

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 Wednesday, July 17, 2024, at 7:00 PM at Moose Hill School, 150 Pillsbury Road, Londonderry, NH in the Multi-Purpose room. The meeting will also be broadcast on local Cable Access Ch. 8 as well as the [District's YouTube Channel](#).

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

Gene Kenney	Support Staff	Matthew Thornton
Christine Larose	Support Staff	Matthew Thornton
 - 3.2 Minutes June 18, 2024
 - 3.3 Meetings

August 6, 2024	Regular Meeting	LHS Cafe	7:00 PM
August 21, 2024	Building Tours	DO, NS, LMS, MT	6:00 PM
August 22, 2024	Building Tours	SS, MH, LHS	6:00 PM
4. Announcements and Presentations
 - 4.1 Moose Hill and Potential Capital Projects Presentation
5. Public Comment
6. Committee Reports
 - 6.1 School Board Liaisons
7. Deliberations
 - 7.1 Moose Hill Discussion
 - 7.2 LBA Conceptual Design Costs
 - 7.3 Purchase Order Approvals
 - 7.4 3rd Reading to Adopt IHAK - Character and Citizenship Education

July 17, 2024

- 7.5 3rd Reading to Adopt Policy IHCA - Summer Activities
- 7.6 3rd Reading to Amend Policy ILBAA - High School Competency Assessment
- 7.7 3rd Reading to Adopt Policy IKB - Homework
- 7.8 3rd Reading to Adopt Policy IMAH - Daily Physical Activity
- 7.9 3rd Reading to Rescind Policy JHB - Daily Physical Activity
- 7.10 3rd Reading to Adopt Policy ILD - Non-Educational/Non-Academic Questionnaires, Surveys, and Research
- 7.11 3rd Reading to Adopt Policy IHAM - Health Education and Exemption from Instruction
- 7.12 3rd Reading to Adopt Policy IHAMA - Teaching About Alcohol, Drugs, and Tobacco
- 7.13 3rd Reading to Amend Policy IGE - Exceptions to Use of Specific Course Materials
- 7.14 3rd Reading to Amend Policy IGE-R - Citizen Request for Exception to Specific Course Materials
- 7.15 3rd Reading to Amend Policy IGE-E Parent Request for Exception to Course Material
- 7.16 3rd Reading to Amend Policy IIAC - Instructional Materials and Library Collection Development
- 7.17 2nd Reading to Adopt Policy IFA Instructional Needs of Each Individual Student
- 7.18 2nd Reading to Adopt Policy IK - Earning of High School Credits
- 7.19 2nd Reading to Adopt Policy BAAA - School Board and Administrative Procedures
- 7.20 2nd Reading to Rescind Policy BAB - School Board Policies & Administrative Procedures
- 7.21 2nd Reading to Amend Policy IKF - High School Graduation Requirements
- 7.22 2nd Reading to Rescind Policy IKFB - Earning of Credit
- 7.23 2nd Reading to Adopt Policy IKFA - Early Graduation
- 7.24 2nd Reading to Adopt Policy IHBI - Alternative Learning Plans
- 7.25 2nd Reading to Adopt Policy IMBC - Alternative Credit Options

July 17, 2024

7.26 1st Reading to Rescind Policy JEB Early Entrance

8. Superintendent's Report

8.1 2023-24 Londonderry School Goals and Performance Updates

9. Non-Public Session

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

9.1 Personnel Issue(s)

9.2 Nomination(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 18, 2024, at 7:00 PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the Cafe. The meeting was also broadcast on local Cable Access Ch. 8 as well as the District's YouTube Channel.. In attendance were School Board members: Mrs. Butcher, Mr. Gray, Mrs. Loughlin, Mr. Porter and Mr. Slater. Also in attendance were Superintendent, Mr. Black, Business Administrator, Mrs. McKenney and School Board Secretary, Lisa Muse.

1. **Call To Order:** The meeting was called to order at 7:00PM by Mr. Slater.
2. **Pledge of Allegiance:** The Pledge of Allegiance was led by Mr. Slater.

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

3.1	Retirement(s) Margaret Colangelo Stephen Costa	Support Staff Custodian	South School Middle School
3.2	Resignation(s) Janine Clukey	Dining Services	High School
3.3	Minutes June 4, 2024		
3.4	Meetings July 17, 2024 August 6, 2024	Regular Meeting Regular Meeting	Moose Hill /MPR LHS 7:00 PM 7:00 PM

The LHS Girls Softball team coach and is congratulated on his championship season. He recaps the season and the playoffs. It is the first championship for the High School softball team.

4. **Announcements and Presentations**
 - 4.1 Strategic Plan Feedback:

Donna Plante, Assistant Director/Leach Library: She is suggesting they are included in a collaboration in the Strategic Plan. She would like to see the library as more of a priority. She gives some examples of what that could look like such as resource sharing and more communication about anticipated demand of materials. She would like to attend more fairs and teacher workshop to discuss their resources.

Mike Speltz, Sugarplum Way: He is representing as a resident. He is concerned about curriculum. He would like the young people to be more aware of climate change and the challenges they will be faced with. He would them to look at the curriculum and how we handle climate change in K-12.

Beth Morocco, Londonderry: She reminds everybody that the District is looking for feedback encourages people to come out and speak up

5. **Public Comment :**

Mr. Slater opens public comment.

Sarah Keller, Lancaster Dr: She is a reading specialist at Moose Hill and a long time Moose Hill classroom teacher. She discusses the 6 Buttrick Road location that is being considered for the District Office. She doesn't feel that is the best budgetary decision for LEEP. Kindergarten and LEEP share so many resources. Staffing would be an issue including the nurse. She discusses the shared programs, playground, parking, etc. She feels moving the SPED program to Buttrick Road would be taking a step back.

Donna Plante, Leach library: She thanks the schools for allowing them to come in to promote the summer reading program. The Summer reading program is in full swing. They also have an adult program and encourages people to come and participate.

Maggie Garside, Justin Circle: She is curious if a survey will go out to parents that have younger students to capture them when discussing the Kindergarten plan.

Mr. Slater closes public comment.

6. **Committee Reports**

6.1 School Board Liaisons: Mr. Slater mentioned the CIP committee will meet 6/24 to select the committee. They will meet after our July meeting.

7. **Deliberations**

7.1 Moose Hill Options Continued: Mr. Black provides a recap of what has taken place up to this point and is presented in a power point. The following options are discussed in detail. At the conceptual level, the board will need to consider a plan that potentially: Brings back the same project from the March vote, smaller projects at MH, Pairing smaller projects with commercial property or pairing smaller projects with existing space at LMS and/or LHS. There are not costs at this time. They hope to create a forum between 7/17 and 8/6 meeting.

Mr. Slater has a clarifying question about the portables under option 2a.

Enrollment is discussed in detail.

Mrs. Butcher feels changing environments for this group of people can impact their ability to make progress as a whole. In regard to the LHS/LMS option, she doesn't like the idea of LMS at all, but feels that LHS could be looked at because students pursuing education career could benefit with the access.

Mrs. Loughlin asked about the elementary schools taking in the Kindergarten classes. She feels with teachers travelling to other building you end up losing staff. She likes the Buttrick Road option, but more information is needed.

Mr. Porter would like to know how the multiple services would work with Buttrick Road.

Mr. Gray agrees with all the concerns mentioned and has concerns with 2b.

Mr. Slater realizes everybody is concerned with 2b. What we want to try and avoid is sending Mr. Black down a path that is a waste of time and energy. He would like Moose Hill in one facility. In regard to the commercial property, we need to see more layout and see personnel staffing costs.

Option 2A with a smaller build and option 3 are the options the Board is interested in pursuing.

Mr. Black said he needs to know from the Board if they are interested in moving the preschool and the ideal timeline for full day Kindergarten.

7.2 CIP Plan for Committee: Lisa McKenney: Mrs. McKenney explains the CIP coordination with the Town and the process. She also explains it is an advisory document only. The

same four projects are being put forward again and they were scored. They will bring these projects to the CIP committee next month. The four projects are MH Phase 1, MH Phase 2, District Office and the High School addition and Renovation.

Mrs. Loughlin made a motion to move the CIP scoring sheet on the four projects forward. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.

