electronic Devices**  
**Draft 1**  
**July 5, 2023**

Londonderry Middle School provides 1:1 technology for students. Every student is issued a Chromebook. If a student brings a personal electronic device to school, they are expected to:

- Keep the phone off/silenced during the school day
- Keep the phone in a backpack or locker

Any personal electronic device must be for educational purposes only and at the teacher's discretion. Students are expected to act responsibly and thoughtfully when using technology resources as outlined in the Londonderry School District's Acceptable Use Policy. As with all personally owned items, the district is not liable for the loss, damage, misuse, or theft of personal devices brought to school.

**Student Expectations:**

- Students will use a Chromebook for educational purposes.
- Students do not require a personal electronic device; however, if a student brings one to school, it shall be used only for educational purposes.
  - Students will not be asked or expected to download educational applications to their cell phones.
- Students are not to call, text message, email, or electronically communicate with others from their devices, including other students, parents, guardians, friends, and family, during the school day.
- Students are not permitted to use or bring their phones to P.E. class, the locker rooms, or any restrooms while in the building.
- Students are forbidden to photograph, video, and/or audiotape any student or staff member without their consent. It is also forbidden to upload, attach, or disseminate pictures, videos, audio, or other materials without permission in any electronic or digital format. This includes but is not limited to social media, text messages, emails, etc. Doing so is a serious violation and will result in consequences, up to suspension from school. Pursuant to the family Educational Rights and Privacy Act (FERPA) as well as N.H. State law, RSA 570-A, any person who intercepts this kind of communication without the consent of all parties to the communication could be found guilty of an unlawful act.
- Students are permitted to access only the school's wireless network designated for use with personal devices. Students may not use any private network or cellular connection. More information will be provided to students for accessing the designated network.

**Parent/Guardians:**

To provide a safe, appropriate learning environment, we ask that you please assist the staff at LMS by encouraging responsible digital citizenship for all our students.

- Refrain from communicating with your child on their device during school hours.
  - Students may access their cell phones before 7:34 AM and after 2:30 PM outside the school building.
- In the event of an emergency, use school phones. Parents/guardians shall call the office to relay emergency information.
- Students are not to communicate with parents to pick them up if they are not feeling well. If students are not feeling well, they are expected to report to the nurse's office, and a school nurse will triage and contact parents/guardians.

**Consequences:**

Students who do not follow the established personal electronic device (phone) boundaries and expectations for use in school will result in the following consequences:

1<sup>st</sup> Infraction - the phone/electronic device will be confiscated and delivered to the back office. The student will be given a written warning to be signed by a parent or guardian. The phone/electronic device will be returned to the student at the end of the school day.

2<sup>nd</sup> Infraction - the phone/electronic device will be confiscated and delivered to the back office. It will only be released to the student's parent/guardian after the administration contacts the parent/guardian. The student will be assigned after-school detention for the Infraction.

3<sup>rd</sup> Infraction - the phone/electronic device will be confiscated and will only be released to the student's parent or guardian. The administrator will contact the student's parent/guardian to discuss one of two solutions:

1. The student and family agree that the student will no longer bring their device to school.
2. The student turns in the personal device to the office at the start of each school day. They may pick it up at the end of the day.

If more infractions occur, a student may lose the privilege of bringing their electronic device to school for the remainder of the school year. Students may also receive more significant consequences for repeated infractions at the school administration's discretion.

Londonderry High School, in partnership with parents/caregivers and the faculty and staff, is a learning community committed to promoting good character, academic excellence, and responsible citizenship. Classrooms and resource areas play fundamental roles in the learning process as hubs for acquiring knowledge, developing academic mindsets, and building trust and connections.

To provide the best possible learning environment, unauthorized use of any personal electronic or audio/visual device is prohibited in classrooms and resource areas. Any improper use of electronic devices are subject to the following school-wide procedure:

1st Offense: The teacher will issue a warning and ask the student to put the device away.

2nd Offense: The teacher will issue a second warning and have a conversation with the student.

3rd Offense: The teacher will notify the parent/caregiver.

4th Offense: The teacher will issue a classroom detention.

5th Offense: The teacher will make a formal referral to administration.

Egregious acts of non-compliance will be immediately referred to administration for disciplinary action.

On occasion, personal electronic devices may be used in the classrooms or resource areas at the discretion of the teacher; students are required to get permission before using any electronic device in class.

The use of personal electronic devices is generally permitted outside of the classroom in common areas such as hallways, the cafeteria, and the library media center. Students will be expected to immediately comply with any staff member's request to cease use of their personal devices in the common areas as they deem appropriate. Students who do not comply will be subject to further disciplinary action.

### **Recording Students/Staff Members**

It is expressly forbidden to photograph, video, and/or audiotape any student or staff member without their consent. It is also forbidden to upload, attach, or disseminate pictures, videos, audio, or other materials without permission in any electronic or digital format. This includes, but is not limited to social media, text messages, and emails. Doing so is a serious violation and will result in consequences up to, and including, suspension from school. Pursuant to the family Educational Rights and Privacy Act (FERPA) as well as NH State law, RSA 570-A, any person who intercepts this kind of communication without the consent of all parties to the communication could be found guilty of an unlawful act.



**Londonderry School District**  
**Jason Parent,**  
**Assistant Superintendent of Schools**

# Memo

**To:** The Londonderry School Board and Dan Black

**From:** Jason Parent

**Date:** July 14, 2023

**Re:** Elementary Literacy Pilots

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Good afternoon colleagues,

We want to share some of the outstanding work happening in grades 1 – 5 across the district as it relates to literacy and our common vision for its development. Through our ongoing LETRS training (a two-year master's level course focusing on the Science of Reading) with teachers and school leaders, we are now ready to explore a new resource and curriculum in our elementary schools. Our Reading Specialists, teachers, and administrators conducted a great deal of research and held meetings with experts in the field, evaluating six programs over the winter and spring of 2023. This effort resulted in the identification of two programs both grounded in the “Science of Reading” and who provide rich and challenging texts for students to read, discuss, and connect through writing. These two programs are Wit & Wisdom and Core Knowledge / Amplify. Several surrounding school districts (Salem, Nashua, and Merrimack) are also piloting these programs, and Manchester uses CKLA.

Our intention is to pilot one segment of each curriculum in multiple grade level classrooms throughout the district this coming school year to hopefully be able decide by the end of the 2023-24 school year to commit to one of these programs for the future. We have secured Title II funding to have our participating teachers trained by Wit & Wisdom and Core Knowledge / Amplify staff prior to starting the pilot. We have 52 elementary staff participating in these pilot program trainings for a total of three days of professional development time, which includes ongoing check-ins and support from their staff.



Both programs we are piloting follow the Science of Reading by making time for foundational skills instruction and for systemic, sequential, teacher-led lessons in reading, writing, and discussion. This combination leads to higher outcomes for students according to LETRS training research. Our hope is to see those higher outcomes and rates of proficiency in all six domains of our i-Ready scores for the 52 classrooms participating in these pilots from Fall 2023 to Winter 2023, as well as higher levels of personalized student growth over that same period of time.

Literacy pilot groups will begin with one of the two programs and then move to the other. Our elementary curriculum coordinator provided them with professional development dates and times along with the scope and sequencing of the modules and units they will pilot at each grade level. Please see [Pilot Information Document](#)

Curriculum materials for both Wit & Wisdom and Core Knowledge / Amplify have arrived and our staff participating in the pilot is using this summer to prepare and become more familiar with both programs. They also have access to digital demo accounts and other resources for both programs in this [document](#).

The districtwide literacy team will be supporting and gathering feedback from teachers, students, and parents, collecting a lot of data throughout this pilot, with much of that work being conducted during Professional Learning Community (PLC) time. Since these are new resources for the district to use, we will review all the content with staff and decide what is applicable and appropriate for students. We will also work on summary guides so parents can better understand these resources as well.

We will continue to update the school board and community on this exciting new endeavor and will be sharing all literacy information with parents throughout the school year. If a future recommendation is made and a decision is reached regarding a systemic program, the Londonderry School District will have the ability to adapt any and all materials within either program to meet the wants and needs of our students, parents, and school community.



# Curriculum Resources

Curriculum	Link to Access	Evaluations	Content
Core Knowledge (CKLA)/Amplify	<a href="#">Core Knowledge</a> (website) <a href="#">CKLA Program Guide</a> <a href="#">CKLA Reviewer Site</a> <a href="#">Login Information for CKLA</a> <a href="#">Demo Accounts</a> <a href="#">Foundations Crosswalk Information</a> <a href="#">G1 Pacing with Foundations</a> <a href="#">G2 Pacing with Foundations</a>	<a href="#">2017 Ed Report</a> <a href="#">Knowledge Matters Campaign</a> <a href="#">Curate Reports</a>	<a href="#">Domains of Study</a>
Wit and Wisdom	<a href="#">Wit and Wisdom</a> (website) <a href="#">2023 Implementation Guide</a> <a href="#">Login Information for Wit &amp; Wisdom Demo Accounts</a>	<a href="#">2020 Ed Report</a> **2016 version <a href="#">Knowledge Matters Campaign</a>	<a href="#">Overview</a> <a href="#">2023 Implementation Guide</a> **Page 63-64 shows a breakdown of units
<b>Helpful Links</b>			
<a href="#">Knowledge Matters Campaign</a> <a href="#">NH DOE Resources</a>		<a href="#">The Reading League Curriculum Evaluation Guidelines</a> <a href="#">Curate- Mass DOE</a>	

## 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

Group #2	12/1/23-1/4/23	1/2/23-2/1/24
Name of Unit	Unit 1-Personal Narratives	Unit 2-Early American Civilizations
# of Days	19	19
# of Lessons	15	15
Other Info.	Includes 4 "Pause Days"	Includes 4 "Pause Day"