7.3 2nd Reading to Adopt IHAK - Character and Citizenship Education: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Adopt IHAK – Character and Citizenship Education. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.4 2nd Reading to Adopt Policy IHCA - Summer Activities: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Adopt IHCA – Summer Activities. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.5 2nd Reading to Amend Policy ILBAA - High School Competency Assessments: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Amend Policy ILBAA – High School Competency Assessments. Mrs. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.6 2nd Reading to Adopt Policy IKB – Homework: ***Mrs. Loughlin made a motion to accept the 2nd Reading to adopt Policy IKB – Homework. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.7 2nd Reading to Adopt Policy IMAH - Daily Physical Activity: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Adopt Policy IMAH – Daily Physical Activity. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.8 2nd Reading to Rescind Policy JHB - Daily Physical Activity: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Rescind Policy JHB – Daily Physical Activity. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.9 2nd Reading to Adopt Policy ILD - Non-Educational/Non-Academic Questionnaires, Surveys, and Research: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Adopt Policy ILD – Non-Educational/Non-Academic Questionnaires, Surveys, and Research. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.10 2nd Reading to Adopt Policy IHAM - Health Education and Exemption from Instruction: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Adopt Policy IHAM – Health Education and Exemption from Instruction. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.11 2nd Reading to Adopt Policy IHAMA - Teaching About Alcohol, Drugs, and Tobacco: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Adopt Policy IHAMA – Teaching about Alcohol, Drugs and Tobacco. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.12 2nd Reading to Amend Policy IGE - Exceptions to Use of Specific Course Materials: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Amend Policy IGE – Exceptions to Use of Specific Course Materials. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.13 2nd Reading to Amend Policy IGE-R - Citizen Request for Exception to Specific Course Materials: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Amend Policy IGE-R – Citizen Request for Exception to Specific Course Materials. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.14 2nd Reading to Amend Policy IGE-E Parent Request for Exception to Course Material: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Amend Policy IGE – E Parent Request for Exception to Course Material. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.15 2nd Reading to Amend Policy IIAC - Instructional Materials and Library Collection Development: ***Mrs. Loughlin made a motion to accept the 2nd Reading to Amend Policy IIAC – Instructional Materials and Library Collection Development. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.16 1st Reading to Adopt Policy IFA Instructional Needs of Each Individual Student: ***Mrs. Loughlin made a motion to accept the 1st Reading to Adopt Policy IFA Instructional Needs of Each Individual Student. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.17 1st Reading to Adopt Policy IK - Earning of High School Credits: ***Mrs. Loughlin made a motion to accept the 1st Reading to Adopt Policy IK-Earning of High School Credits. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.18 1st Reading to Adopt Policy BAAA - School Board and Administrative Procedures: ***Mrs. Loughlin made a motion to accept the 1st Reading to Adopt Policy BAAA – School Board and Administrative Procedures. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.19 1st Reading to Rescind Policy BAB - School Board Policies & Administrative Procedures: ***Mrs. Loughlin made a motion to accept the 1st Reading to Rescind Policy BAB – School Board Policies & Administrative Procedures. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

7.20 1st Reading to Amend Policy IKF - High School Graduation Requirements: ***Mrs. Loughlin made a motion to accept the 1st Reading to Amend Policy IKF – High School Graduation Requirements. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

7.21 1st Reading to Rescind Policy IKFB - Earning of Credit: ***Mrs. Loughlin made a motion to accept the 1st Reading to Rescind Policy IKFB – Earning of Credit. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

7.22 1st Reading to Adopt Policy IKFA - Early Graduation: ***Mrs. Loughlin made a motion to accept the 1st Reading to Adopt Policy IKFA – Early Graduation. Mrs. Butcher seconded the motion. The motion passed by a vote of 5-0.***

5 7.23 1st Reading to Adopt Policy IHBI - Alternative Learning Plans: ***Mrs. Loughlin made a motion to accept the 1st Reading to Adopt Policy IHBI – Alternative Learning Plans. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.***

10 7.24 1st Reading to Adopt Policy IMBC - Alternative Credit Options: ***Mrs. Loughlin made a motion to accept the 1st Reading to Adopt Policy IMBC – Alternative Credit Options. Mr. Gray seconded the motion. The motion passed by a vote of 5-0.***

15 8. **Superintendent's Report**

8.1 Enrollment Report

Mr. Black mentioned there are three less kids from January. The report is broken out for the kids we have right now.

Mr. Black thanks Mrs. McKenney for all her service and dedication to the Londonderry School District.

20 9. **Non-Public Session**

Mrs. Loughlin made a motion move into non-public session requested under RSA 91-A:3, Section II (b), (d) and (l). Mr. Porter seconded the motion. The motion passed by a roll call vote.

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

25 9.1 Nomination(s)

9.2 Personnel Issue(s)

30 9.3 Legal Advice

10. **Adjournment**

The meeting was adjourned at 8:54PM.

35 Respectfully submitted,

40 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.)

45

PRESENT: Board Members: Amanda Butcher, Kevin Gray, Sara Loughlin, Bob Slater, Tim Porter
Superintendent of Schools: Dan Black
Assistant Superintendent of Schools: Jason Parent
5 Business Administrator: Lisa McKenney
Human Resource Director: Cindy McMahon
MT Principal: Amity Small

10 Mrs. Loughlin moved, seconded by Mr. Porter, and passed unanimously (5-0) to enter non-public session under RSA 91-A:3, Section II (b) and (c) at 8:54 PM

Mrs. Butcher moved, seconded by Mrs. Loughlin, and passed unanimously (5-0) to accept the Co-Curricular nominations

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

20 Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to accept the Breach of Contract

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

25 Discussion of Legal Advice

Mr. Porter moved, seconded by Mrs. Butcher, and passed unanimously (5-0) to exit non-public session at 9:22 PM

30 Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to adjourn public session at 9:23 PM

Respectfully submitted,

35 Daniel Black
Superintendent of Schools



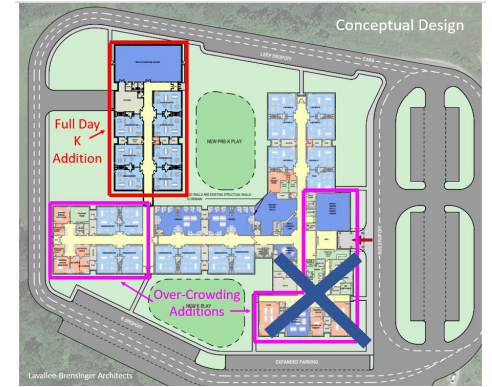
Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: July 15th, 2024
Re: Moose Hill Options Continued

Attached to this memo is a presentation laying out conceptual options for the School Board to consider around a follow up to the Moose Hill vote in March of 2024.

The updated presentation has some answers completed around capital and operating costs, but we will need a few more school board meetings and outside help to complete the full analysis on all of the options the School Board is now considering.



Options for Moose Hill

Conceptual Updates

July 17th, 2024, School Board Meeting



Process Updates since the June 18th Meeting

Option 2A – Scaled Back Moose Hill Project (Kindergarten & Preschool Stay Together)

The “scaled back” is a response to lower enrollment & design updates to lower the cost.

- We have started the process to figure out the conceptual design with architects who have helped us for the last six years on this process. We will see the conceptual plans at the August 6th School Board Meeting. Then we would see the costs by the September 3rd School Board Meeting.

Process Updates since the June 18th Meeting

Option 3 – Combination of Buttrick Road & Smaller Moose Hill Addition

- We have continued to work with a construction manager to tease out the viability of housing the district office as well as the preschool on the Buttrick Road site.
 - We have the unofficial cost estimates to share of the “hard costs” for construction to make this plan work. We can make an unofficial cost estimate on the soft costs associated with the plan as well. *We are not yet at the official cost estimation process where we could justify a budget number to the public. Right now, we are just seeing a rough estimate of the magnitude of costs.*
 - We have teased out how to split up the staff that are shared between Kindergarten and Preschool at Moose Hill currently to share the impact on the operating budget splitting up the programs.
 - We have started the process to figure out the Moose Hill part of this plan with the architects who have helped us for the last six years on this process. We will see the conceptual plans at the August 6th School Board Meeting. Then we would see the costs by the September 3rd School Board Meeting.

We see the value in trying to capitalize on the changing economics for commercial property for our space needs.

Process Updates since the June 18th Meeting

Option 4 – Similar to Option 3 but move the Preschool to LHS.

- The Assistant Superintendent teased out a few options of how the Preschool could “fit” into LHS with some significant conceptual design issues we would need to think through and determine how viable the option is considering the educational trade-offs that exist.
 - We have not asked for any services yet to come up with a conceptual plan for this option from the construction manager or architects.
 - We can use the staffing analysis from Option 3 to see the impact on the operating budget at Moose Hill and new preschool site.
 - Once we have a conceptual plan for Option 3 at Moose Hill, we could use that same plan to pair with this option as well.
 - We can share a high-level look at what it would mean to squeeze the 5th grade into LMS as well - but further analysis would still need to be completed.

Information Needed to Determine the Way Forward

Capital Costs

Operating Costs

Educational Strengths & Issues

Option 1



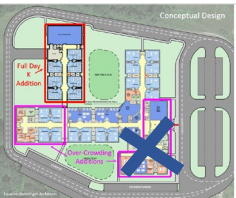
Once Timeline is
Determined. Analysis
Largely Done.



Return Full Project to Voters

Limited Costs
with lower enrollment

Option 2A



Sept. 3rd

Once Timeline is
Determined. Analysis
Largely Done.