5th Grade	75 minutes + 15 minute deep = 90 total minutes	
Wit & Wisdom	Approx. Start & End Date	Approx. Start & End Date
Group #1	9/5/23-9/11/23	9/11/23-11/2/23
Group #2	12/1/23-12/7/23	12/8/23-2/9/24
Name of Module	Module 0	Cultures in Conflict
# of Days	5	Approx. 37
# of Lessons	5	35
Other Info.	All teachers will start with Module 0, this is a read aloud lesson to get students into the routine of W&W	This includes approx. 4 days for pausing points & 1 day for EOM tasks

## 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

Other Info.		
	Includes 4 "Pause Days"	Includes 4 "Pause Day"

4th Grade	75 minutes + 15 minute deep = 90 total minutes	
Wit & Wisdom	Approx. Start & End Date	Approx. Start & End Date
Group #1	9/5/23-9/11/23	9/11/23-11/2/23
Group #2	12/1/23-12/7/23	12/8/23-2/9/24
Name of Module	Module 0	A Great Heart
# of Days	5	Approx. 37
# of Lessons	5	32
Other Info.		
	All teachers will start with Module 0, this is a read aloud lesson to get students into the routine of W&W	This includes approx. 4 days for pausing points & 1 day for EOM tasks

## 5th Grade

Start and end time for both programs/pilots

5th Grade	90 minutes	
CKLA	Approx. Start & End Date	Approx. Start & End Date
Group #1	9/5/23-9/29/23	10/2/23-10/27/23

## 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

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3rd Grade	75 minutes + 15 minute deep = 90 total minutes	
Wit & Wisdom	Approx. Start & End Date	Approx. Start & End Date
Group #1	9/5/23-9/11/23	9/11/23-11/2/23
Group #2	12/1/23-12/7/23	12/8/23-2/9/24
Name of Module	Module 0	The Sea
# of Days	5	Approx. 37
# of Lessons	5	32
Other Info.		
	All teachers will start with Module 0, this is a read aloud lesson to get students into the routine of W&W	
	This includes approx. 4 days for pausing points & 1 day for EOM tasks	

## 4th Grade

Start and end time for both programs/pilots

4th Grade	90 minutes	
CKLA	Approx. Start & End Date	Approx. Start & End Date
Group #1	9/5/23-9/29/23	10/2/23-11/13/23
Group #2	12/1/23-1/4/23	1/2/23-2/16/24
Name of Unit	Unit 1-Personal Narratives	Unit 2-Empires in the Middle Ages
# of Days	19	29
# of Lessons	15	25



## 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

	deep = 90 total minutes	
Wit & Wisdom	<b>Approx. Start &amp; End Date</b>	<b>Approx. Start &amp; End Date</b>
Group #1	9/5/23-9/11/23	9/11/23-11/2/23
Group #2	12/1/23-12/7/23	12/8/23-2/9/24
Name of Module	Module 0	Season of Change
# of Days	5	Approx. 37
# of Lessons	5	32
Other Info.	<i>All teachers will start with Module 0, this is a read aloud lesson to get students into the routine of W&amp;W</i>	This includes approx. 4 days for pausing points & 1 day for EOM tasks

## 3rd Grade

Start and end time for both programs/pilots

3rd Grade	120 minutes	
CKLA	<b>Approx. Start &amp; End Date</b>	<b>Approx. Start &amp; End Date</b>
Group #1	9/5/23-9/25/23	9/27/23-10/19/23
Group #2	12/1/23-12/21/23	1/2/23-1/25/24
Name of Unit	Unit 1-Classic Tales	Unit 2-Animal Classification
# of Days	15	17
# of Lessons	15	15
Other Info.		<b>Includes</b> 2 "Pause Day"

## 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

<b>Name of Module</b>	Module 0	A World of Books
<b># of Days</b>	5	Approx. 37
<b># of Lessons</b>	5	32
<b>Other Info.</b>	<p><i>All teachers will start with Module 0, this is a read aloud lesson to get students into the routine of W&amp;W</i></p> <p>This includes approx. 4 days for pausing points &amp; 1 day for EOM tasks</p>	

## 2nd Grade

Start and end time for both programs/pilots

<b>2nd Grade</b>	60 minutes	
<b>CKLA</b>	<b>Approx. Start &amp; End Date</b>	<b>Approx. Start &amp; End Date</b>
<b>Group #1</b>	9/5/23-9/20/23	9/27/23-10/17/23
<b>Group #2</b>	12/1/23-12/18/23	1/2/23-1/26/24
<b>Name of Unit</b>	Unit 1-Fairy Tales & Tall Tales	Unit 2-Early Asian Civilizations
<b># of Days</b>	12	18
<b># of Lessons</b>	8	14
<b>Other Info.</b>	<p><b>Includes</b></p> <p>1 "Pause Day"</p> <p>1 Review Day</p> <p>1 Assessment Day</p> <p>1 Culminating Activity Days</p> <p><b>Includes</b></p> <p>1 "Pause Day"</p> <p>1 Review Day</p> <p>1 Assessment Day</p> <p>1 Culminating Activity Days</p>	

<b>2nd Grade</b>	75 minutes + 15 minute
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# 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

	4th- 1:40-3:10	
	5th- 11:35-1:00	
Visit Debrief	<b>Wednesday 1/10/24 3:45-4:45</b>	In Person (MT School)
End Check-In	<b>Monday 2/5/24 3:30-4:30</b>	Virtual- <a href="#">Zoom Link</a>
	1st-5th Grade	

## 1st Grade

Start and end time for both programs/pilots

<b>1st Grade</b>	<i>60 minutes</i>	
<b>CKLA</b>	<b>Approx. Start &amp; End Date</b>	<b>Approx. Start &amp; End Date</b>
<b>Group #1</b>	9/5/23-9/26/23	9/27/23-10/19/23
<b>Group #2</b>	12/1/23-12/22/23	1/2/23-1/24/24
<b>Name of Unit</b>	Unit 1- Fables & Stories	Unit 2- The Human Body
<b># of Days</b>	16	16
<b># of Lessons</b>	10	10
<b>Other Info.</b>	<div> <b>Includes</b>  2 "Pause Days"  1 Review Day  1 Assessment Day  2 Culminating Activity Days </div> <div> <b>Includes</b>  2 "Pause Days"  1 Review Day  1 Assessment Day  2 Culminating Activity Days </div>	

<b>1st Grade</b>	<i>75 minutes + 15 minute deep = 90 total minutes</i>	
<b>Wit &amp; Wisdom</b>	<b>Approx. Start &amp; End Date</b>	<b>Approx. Start &amp; End Date</b>
<b>Group #1</b>	9/5/23-9/11/23	9/11/23-11/2/23
<b>Group #2</b>	12/1/23-12/7/23	12/8/23-2/9/24

# 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

## PD Dates and Times

CKLA		
Group #2		
Event	Date	Location
Walkthrough	Monday 11/6/23 (1st-5th) 3:30-4:30	Virtual- <a href="#">Google Meet Link</a>
Start Up PD	Monday 11/20/23	
	1st-2nd Grade 3:30-6:30	In Person- Location TBD
	Monday 11/27/23	
	3rd-5th Grade 3:30-6:30	In Person- Location TBD
Check-in #1	Monday 12/18/23 3:30-4:15	
	1st-2nd Grade	Virtual- <a href="#">Zoom Link</a>
	Monday 12/18/23 3:30-4:15	
	3rd-5th Grade	Virtual- <a href="#">Zoom Link</a>
School Visits	South	In Person 1/9/24 2:30-3 (4th) 1/10/24 12:30-1 (2nd)
	2nd- 11:50-1:05	
	4th- 9:05-10:05 or 2:10-3	
	MT	
	1st- 9-10:30 & 10:50-12:20	In Person 1/10/24 9-12pm (1st & 5th) 2-3pm (3rd)
	3rd- 12:45-3	
	5th- 11:20-12:50	
	North	
	2nd- 10:40-12:30	In Person 1/9/24 9-2pm (2nd, 3rd, 4th, 5th)
	3rd- 9:10-11	



# 2023/2024 Literacy Pilot

PD Dates and Times

Pilot Start and End Dates

Pilot Group- Wit & Wisdom Group #1 and CKLA Group #2

## PD Dates and Times

Wit & Wisdom	Tentative	
Group #1		
Event	Date	Location
Digital Walkthrough	Friday 6/16/23 9:30-10:00	Virtual- <a href="#">Zoom Link</a>
Start Up PD	Tuesday 8/22/23 8:30-2:30	In Person- Location TBD
Check-in #1	Wednesday 9/6/23 3:30-4:30	Virtual
Check-in #2	Week of 10/2/23 3:30-4:30	Virtual
School visits with rep and literacy team will be schedule soon		



## **Londonderry School District**

### **Kimberly Carpinone, Director of Pupil Services**

Memo

To: Daniel Black

From: Kimberly Carpinone

Date: July 12, 2023

Re: NHSEIS

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During the 2005-2006 school the Department of Education rolled out the New Hampshire Special Education Information System (NHSEIS) software-based student management system for special education data. It replaced an earlier version of data entry called SPEDIS. NHSEIS is a “comprehensive special education information management system that allows for the creation of IEPs and related documents, compliance tracking, service logging, financial tracking and reporting”.

The impetus behind the system was to support the State Performance Plan (SPP) and financial management for special education aid (called catastrophic aid at the time). The SPP monitors federal IDEA compliance on certain indicators at both the district (LEA) and State level for OSEP.

The Londonderry School District immediately began using the state system for all compliance and financial requirements. We went through administrative and user level training and continue to receive updated information and trainings from the state. We do this to this day. In fact, I was part of the original NHSEIS Stakeholder Group that was started after the roll up to address concerns from the field. I remain the longest standing member of the group.

I worked directly with the DOE to identify which fields in NHSEIS were required for all SPP reporting, sped aid and other state level reports. I wrote the minimum fields for NHSEIS compliance guideline for the Londonderry staff to follow to ensure compliance. The DOE asked if they could distribute that guide statewide, credit given to Londonderry. That document was updated in Londonderry in 2010. There will be a new 2023 version as some regulations have taken effect that require documentation.