August 6th

Scaled Back Moose Hill Build

Limited Costs
with lower enrollment

Option 3



July 17 +
Sept. 3rd

July 17

July 17

Small Moose Build & LEEP at Buttrick

Significant Costs with
2 Sites

Option 4



Sept. 3rd – MH Only
No Timeline on LHS

July 17

July 17

Small Moose Build & LEEP at LHS

Significant Costs with 2 Sites

Further Information Needed

- **Public Input.** Last year we benefited from 2 separate committees to review the conceptual plan that was built on 4 to 5 years of research and presentations and public input along the way.
- **School Board Goals for this process.** Last year we were very clear that the Moose Hill Project had two goals:
 1. Solve the Overcrowding issues at Moose Hill
 2. Allow for Full Day Kindergarten at Moose Hill.

With the rapid change to lower Kindergarten Enrollment in the Last 10 months, here are recommended goals now to consider that I am using as a prism to analyze the options now being considered:

- 1. Find the quickest solution to full day kindergarten in the district.**
 - a) Lower K enrollment has helped resolve some of the space issues at Moose Hill temporarily.
 - b) We need to recruit and be attractive to new families (and existing families with young children)
- 2. Develop a plan that reacts to lower enrollment and allows for future flexibility to make sure we don't over build.**
- 3. Develop a plan that limits the staffing impact costs on the operating budget (unless we have no other options but to add staff to make the plan work)**
- 4. Develop a plan that does not create large trade-offs and stress to our educational program.**
- 5. Find an overall cheaper option to bring to the voters than March 2024 plan.**

Conceptual Plans for Buttrick Road

Capital Costs

Operating Costs

Educational Strengths & Issues

2 FRIENDS Classrooms – Self Contained

1 PALS Classroom – Self Contained

Occupational Therapy

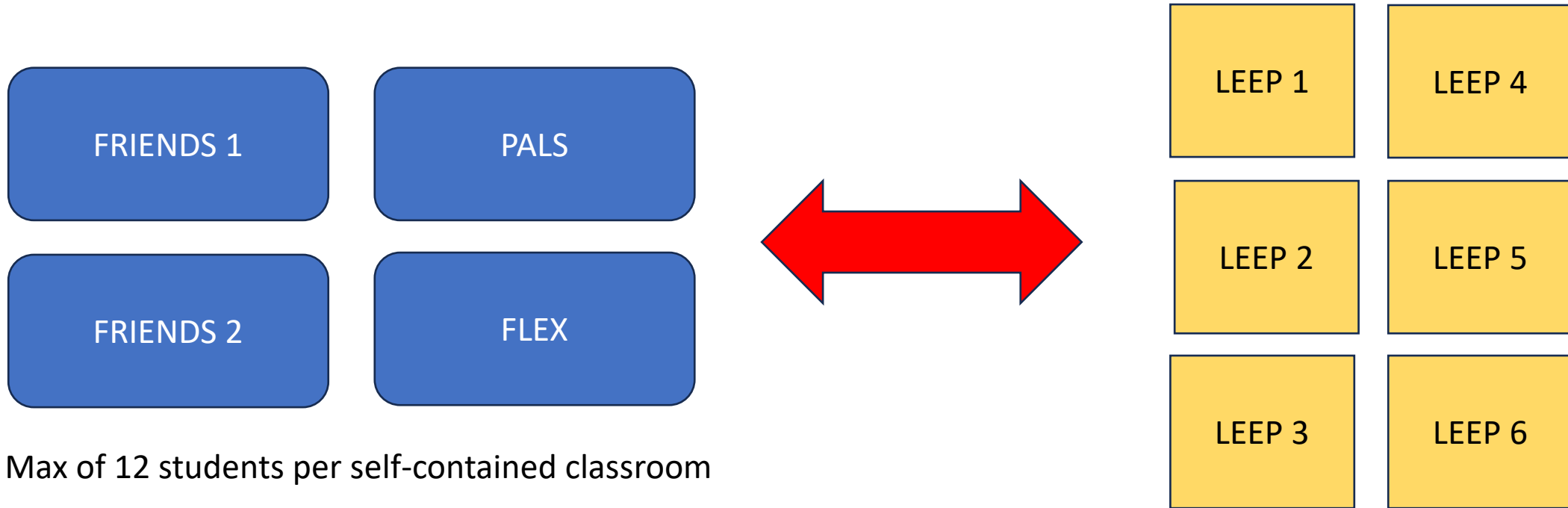
Physical Therapy

Speech

Office Space & Conference Rooms

Adult Space for Staff

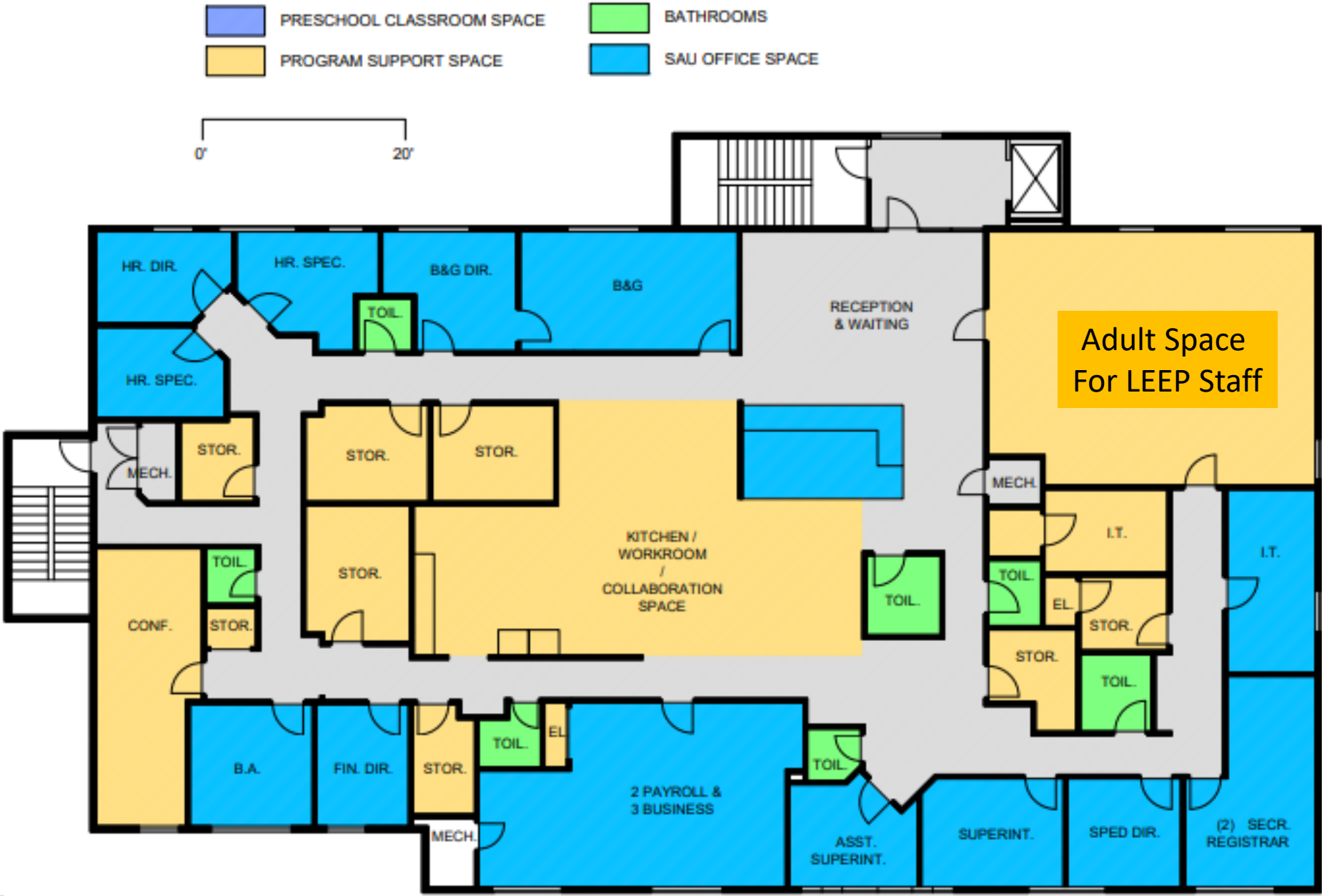
We are more efficient with staffing and space when our 3-, 4-, and 5-year-olds are in the same building



For our self-contained programs to work, those students with IEPs need a separate space to receive their **Specialized Instruction** and the LEEP classroom to be with their typically developing peers. They will also need to be in their self-contained rooms when, for a number of reasons, they need a break from the LEEP classrooms .