EasyIEP is embedded in NHSEIS as a software-based IEP writing system. At the time, and several times thereafter, the Londonderry School District has reviewed their own electronic IEP in comparison to EasyIEP. The DOE has been clear that they cannot mandate a district use EasyIEP for IEPs themselves. EasyIEP was modified significantly from the original software program used in other states rendering it not user friendly and problematic. Over the years the State has worked with PGC to update and improve the system. EasyIEP is a better document today than it was just four years ago.

Our IEP template has all required components for IEP compliance. It is a user-friendly document that parents, teachers, advocates and attorneys have all complimented. Using our IEP template does require case managers to enter additional data in NHSEIS to be compliant. This has been streamlined to take very little time.

The DOE encourages districts to use EasyIEP as it ensures compliance. We continue to meet all state compliance requirements including Indicator 13 with our own document. We have well trained administrators and teachers. We have a planned IEP training for our district wide special education staff meeting this summer

All districts are required to have a Local Plan with all related forms, policies, and assurances. The Londonderry School District' was audited by the DOE in the summer of 2021 and is fully approved.

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

LONDONDERRY SCHOOL DISTRICT SAU #12

<b>Student Name:</b>	<b>Date of Birth:</b>	<b>Grade(s):</b>
<b>Address:</b>	<b>Telephone:</b>	

<b>Parent/Guardian:</b>	<b>Parent/Guardian:</b>
<b>Address:</b>	<b>Address:</b>
<b>Home Telephone:</b>	<b>Home Telephone:</b>
<b>Email Address:</b>	<b>Email Address:</b>
<b>Cell phone:</b>	<b>Cell phone:</b>

<b>Educational Disability(ies):</b>	<b>SASID#:</b>
<b>IEP Team Meeting Date:</b>	<b>Placement Meeting Date:</b>
<b>Next Eligibility Determination Date:</b>	
<b>Case Manager:</b>	

<b>IEP Duration:</b>	
<i>*To align with School District Calendar as adjusted for school cancellations.</i>	
<b>Length Of School Day:</b> 0.0 hours	<b>Length Of School District Year:</b> Londonderry School District operates on a 180-day calendar for grades 1-12 with adjustments for unexpected closures. Individual programming is outlined in the grid within the IEP.
<b>District of Liability:</b> Londonderry School District	

**Student Name:**

**IEP Duration:**

## CHILD PROFILE

**Description of Student Strengths:** (Academic, Developmental, and Functional)

**Present Level of Academic Achievement:** (Describe the student's educational performance including how the child's disability affects his/her involvement and progress in the general curriculum.)

**Present Level of Development :** (Describe the student's developmental levels compared to their same aged peers as impacted by their disability including their cognitive, social emotional, behavioral, communicative, and adaptive levels).

**Present Level of Functional skills:** (Describe the student's non-academic needs as they related to their disability, including but not limited to their level of independence ie: routine skills of everyday life impacting communication, behavior, and adaptive living skills.)

**Parent Concerns for their child's IEP:**

**For Preschool Children -** Describe how the child's disability affects the student's participation in appropriate activities:

**Student Name:**

**IEP Duration:**

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**CONSIDERATION OF SPECIAL FACTORS:**

*Does the child exhibit maladaptive behaviors at school that impede the child's learning or that of others?*

*Yes— if yes, explain what accommodations or behavior supports will be needed.*

*No*

*Does the child have limited English proficiency?*

*Yes— if yes, explain what supports are needed.*

*No*

*If the child is blind or visually impaired does the student require instruction in Braille or other visual supports to access their education?*

*Yes— if yes, explain what supports will be needed.*

*No*

*Is the child deaf or hard of hearing?*

*Yes— if yes, explain what supports will be needed.*

*No*

*Does the child have other communication needs not related to the above?*

*Yes— if yes, explain what supports will be needed.*

*No*

*Does the child require assistive technology devices and services?*

*Yes— if yes, explain what supports will be needed.*

*No*

*Does the child have medical, sensory or physical impairments?*

*Yes— if yes, explain what supports will be needed.*

*No*

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### Transition

#### Statement of Needed Transition Services for students 14- 22

Was the student invited to the IEP meeting? Yes \_\_\_\_\_ No \_\_\_\_\_

Did the student attend the IEP meeting? Yes \_\_\_\_\_ No \_\_\_\_\_ If no, how was the student's input for transition obtained?