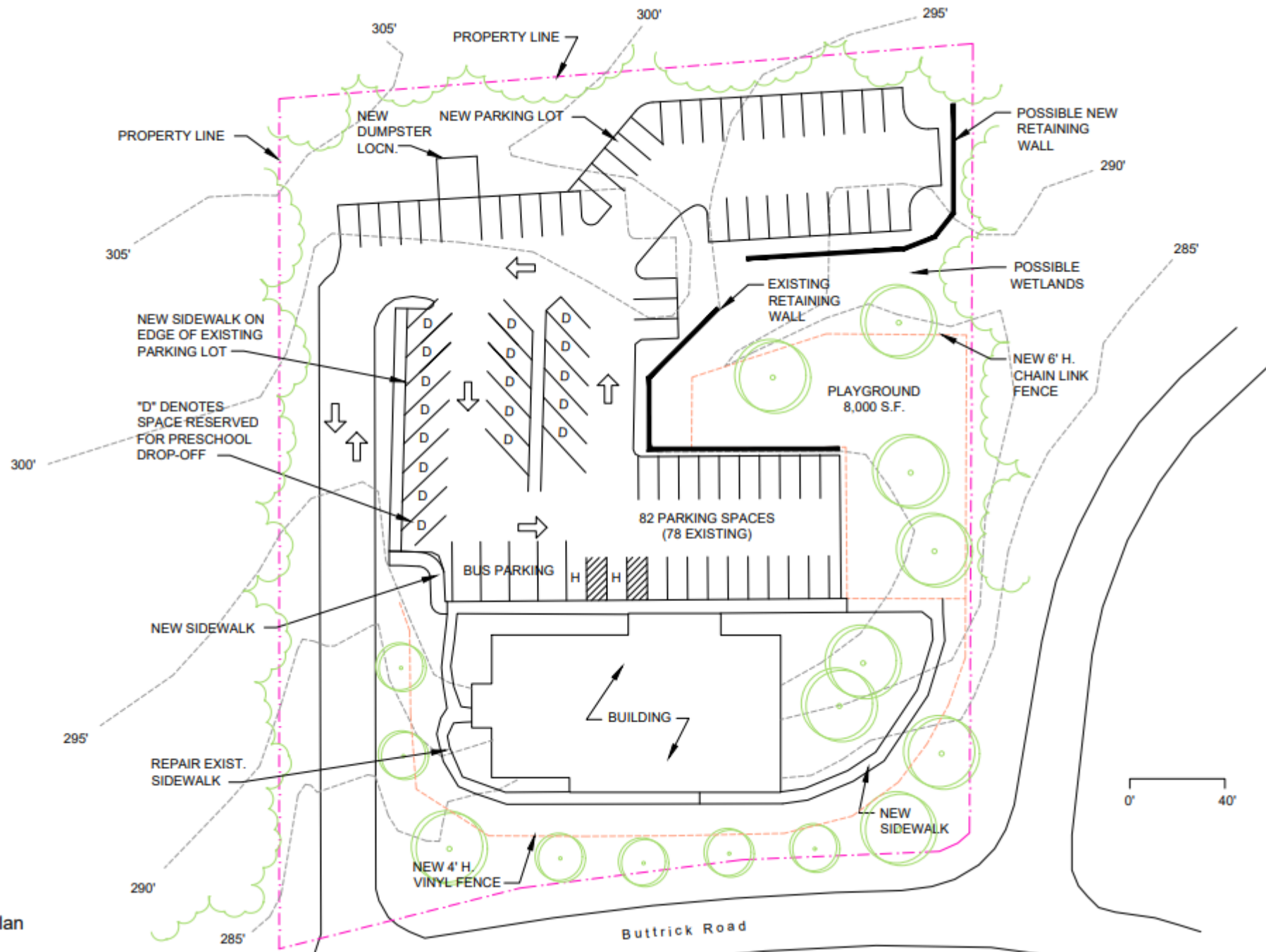


Buttrick Building
Proposed First Floor Plan



Buttrick Building
Proposed Third Floor Plan

Buttrick Building
Proposed Site Plan



Unofficial Capital Cost Estimates for Buttrick Road



CONCEPTUAL ESTIMATE SUMMARY

BUTTRICK - PRESCHOOL & SAU
LONDONDERRY, NH

7/12/2024

ESTIMATE

ESTIMATED PROJECT COSTS		Building Area (SF)	24,874
HARD COSTS			
Building Renovation Costs (SAU Office and Pre-K Program Spaces)	\$	3,226,000	
Sitework & Landscaping	\$	630,000	
Miscellaneous Costs (General Conditions, Insurance, Bond, Fees, etc.)	\$	744,000	
Construction Estimating Contingency	\$	400,000	
		Hard Costs Subtotal	\$ 5,000,000
SOFT COSTS & OWNER'S CONTINGENCY (20% of Total Project Cost)	\$	1,250,000	
TOTAL PROJECT COST	\$	6,250,000	

\$6,250,000
+ \$3,900,000
\$10,150,000

Buying Building

+ Small Moose Hill Addition (Aug. 6th & Sept. 3rd)

The prior Moose Hill Project had 15% in “soft costs” – at this point in the project 20% seemed to be a better estimate.

Right now, DO Lease costs \$146K in Lease + \$41K in Fit Up Costs = \$187K Per Year.
We would save ~\$146K in Lease Costs after we pay off about ~\$160K in fit up costs.

As a point of comparison, a \$10.1M Bond over a 15-year period at a 4% interest rate would average about \$900,000 in total yearly payments (principal & interest) with a \$0.14 Tax Impact.

Operating Cost Staffing Impacts for Buttrick Road & Moose Hill

We built this estimate on the Spring 2024 Kindergarten and LEEP Enrollment and Programming

~60 Staff
for LEEP

LEEP Staff that Move to Buttrick	New Staff Needed at Buttrick
9.5 LEEP Teachers 1.0 BCBA for Behavior Support 1.0 Occupational Therapist 3.0 Speech Therapist 1 SPED Admin Assistant (7 HRs a Day) 195.35 Hours of SPED Assistants Daily	1.0 SPED Director 1.0 Nurse 1.0 Custodian
1 SPED Teacher to support blind students could travel between sites 1 Diagnostician could travel between sites	
SPED Moose Hill Staff that Remain	New SPED Staff Needed at Moose Hill
2.0 SPED Teachers 1.0 Occupational Therapist 1.0 Speech Therapist 35 Hours of SPED Assistants	1.0 New FRIENDS K Teacher 1.0 New FLEX K Teacher 1.0 New PALS K Teacher 1.0 New BCBA to Cover All Programs 1 New SPED Admin Assistant (7 HRs) 81.25 Hours of SPED Assistants Daily

Operating Cost Staffing Impacts for Buttrick Road & Moose Hill

We built this estimate on the Spring 2024 Kindergarten and LEEP Enrollment and Programming

Additional Staff Needed at Both Sites	2025-26 Estimated Costs
1.0 New FRIENDS Teacher at Moose Hill	\$ 90,125
1.0 New FLEX Teacher at Moose Hill	\$ 90,125
1.0 New PALS Teacher at Moose Hill	\$ 90,125
1.0 New BCBA to Support All Three Programs	\$ 90,125
7 Hours Per Day (10 Months) for new SPED Admin Assistant at MH	\$ 42,469
13 New SPED Assistants at Moose Hill to cover 81.25 Hours Daily	\$ 342,372
1.0 New SPED Director for Buttrick Road Preschool	\$ 108,072
1.0 New Nurse for Buttrick Road Preschool	\$ 90,125
1.0 New Custodian for Buttrick Road Preschool	\$ 59,767
<i>Estimated Staffing Costs Increase in Operating Budget</i>	\$ 1,003,304

As a point of comparison, we would only want to spend \$1M on staffing increases if we could save about \$7M on a capital project if we had no other options. (But staffing costs always rise while capital costs are fixed over the life of the bond)

Educational Strengths & Issues with Buttrick Road Option

Strengths	Issues
• Space will exist for Full Day Kindergarten at Moose Hill	• Classrooms shrank from 1060 sq ft to 900 to 950 sq feet for LEEP • 2 Classrooms for programs do not have windows or natural light. • 2 Therapy classrooms do not have windows or natural light. • Multi-Sensory room shrank from 1800 sq ft to two spaces of 400 and 450 sq ft. • 3- and 4-year-olds will need to maneuver stairwells and elevators to move between spaces. • 1st Floor exit to sidewalk to playground area is a large elevation gain and may not work for all 3- and 4-year-olds.

Analyzing Buttrick Road Option

1. Find the quickest solution to full day kindergarten in the district.

- a) Lower K enrollment has helped resolve some of the space issues at Moose Hill temporarily.
- b) We need to recruit and be attractive to new families (and existing families with young children)

2. Develop a plan that reacts to lower enrollment and allows for future flexibility to make sure we don't over build.

3. Develop a plan that limits the staffing impact costs on the operating budget (unless we have no other options but to add staff to make the plan work)

4. Develop a plan that does not create large trade-offs and stress to our educational program.



5. Find an overall cheaper option to bring to the voters than March 2024 plan.

Option 4: Preschool at LHS & Small Build for Full Day Kindergarten at Moose Hill

- The Assistant Superintendent analyzed two potential areas (see attachment) to house the preschool while Moose Hill turns into a Full Day Kindergarten building.

Conclusions Part 1:

- 1) While there is space on the two floors of the 600 wing to house the preschool, we don't think housing part of it on the 2nd floor would be allowed.
- 2) The preschool could be housed in the 200 wing, but classrooms would shrink to 800 sq ft.

Ariel View of LHS



Option 4: Preschool at LHS & Small Build for Full Day Kindergarten at Moose Hill

Conclusions Part 2:

- 1) We cannot make updates to the 100 wing. We would have to bring that part of the building up to code which would be more expensive than a new build. We would need to be careful that putting the preschool in LHS wouldn't force us to do by moving a house office or other programs there.
- 2) We would need to make significant updates to have preschool bathrooms in the 200 wing.
- 3) We would need to make significant updates to make the area separate for 3- and 4-year-olds
- 4) The parking for 60 LEEP staff would make a significant impact on current student parking at LHS.
- 5) We would need to find a good spot for the playground and make significant updates on a separate entrance for LEEP.
- 6) We would need to update the daily times for LEEP to not have overlap with high school students' major entrance and exit times.
- 7) Taking away the classrooms for LHS will force many staff to not have 1 classroom as their "home base" and disrupt the master schedule for LHS.
- 8) This option would have a similar impact on increasing the staff needed for LEEP and Moose Hill as the Buttrick option.
- 9) This option could complicate updates to Londonderry High School in the future.

Analyzing Preschool in LHS Option

1. Find the quickest solution to full day kindergarten in the district.

- a) Lower K enrollment has helped resolve some of the space issues at Moose Hill temporarily.
- b) We need to recruit and be attractive to new families (and existing families with young children)



2. Develop a plan that reacts to lower enrollment and allows for future flexibility to make sure we don't over build.

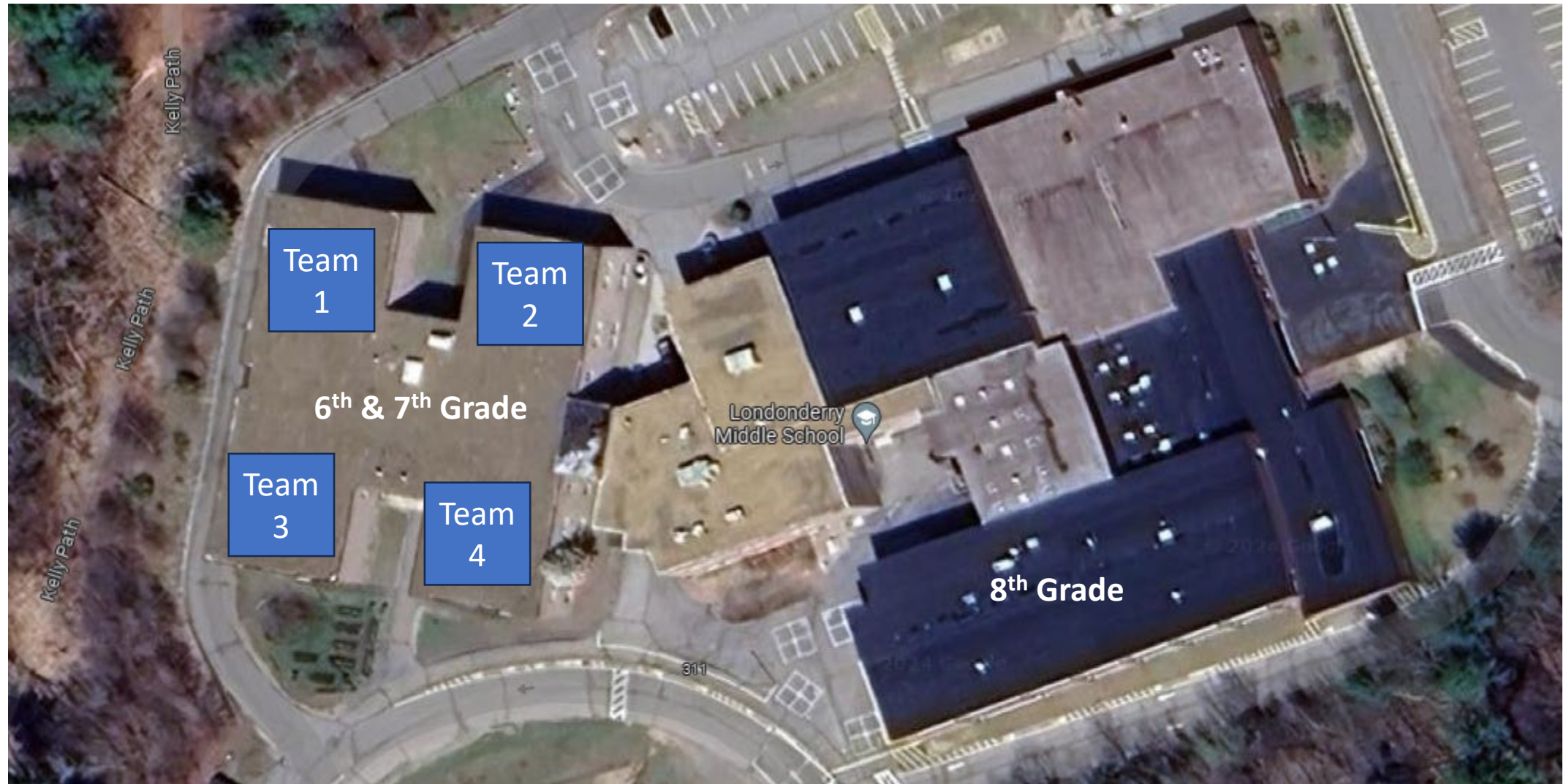
3. Develop a plan that limits the staffing impact costs on the operating budget (unless we have no other options but to add staff to make the plan work)

4. Develop a plan that does not create large trade-offs and stress to our educational program.



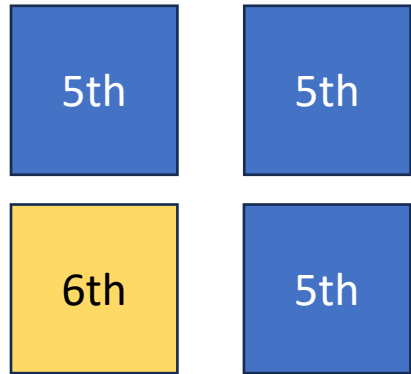
5. Find an overall cheaper option to bring to the voters than March 2024 plan.

Moving 5th Grade to Londonderry Middle School Option

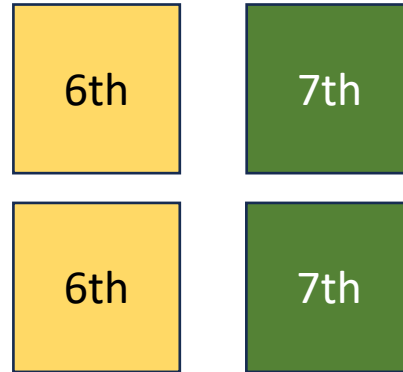


5th Grade in Londonderry Middle School

1st Floor Teams



2nd Floor Teams



Goes to 8th Grade Wing



Core Classes by each Team

- 1) Math
- 2) Reading
- 3) ELA
- 4) Social Studies
- 5) Science

At least 15 Classrooms would then need to rotate space within the Master Schedule based on openings:

Health

Computers

World Languages

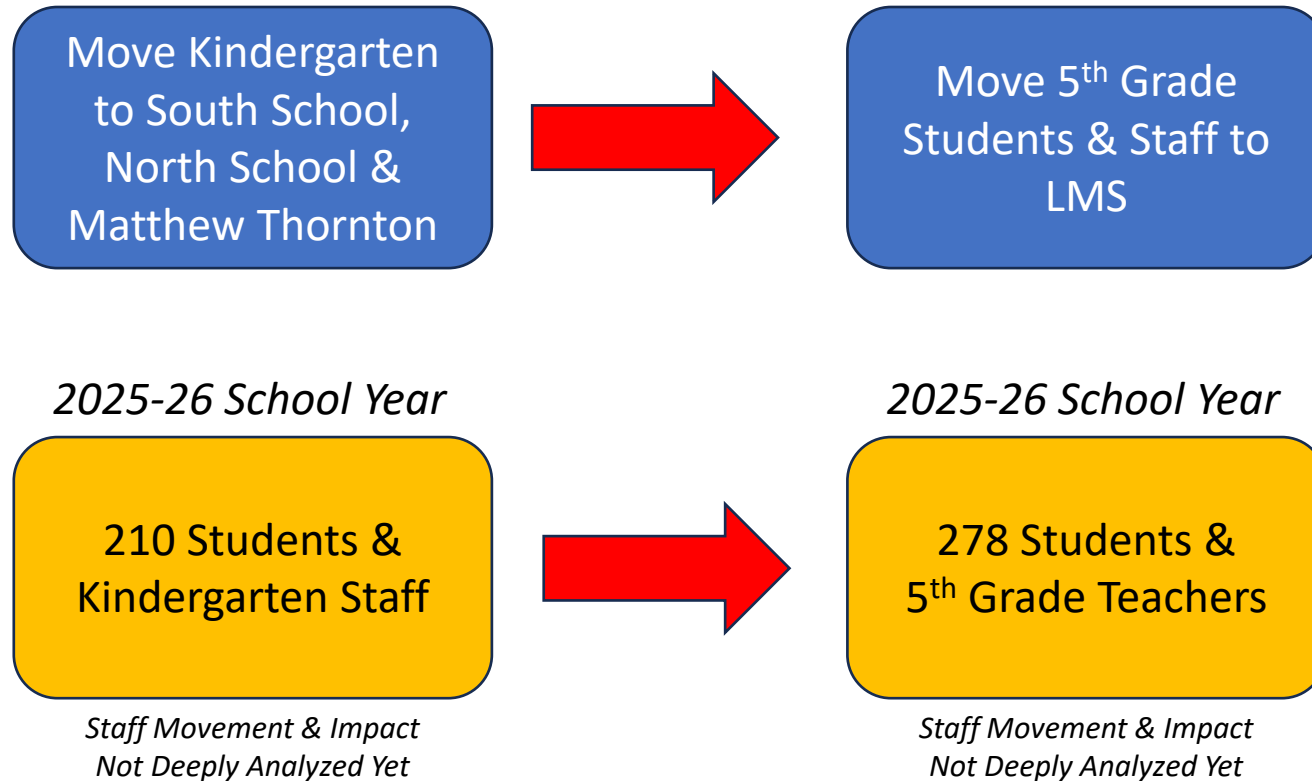
And Core Classes

LMS projects 25% of classes would now move around with this plan in the current master schedule.

Biggest Schedule Issue would be feeding ~300 more students into the Cafeteria Periods (22.5 Minutes)

You could only move to two teams per grade if enrollment was 230 or lower per grade

Movement Required to Make this Option Work



Huge operational and philosophical change for our Middle School Model & Elementary schools.

Analyzing 5th Grade in LMS Option



1. Find the quickest solution to full day kindergarten in the district.

- a) Lower K enrollment has helped resolve some of the space issues at Moose Hill temporarily.
- b) We need to recruit and be attractive to new families (and existing families with young children)



2. Develop a plan that reacts to lower enrollment and allows for future flexibility to make sure we don't over build.



3. Develop a plan that limits the staffing impact costs on the operating budget (unless we have no other options but to add staff to make the plan work)

4. Develop a plan that does not create large trade-offs and stress to our educational program.



5. Find an overall cheaper option to bring to the voters than March 2024 plan.

Information Needed to Determine the Way Forward

Capital Costs

Operating Costs

Educational Strengths & Issues

Option 1



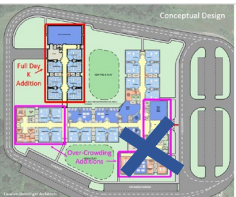
Once Timeline is
Determined. Analysis
Largely Done.



Return the Full Project to Voters

Limited Costs
with lower enrollment

Option 2A



Sept. 3rd

Once Timeline is
Determined. Analysis
Largely Done.

August 6th

Scaled Back Moose Hill Build

Limited Costs
with lower enrollment

Option 3



+ Sept. 3rd



Small Moose Build & LEEP at Buttrick

Sept. 3rd – MH Only
No Timeline on LHS



Small Moose Build & LEEP at LHS

Specifics on the Known Costs at this Time

	Capital Costs	Operating Budget Impact - Staffing
Option 1 Return Full March 2024 Project	\$ 36,900,000.00	Need to know timeline and decision on current staffing to make an estimate.
Option 2A Scaled Back Moose Hill Project	Known by Sept. 3rd	Need to know timeline and decision on current staffing to make an estimate.
Option 3 Preschool & DO at Buttrick Small Moose Hill Build for K	Known by Sept. 3rd	\$ 1,003,304 FY 2025-26 Estimate
Option 4 Preschool at LHS Small Moose Hill Build for K	Not started process for conceptual design Known by Sept. 3rd	\$ 1,003,304 FY 2025-26 Estimate

Once we have all necessary information, we would estimate out yearly costs of all these options over a 5-to-10-year time frame.

Questions?
Proposals?
Feedback?

What else does the School Board need to learn at the August 6th and September 3rd School Board Meetings ?



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: July 15th, 2024
Re: Conceptual Design Fees

As a follow up to the June 18th, 2024, School Board Meeting, the administration was tasked with coming up with updated conceptual designs for the Moose Hill Building.

The quickest and most cost-efficient method to update the plans that went to the voters in March of 2024 is to work with the architects that developed those plans and adapt them in a short period of time.

Lavalle-Brensinger gave us a cost estimate of \$12,500 to develop the conceptual plans for:

- 1) Option 2A – Scaled Back Version of Moose Hill – this is the option that responds to lower enrollment and comes up with other ideas to save costs in the conceptual design.
- 2) Option 3 – this is the Moose Hill side of the combination for the Buttrick Road building and Moose Hill option.
 - a. Option 3 conceptual designs could also be used for Option 4 – placing LEEP at LHS but still having the small build at Moose Hill to accommodate Full Day Kindergarten at Moose Hill.

Lavalle-Brensinger will be able to produce conceptual designs for both of these options to see them at the August 6th School Board meeting. Then we would work with the Trident Group to go through the cost estimation process by the September 3rd School Board meeting.

I am just looking for school board approval to pay them for their services over the summer.

If either one of these options does go into the budget process and vote in March of 2025, they estimate their costs to be \$12,500 to support the school district and school board for that step in the process.



Londonderry School District Business Office

Memo

To: Dan Black
From: Amity Small
Date: July 17, 2024
Re: Purchasing Requests

The Music Department had the following requests that were included in the FY25 Equipment Capital Reserve approved at the March 2024 election:

Choral risers – budgeted at \$15,850.

Stage Drop	\$16,736.94
Wenger	\$15,100.46
Stage Right	\$15,055.00

The Music Department is requesting the quote be awarded to Wenger. This is not the lowest quote, but this is the company that has been utilized over the years, and the price difference is minor. This could avoid potential difficulties in shipping/supply with a vendor the District has not done business with.

Microphone System – MS/HS – budgeted at \$23,500.

MFI Pro	\$19,510.00
Full Compass Systems, Ltd	\$21,289.18
Sweetwater	\$19,770.00

The Music Department is requesting that the quote be awarded to the lowest bidder, MFI Pro. There are also additional accessories to be purchased separately for this system.

Nurses Room Floor – SS

The Nurses Room Floor at South School is in urgent need of repair due to water damage from water seeping up from the floor. This would be funded through the General Fund in the South School Maintenance and Repair line.

Northeast Flooring	\$17,107.00
Rebecca's Flooring	\$16,759.00
R Fraser Flooring	\$17,265.00

The Buildings and Grounds Department is requesting that the quote be awarded to Northeast Flooring. This is not the lowest quote, but the difference is minor, and we have a trusted relationship with the vendor, and due to the urgent summer timing of the repair, we need to make sure this is done before school opens.



Londonderry School District

Jason Parent

Assistant Superintendent

Memo

To: Dan Black and the School Board
From: Jason Parent
Date: July 17, 2024
Re: Policy Updates

The following instructional policies have been reviewed and we are recommending required adoptions, amendments, reviews, and rescinds. As we update policies, we are also updating the coding of the policies to be consistent with NH School Board Association policy structure. Reviewing our current policies, we are recommending the following:

SECTION I - INSTRUCTION

This section of instructional policy has no changes, remains straightforward, and is easily embedded in our practice.

***IHAK – Character and Citizenship Education** - Adopt new policy (3rd Reading) – Required by Law. This policy integrates the NH Constitution and the rights and responsibilities of citizenship.

***IHCA – Summer Activities** - Adopt new policy (3rd Reading) – Required by Law. This policy recognizes the importance of learning outside the school year to include summer activities such as book reading lists, ELO's, and summer school.

ILBAA – High School Competency Assessments - Amend policy (3rd Reading) – This amendment reflects a title change from HS Competency Assessments to "HS Graduation Competencies". Definitions and content remain intact.

***IKB – Homework** – Adopt new policy (3rd Reading) – Required by Law. This policy recognizes homework within the learning process. This policy allows teachers to give homework as part of their curriculum.

***IMAH – Daily Physical Activity** – Adopt new policy (3rd Reading) – Required by Law. This policy recognizes that developmentally appropriate daily physical activity, exercise, and PE are ways to minimize health risks, and students should participate in them as a way to minimize those risks.

Rescind: **JHB – Daily Physical Activity** -To now align with the NHSBA version ***IMAH** (3rd Reading)

The following section of instructional policy also has no changes in their third readings. While the school district is currently carrying out the tenants of these policies in practice, we recommend the official adoption or amendment of them.