Area of Service	Present Level of Performance	Post-Secondary Goal
Educational (academic post-secondary training and learning opportunities)		
Future Employment		
Future Home, Independent Living		

Student Name:

IEP Duration:

Transition  
**Statement of Needed Transition Services**  
**Ages 14-22**

<b>Transition Services</b>	<b>Needs and Activities</b>	<b>Time Line for Activities (School Year)</b>	<b>Agency (ies) and Responsibilities</b>	<b>Provider and payer</b>
<b>INSTRUCTION</b>				
<b>COMMUNITY EXPERIENCES</b>  At age 17 student must be provided information on voter registration and discussion on how voter registration will be accomplished				
<b>EMPLOYMENT</b>				
<b>RELATED SERVICES</b>				
<b>ADULT LIVING AND POST SCHOOL OBJECTIVES</b>				
<b>DAILY LIVING (IF APPROPRIATE)</b>				
<b>FUNCTIONAL VOCATIONAL ASSESSMENT (IF APPROPRIATE)</b>				

**Student Name:**

**IEP Duration:**



Transition  
*Statement of Needed Transition Services*  
 Ages 14-22

SCHOOL YEAR	GRADE LEVEL	PROJECTED COURSES TO BE TAKEN EACH YEAR	CREDITS EARNED
	8 <sup>th</sup>		
	9 <sup>th</sup>		
	10 <sup>th</sup>		
	11 <sup>th</sup>		
	12 <sup>th</sup>		
	Ages 18-21		

Total number of credits required by this district for graduation: 24

It is anticipated that this student will:

☐

Graduate with a High School Diploma

OR

☐

Complete Educational Program or exit on the student's 22<sup>nd</sup> birthday

Anticipated month and year of graduation/completion of program: June,

Student Name:

IEP Duration:

**Universal Supports that may benefit:** (These are supports that could be made available to any student to foster greater inclusion in the classroom).

**ACCOMMODATIONS:** The following disability based accommodations will facilitate access to the general curriculum. Accommodations are defined as changes in instruction or evaluation that do not impact the rigor and/or validity of the subject matter being taught or assessed.

**Presentation** (access to Information)

**Response** (student completion of task including assessment)

**Setting** (location, conditions)

**Timing and Scheduling:**

**State/District Testing Accommodations:**

- ☐ NH SAS
- ☐ Iready
- ☐ Other
- ☐ Alternative Assessment
- Reason For:

**Student Name:**

**IEP Duration:**

## GOALS AND OBJECTIVES

<b>ANNUAL GOAL # 1.</b>	<b>PERSON(S) RESPONSIBLE:</b> Staff involved in implementation: <hr/> <b>Service hours required to achieve goal:</b> <hr/>		
<b>Current level of performance:</b>     			
<b>Does the student's disability needs require modification (change to the material being taught) to the general curriculum in this goal area:   ___Yes   ___No</b>  <b>Explain:</b> 			
<b>Objective:</b>	<b>Not on Track</b>	<b>On Track</b>	<b>Mastered</b>

**Evidence of progress towards goal(data must be included):**  


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**Student Name:**

**IEP Duration:**

Services billable under Medicaid ☐ N/A ☐ Attached

**NAME** will require rehabilitative assistance for monitoring for communication (including on field trips as needed), and nurse assistance as needed in order to accomplish the goals and objectives in his IEP, as indicated by a practitioner of the healing arts.  
**(DELETE THIS STATEMENT IF STUDENT ISN'T TRACKED FOR MEDICAID)**

#### JUSTIFICATION FOR NON-PARTICIPATION:

**NAME** is eligible to participate in all regular education opportunities available to non-disabled students, including extra curricular activities for which they may be eligible.

The activities in which **NAME** will NOT participate (with non-disabled students) are:

#### AGE OF MAJORITY

(must be addressed at least one year prior to the student's 18<sup>th</sup> birthday)

☐ Not Applicable

☐ At age 17 IEP team informed the student on how to register to vote.

☐ Information was given to the student and parent informing the child of his/her rights under IDEA to be transferred to the student upon reaching the age of majority.

\_\_\_\_\_/\_\_\_\_\_  
Parent/Guardian Initial /Student Initial

#### HOW PARENTS WILL BE INFORMED OF PROGRESS:

*Progress on IEP goals and objectives will be reported in conjunction with grade level report cards.*

☐ PRESCHOOL - 8 (TRIMESTER IEP PROGRESS REPORTS)

☒ GRADES 9-12 (QUARTERLY IEP PROGRESS REPORTS)

☒ PROGRESS AND REPORT CARDS

#### TRANSPORTATION:

TRANSPORTATION TO SCHOOL WILL BE PROVIDED BY:

☒ REGULAR SCHOOL BUS

☐ SPECIALIZED TRANSPORTATION WITH MONITOR Explanation:

Student Name:

IEP Duration:

## Support and Services

### Special Education Services/Supplementary Aids and Services

Type of Service (Specially Designed Instruction)	Goal	Provider Title	Sessions Frequency	Time Per Session	Location of Session

### Related Services

Type of Service (Individual, Group)	Goal	Provider Title	Sessions Frequency	Time Per Session	Location of Session

### Supplementary Aids and Services

Type of Service (Individual, Group)	Goal	Provider Title	Sessions Frequency	Time Per Session	Location of Session

**Supports for Personnel** ☐ Yes ☐ No

IF YES CHECK TYPE OF SUPPORT

☐ CONSULTATION

☐ TRAINING

### Extended School Year

**EXTENDED YEAR CONSIDERATION:** *Eligibility for an extended year has been considered and this student:*

☐ IS NECESSARY – See table below

☐ IS NOT NECESSARY

☐ DECISION DEFERRED

**Student Name:**

**IEP Duration:**

**Extended School Year Services to Be Provided**

Type of Service	Sessions Frequency	Time per Session	Begin/End Dates	Location of Services

**Student Name:**

**IEP Duration:**

IEP TEAM MEETING DATE:

TEAM MEMBER

POSITION

I certify that the goals in the IEP are those recommended by the Team and that the indicated support and services will be provided.