***ILD – Non-Educational / Non-Academic Questionnaires, Surveys, and Research** – Adopt new policy (3rd Reading) Required by Law. This policy requires written consent to be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. This policy defines what a non-academic survey includes, prior approvals needed, NH and federal law, and requirements for notification and information provided to parents/guardians. While Londonderry does not participate in the Youth Risk Behavior Survey developed by the CDC, this policy also includes NH law requiring the district to provide parents/guardians with ten days' notice if it were to ever be administered.

***IHAM – Health Education and Exemption from Instruction** – Adopt new policy (3rd Reading) Required by Law. This policy discusses various topics within the Health curriculum and that instruction must be grade level appropriate. Parents/guardians shall be notified no less than two weeks in advance of use of curriculum course material to be used for instruction of human sexuality or human sexual education, and those materials should be available for review. Opt-Out forms are available for parents/guardians who do not want their child to participate in a particular unit of health and those exempted by request may be given an alternative assignment that is mutually agreed upon.

***IHAMA – Teaching about Alcohol, Drugs, and Tobacco** – Adopt new policy (3rd Reading) Required by Law. This policy ensures that school districts be able to provide families with information and resources related to drug and alcohol counseling and treatment for students. As part of the Health education program in grades 6 -12, the district shall provide developmental and age appropriate education regarding the effects of alcohol and other drugs as well as state laws and related penalties for minors using or possessing such products.

IGE – Exceptions to Use of Specific Course Materials – Amend policy (3rd Reading) - This amendment includes "district competencies" in addition to state requirements. Within the documentation of alternative course material shall include grading criteria or a rubric, and evidence of student work. The final portion of the amended policy includes human sexuality and human sexual education citing RSA 186 and Policy IHAM, for parents/guardians receiving two weeks advance notice of all materials to be used with respect to such instruction.

IGE-R – Citizen Request for Exception to Use of Specific Course Materials – Amend policy (3rd Reading) - This amendment includes changing the word "Citizen" to "Parent/Legal Guardian" because the rest of the document reads "Parents/Legal Guardians". The other amendments provide more time for Parents/Legal Guardians to appeal to the Superintendent (two to three school days), and the Superintendent to respond in writing (three to five school days).

IGE-E – Parent/Legal Guardian Request for Exception to Course Material(s) – Amend policy (3rd Reading) – This amendment includes "district competencies" in addition to state requirements.

IIAC – Instructional Materials and Library Collection Development – Amend policy (3rd Reading) – Amendments include current non-print materials, and consistent identification of "parent/legal guardian". **IIAC-E included for reference only.**

***Policies required by law**

CHARACTER AND CITIZENSHIP EDUCATION

Those in charge of curriculum development will have the responsibility for integrating into the curriculum, as appropriate, the following principles:

1. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others.
2. Fairness, integrity, and justice.
3. Respect, courtesy, and human worth.
4. Community service.
5. Pursuant to RSA 186:13, the rights and responsibilities of citizenship.
6. Each individual has dignity and worth.
7. A free society requires respect for persons, property, principles and self.
8. Each individual has a right to learn and freedom to achieve.
9. Each individual, regardless of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability, has the right to equal opportunity.
10. Each individual has the right to personal liberties.
11. Each individual is responsible for his/her own actions and should exercise self-discipline where and when appropriate.
12. Each individual has a responsibility to the group as well as to the total society.
13. A democratic government is established by majority vote.
14. Democratic societies are based on law.
15. Problems are solved through reason and orderly processes.
16. An individual should be tolerant of another's beliefs and should have the freedom to express his/her own.
17. Each individual has the right to work, to pursue an occupation, and to gain satisfaction from personal efforts.

Teaching in the area of character and citizenship will take place throughout the K-12 program.

NH Dept of Ed Regulation

NH Code of Admin. Rules, Sect. Ed 306.04(a)(5)

NH Code of Admin. Rules, Sect. Ed 306.04(i)

[Character and Citizenship](#)

[Character and Citizenship](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 4, 2024

2nd Reading to Adopt: June 18, 2024

3rd Reading to Adopt: July 17, 2024

Required

SUMMER ACTIVITIES

The Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning.

NH Dept of Ed Regulation

NH Code of Admin. Rules, Sect. Ed 306.14(b)(7)

[Summer Activities That Support Student Learning \(until July 1, 2015\)](#)

N.H. Code of Admin. Rules, Sect. Ed 306.141(b)(7)

[Summer Activities That Support Student Learning \(after July 1, 2015\)](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 4, 2024

2nd Reading to Adopt: June 18, 2024

3rd Reading to Adopt: July 17, 2024

HIGH SCHOOL COMPETENCY ASSESSMENTS GRADUATION COMPETENCIES

For the purposes of assessment of high school coursework through the demonstration of student mastery of course competencies in approved courses, independent study, internship or online/virtual courses, the following definitions are established.

Course Level Competency: the expected content, concepts, and skills to be mastered in approved courses, independent study, internship, or online/virtual courses.

Competency Assessment: the process by which a student demonstrates sufficient evidence of learning in approved courses, independent study, internship, or online/virtual courses through grading methods as prescribed in approved LHS Faculty and Student Handbooks.

Mastery: a student presenting sufficient evidence of attainment of the required competencies in an approved courses, independent study, internship, or online/virtual courses through grading methods as prescribed in approved LHS Faculty and Student Handbooks.

Course credit will be awarded through the demonstration of a student's work mastered in approved courses, independent study, internships, or online/virtual courses approved by principal and/or designee. Course credit granted through demonstration of mastery in independent study, internships, or online/virtual courses through grading methods as prescribed in approved LHS Faculty and Student Handbooks. Credits granted through demonstration of mastery in independent study courses will be graded as pass or fail and not included in the student's grade point average.

Students will not be able to test out (i.e., College Level Entrance Placement, portfolio assessment, or any similar evaluation instrument) of any course offered through the high school program of studies for a grade or credit.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.27(d), Mastery of Required Competencies

LONDONDERRY SCHOOL BOARD

Adopted: July 24, 2007

Amended: April 20, 2010

1st Reading to Amend: June 4, 2024

2nd Reading to Amend: June 18, 2024

3rd Reading to Amend: July 17, 2024

HOMEWORK

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Teachers may assign homework as part of their curriculum. If homework is to be used by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Sect. Ed
306.14(b)(1)

Description

[Policy on Homework \(until July 1, 2015\)](#)

N.H. Code of Admin. Rules, Sect. Ed
306.141(a)(1)

[Policy on Homework \(after July 1, 2015\)](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 4, 2024

2nd Reading to Adopt: June 18, 2024

3rd Reading to Adopt: July 17, 2024

DAILY PHYSICAL ACTIVITY

The Board recognizes that developmentally appropriate daily physical activity, exercise, and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students participate in developmentally appropriate physical activity and exercise daily as a way to minimize these health risks.

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Sect. 310
NH Code of Admin., Sect. Ed 06.04(a)(17)
NH Code of Admin., Sect. Ed 306.04(l)

Description

[Daily Physical Activity](#)
[Daily Physical Activity](#)
[Daily Physical Activity](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 4, 2024
2nd Reading to Adopt: June 18, 2024
3rd Reading to Adopt: July 17, 2024

DAILY PHYSICAL ACTIVITY

1. Purpose

The purpose of this policy is to promote increased physical activities for students in grades K - 12 and to help students develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, the district encourages the staff to participate in and model physical activity as a valuable part of daily life.

2. Rationale

According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Additionally, regular physical activity prevents adverse health consequences of childhood obesity and reduces the risk of premature death in general and of cardiovascular disease, stroke, high blood pressure, colon cancer, and Type 2 Diabetes in particular. Promoting a physically active lifestyle among young people is important because:

- A. through its effects on mental health, physical activity can help increase students' capacity for learning and academic success;
- B. physical activity has substantial health benefits for children and adolescents, including favorable effects on endurance capacity, mental health, muscular strength, body weight, and blood pressure; and
- C. positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

3. Definitions

For the purposes of this policy:

- A. "extracurricular and co-curricular activities" refers to school-sponsored voluntary programs that supplement regular education and contribute to the educational objectives of the school.
- B. "health-related physical fitness" refers to cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.
- C. "interscholastic athletics" refers to organized individual and team sports that involve more than one school.

D. "intramurals" refers to physical activity programs that provide opportunities for all students to participate in sport, fitness, and recreational activities within their own school.

E. "developmentally appropriate daily physical activity" means physical activity that is suitable for the cognitive age and individual characteristics of students.

F. "physical education" refers to the program of physical education in Ed 306.

G. "recess" refers to regularly scheduled periods within the school day for unstructured physical activity and play.

H. "chronic inactivity" means an ongoing sedentary lifestyle. 1 "other related health problems" means:

(1) physical illnesses;

(2) psychological illnesses; and

(3) injuries.