LEA Signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVAL: I participated in the development of the IEP and...

\_\_\_\_\_ I AGREE to the proposed IEP.

\_\_\_\_\_ I DO NOT AGREE to the proposed IEP.

\_\_\_\_\_ I AGREE to the proposed IEP with the following exceptions:

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

\*\*\*\*\*  
I acknowledge I was offered of a copy of "Procedural Safeguards for Children with Disabilities", "Notice of Rights" pursuant to RSA 186-C:16b, the "Statute of Limitations for Special Education Cases" and "Written Prior Notice."

\_\_\_\_\_  
Parent/Legal Guardian Initial

\*\*\*\*\*

Student Name:

IEP Duration:

IEP  
Student: \_\_\_\_\_  
School: \_\_\_\_\_  
District of Liability: Londonderry

## Individualized Education Program

Meeting Date: 09/01/2022

Begin Date: 10/04/2022

End Date: 07/10/2023

Amendment Date: 10/04/2022

☐ Initial IEP      ☐ Annual Review      ☐ Re-evaluation      ☒ IEP Amendment      ☐ Extended Year  
☐ Stay Put      ☐ Court Ordered      ☐ Placement

### Student Information

Student Name: \_\_\_\_\_ SASID ID \_\_\_\_\_ SPED ID: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Primary Language: English  
Age: \_\_\_\_\_ Town: Londonderry Grade: \_\_\_\_\_  
Street: \_\_\_\_\_ Work Phone: \_\_\_\_\_ State/Zip: NH 03053  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_  
Third Disability: \_\_\_\_\_  
Next Date of 3 Year Evaluation: \_\_\_\_\_  
Court Placement Date: \_\_\_\_\_  
If 18 or \_\_\_\_: Acting on Own Behalf: \_\_\_\_\_  
District of Liability: Londonderry Town of Residence: \_\_\_\_\_  
Case Manager: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### Parent/Guardian Information

Name: \_\_\_\_\_ Relationship to Student: \_\_\_\_\_ Primary Language of Parent: English  
Street: \_\_\_\_\_ Town: Londonderry State/Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Email: \_\_\_\_\_



Student Name: \_\_\_\_\_  
DOB: \_\_\_\_\_ ASID: \_\_\_\_\_

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## Present Levels of Academic Achievement and Functional Performance

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Describe the student's strengths:

Describe the Student's:

Academic Needs:

Developmental Needs:

Functional Needs:

Describe the Parent Concerns for Improving the Student's Education:

Results of Additional Information about the student to be considered(including the Most Recent Evaluations):

Describe how the student's disability affects the student's involvement and progress in the general curriculum:

Describe how the student's disability affects non-academic areas:

For preschool students, as appropriate, how the disability affects the student's participation in appropriate activities:

---

## Consideration of Special Factors in Developing IEP

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*These are a non-exhaustive list of Special Factors. If the team determines in their consideration of special factors that the student needs a particular device, service, accommodation or modification in order for the child to receive a FAPE the Department anticipates the IEP will reflect that determination.*

**In the case of a child whose behavior impedes the child's learning or that of others, has the team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior?**

---

**In the case of a child with limited English proficiency, did the team consider the language needs of the child as those needs relate to the child's IEP?**

---

**In the case of a child who is blind or visually impaired, did the IEP team determine, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is appropriate for the child?**

---

**Does the student have communication needs**

**If yes, and this child is deaf or hard of hearing, the team considered the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.**

---

**Does the child need assistive technology devices and services?**

---

**Does the student have medical, sensory or physical impairments?**

**If yes,**

**(a) what are they or cite relevant descriptions on previous pages?**

**(b) what is needed or being done or may cite to relevant sections of the IEP?**

Student Name:  
DOB

SID:

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---

## Transition Student's Preferences, Needs and Interests

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Was the student invited to the IEP meeting?

Did the student attend the IEP meeting?

*If no, describe the steps taken to ensure that the student's preference's and interests were considered.*

see 7

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training)	Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:
2. Post-Secondary Employment Goal:	Current Job Skills in Preparation for Post-Secondary Employment:
3. Post-Secondary Independent Living Goal. If Needed:	Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:
4. Future Community Participation:	Current Community Participation in Preparation for Post-Secondary Independent Living:
5. Adult Services:	Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:

---

## Secondary Transition Courses of Study (ages 14-21, or younger if appropriate)

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Grade Level	Projected Courses to be taken each year
8th	
9th	
10th	
11th	
12th	
Ages 18-21	

Total number of credits required by this district for graduation

It is anticipated that this student will:

Anticipated graduation date/completion of program:

Student Name:  
DOB ASID:

LEA  
SAU 12 Londonderry

---

**Transition Services/Needs**  
(ages 16-21, or younger if appropriate)

---

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible

Did the IEP team inform the student and/or family of how to apply for services that may be available to them through Vocational Rehabilitation?

Date information shared:

Student Name:  
DOB: SASID:

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---

**Measurable Annual Goals and Benchmarks/Short-term Objectives /  
Progress Toward Meeting Annual Goal(s)**

---

**Area of Need** **Implementation Personnel/Position Responsible:**

**Present Level of Academic Achievement:**

**Present Functional Performance: ;**

**Annual Measurable Goal:**

**Projected Beginning Date:**

<b>Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal</b>	<b>Beginning Date</b>
--	-----------------------

<b>Method of Reporting to Parent</b>
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## Special Education Services

[illegible]

## Related Services

Type of Service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin / End Dates	Location of Services	Medically Necessary
0	1					VC		

Student Name  
DOB: SASIL

LEA  
SAU 12 Londonderry

I						P	
I							

### Supplementary Services

Type of Service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin / End Dates	Location of Services	Medically Necessary
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### Supplementary Aids

Type of Service	Goal	Coordinator Title	Provider Title	Begin / End Dates	Location of Services	Medically Necessary
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### Support for Personnel

Type of Service	Goal	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin / End Dates	Location of Services	Medically Necessary
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Student Name:  
DOB \_\_\_\_\_, ASID: \_\_\_\_\_

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SAU 12 Londonderry

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## Justification for Non-Participation/State and District Assessments

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### Justification for Nonparticipation

1. Will the student be removed from the general education classroom at any time?
    - 1a. If yes, An explanation of the extent to which the child will not participate with nondisabled children in the regular class.
  
  2. Will the student participate with non-disabled peers in extra curricular and non-academic activities?
    - 2a. If no, An explanation of the extent to which the child will not participate with nondisabled children in extra-curricular and non-academic activities.
  
  3. Will the student be placed for any part of the day outside his or her LEA home school? *yes*
    - 3a. If yes, explain why the placement is necessary.
-



Student Name: \_\_\_\_\_  
DOB: \_\_\_\_\_ SASID: \_\_\_\_\_

LEA  
SAU 12 Londonderry

## State and District Wide Assessments

### State Assessments

The Student will be participating in the following state assessments:

State Assessments	Accommodations
NH Statewide Assessment System (NH SAS)	General Assessment
SAT	General Assessment

### District Wide Assessments

The Student will be participating in the following district wide assessments:

District Wide Assessments	Accommodations
District Wide Assessments	General Assessment

Student Name:

DOB: ASID:

LEA

SAU 12 Londonderry

---

### Supports and Services

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#### Classroom Accommodations

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Area of Instruction	Accommodations
Classroom	No Accommodations or Modifications Needed

1. Does the student require a longer school year? --

2. Does the student require a longer school day? \*

Type of Service	Coordinator Title	Provider Title	Sessions Frequency	Time Per Session	Begin/End Dates	Location of Services
-----------------	-------------------	----------------	--------------------	------------------	-----------------	----------------------

[illegible]

Date Created: 04/12/2023

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**Meeting Participants:**

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**Name**

**Role**

1. \_\_\_\_\_ Both Parents

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Student Name:  
DOB: \_\_\_\_\_

LEA  
SAU 12 Londonderry

IEP Date: \_\_\_\_\_

IEP Amendment Date: 1

**Representative of the Local Education Agency (LEA) Approval Of Provisions In the IEP**

I certify that the goals in the IEP are those recommended by the Team and that the indicated special education, related services, supplementary aids and services, accommodations and modifications will be provided.

Signature of LEA Representative \_\_\_\_\_

Date \_\_\_\_\_

***Parent's Response to the Proposal for the IEP***

Please indicate your response by checking the box(es) which reflect(s) your decision.

*I understand that any portion(s) of the IEP that I accept will be implemented immediately.*

I consent to the IEP as proposed.

I partially consent to the IEP as proposed.

I refuse to consent to the IEP as proposed.

I have received the Procedural Safeguards Handbook: Yes ☐ No ☐

I refuse consent for the following activities or services in the proposed IEP:

I request the following changes (additions or revisions) to the services or activities in the proposed IEP:

☐ I request an IEP team meeting be convened within 21 calendar days to discuss what I refuse to consent to and/or the changes I have requested.

Signature of Parent/Guardian/ Surrogate/Adult Student \_\_\_\_\_

Date \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Adult student's signature required once a student reaches age 18 unless there is a court appointed guardian.*

*Indicate the date that the student and parent were informed of the transfer of parental rights under IDEA to the adult student at the age of 18. This must occur at least one year prior to the age of 18.*

LEA Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I was informed of the parental rights under IDEA and that these rights transfer to me at age 18.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I was informed of the parental rights under IDEA that transfer to my child at age 18.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_