J. "childhood obesity" means the term used to describe children and teenagers ages 2-20 who are considered overweight because their body mass index as defined by the Center for Disease Control and Prevention is greater than or equal to the 95th percentile.

4. Components of Policy

School leaders are encouraged to develop and implement a plan that supports physical activity and that may include, but not be limited to the following:

A. a sequential physical education program that involves moderate to vigorous physical activity on a scheduled basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives; and is coordinated with the health education curriculum;

B. time in the elementary school day for supervised recess with physical activities encouraged;

C. opportunities and encouragement for students to initiate and voluntarily participate in before and after-school physical activity programs, such as intramurals, clubs, and, at the high school level, interscholastic athletics;

D. school support for community recreation and youth sports programs and agencies that complement physical activity programs;

E. opportunities for staff to be physically active;

F. provisions for acquiring adequate resources to include funding, personnel,

appropriate equipment and facilities;

G. strategies to involve family members in program development and implementation; and

H. strategies to encourage parents and guardians to support their children's participation in physical activities and to be positive role models for active life styles.

The program should attempt to make effective use of school and community resources and to equitably serve the needs of interested students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels. Additionally, a school's developmentally appropriate daily physical activity program as recommended by Ed 310 shall be in addition to and shall not be a replacement for the physical education program requirement in Ed 306 and/or the school district's policies regarding physical education, extra or co-curricular, intramural, and/or interscholastic athletics programs.

Schools may work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time. Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school- or district-owned facilities open for use by students, staff, and community members during non-school hours and vacations. School policies concerning safety shall apply at all times.

Statutory and Regulator)) References

RSA 189:11-a, Food and Nutrition Programs

NH Code of Administrative Rules, Section Ed 303.01(g), Duties of the School Board

LONDONDERRY SCHOOL BOARD

Adopted: November 29, 2005

1st Reading to Rescind: June 4, 2024

2nd Reading to Rescind: June 18, 2024

3rd Reading to Rescind: July 17, 2024

NON-EDUCATIONAL/NON-ACADEMIC QUESTIONNAIRES, SURVEYS & RESEARCH

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics. While similar, the two laws are not co-extensive, with slightly different scope, procedures, and exceptions.

A. General.

1. For the purpose of this policy, "non-academic survey" shall include a survey, questionnaire, analysis, evaluation or any other document which seeks any information in the categories listed in sections B (as to state law) or C (as to federal law), below. However, non-academic surveys should not be deemed to include questions directed to an individual student by a school counselor, nurse or appropriate personnel under circumstances indicating such questions are reasonably necessary for such person's compliance with applicable laws or regulations, and the discharge his or her duties.
2. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.
3. Non-academic surveys conducted for other agencies, organizations or individuals must have both the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved non-academic surveys must be shared with the School Board.
4. No non-academic survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.
5. As used below, the consent and notification provisions apply to a child's parent/legal guardian(s), unless the student is an adult or an emancipated minor who consents.

B. New Hampshire Law.

Under RSA 186:11, IX-d, prior notice, and prior consent (opt-in) is required for any non-academic survey designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;

4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;
8. or any other information not related to a student's academics.

C. Federal Law.

1. **Protection of Pupil Rights Amendment.** Under the federal Protection of Pupil Rights Amendment, prior written consent is required only if the non-academic survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:
 - a. Political affiliations;
 - b. Mental and psychological problems potentially embarrassing to the student or the family;
 - c. Sexual behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
 - e. Critical appraisals of other individuals with whom respondents have close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
 - h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
2. **Federal Exception.** Non-academic surveys which do not require consent and notice under New Hampshire law (section B) but might otherwise require notice and consent under the federal law (section C.1 above). However, the federal requirement exempts to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
 - a. College or post-secondary education recruitment, or military recruitment;

- b. Book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by schools;
- d. Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- e. The sale of products or services to raise funds for school-related or education-related activities; and
- f. Student recognition programs.

Caution: This exception only applies if the non-academic survey is otherwise exempt under New Hampshire law (section B, above).

D. Notification and Inspection.

When school personnel intend on administering a non-academic survey the school shall provide ten (10) day notice to parents/guardians. Included in the notice will be information regarding the purpose of the non-academic survey; how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the school's administrative office. Parents/guardians may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

E. Consent Exception for Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention.

Neither state nor federal law requires prior written consent for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education.

However, New Hampshire law nonetheless requires the District to provide parents/guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk

Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

Legal

2017 CDC YRBS Guidance Manual

Description

[2017 CDC YRBS Guidance Manual](#)

NH Statutes

RSA 186:11, IX-d

Description

[Duties of State Board of Education](#)

Federal Statutes

20 U.S.C. § 1232h

Description

[Protection of Pupil Rights Amendment \(PPRA\)](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 4, 2024

2nd Reading to Adopt: June 18, 2024

3rd Reading to Adopt: July 17, 2024

HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with state law and Department of Education requirements, health, and physical education, including, instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS) and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and sexually transmitted infections.

Instruction must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media postings or phone call, not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education. Such notice will be delivered via email, other direct written means, website/social media posting, or phone call. To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. Accordingly, the notice will identify and provide contact information for the Principal or other staff member a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction. (Note: Per RSA 186:11, IX-c, Parents/guardians have additional opt-out rights under Board policy IGE.

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons must complete a Health and Sex Education Exemption/Objectionable Course

Material: Opt-Out Form. Opt-Out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment ~~will~~ **may** be provided by the health or physical education teacher in conjunction with the Principal, **or through a mutually agreed upon alternative assignment proposed by the parent/guardian.**

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the

educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

NH Statutes

RSA 186:11, IX
 RSA 186:11, IX-b
 RSA 186:11, IX-c
 RSA 186:11, IX-e

Description

[Instruction as to Intoxicants and Sexually Transmitted Diseases](#)
[Health and Sex Education](#)
[Objectionable Course Material](#)
[Notice to Parents/Guardian Required](#)

NH Dept of Ed Regulation

NH Code of Admin. Rules,
 Sect. Ed 306.40
 NH Code of Admin. Rules,
 Sect. Ed 306.41

Description

[Health Education Program](#)
[Physical Education Program](#)

Federal Statutes

20 U.S.C §1232h, (c)(1)(C)

Description

[Protection of pupil rights](#)

LONDONDERRY SCHOOL BOARD

1ST Reading to Adopt: June 4, 2024
 2nd Reading to Adopt: June 18, 2024
 3rd Reading to Adopt: July 17, 2024

TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

As part of the health education program for grades 6-12, the District shall provide aged and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

NH Statutes

RSA 126-K:8

Description

[Youth Access to and Use of Tobacco Products, Special Provisions Studies](#)

RSA 189:10

RSA 189:11-d

RSA 193-E:2-a

[Drug and Alcohol Education](#)

[Substantive Educational Content of an Adequate Education](#)

NH Dept of Ed Regulation

NH Code of Admin. Rules

Sect. Ed 306.40, (b)(2) a

Description

[Health Education Program](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 4, 2024

2nd Reading to Adopt: June 18, 20243rd Reading to Adopt: July 17, 2024

EXCEPTIONS TO USE OF SPECIFIC COURSE MATERIAL(S)

The curriculum and course materials of the Londonderry School District are designed to meet statutory requirements and include other areas of study deemed appropriate by the professional staff and the Board. The curriculum includes topics and materials that are age and ability appropriate to the students.

The Board acknowledges that from time-to-time individual students may be exposed to specific course materials which their parent(s)/legal guardian(s) find objectionable. In such cases, the parent(s)/legal guardian(s) may request an exception to the specific course materials in accordance with applicable law and the following procedure.

1. The parent(s)/legal guardian(s) must:

- a. Notify the Building Principal or designee in writing of the specific course material to which they object; and
- b. Provide a detailed written description or actual copy of the course material which they propose as an alternative to the District's course material. That alternative material must meet applicable State requirements and **district competencies** for education in the particular subject area.
- c. Provide a detailed description of how and when the alternative course material will be delivered to the child at no cost to the District. The District shall have no responsibility for delivery of the alternative course material.

2. The Building Principal or designee shall review the proposed alternative course material and plan for delivery of the material; determine whether it is appropriate and meets State requirements, **district competencies**, and consult with the classroom teacher and other staff as appropriate.

3. The Building Principal or designee shall notify the parent(s)/legal guardian(s) as soon as practicable whether he/she agrees to the alternative course material and plan for delivery of the material. Both the Building Principal or designee and parent(s)/legal guardian(s) must agree in order for particular alternative course material to be approved as a replacement for District course material.

4. If the Building Principal or designee approves the alternative course material and plan for delivery, the parent(s)/legal guardian(s) must provide appropriate documentation of the student's successful completion of the material. Absent such documentation, the student will not receive credit for the work. **Documentation shall include a grading criteria and/or a rubric and evidence of student work.**

5. If the Building Principal or designee and parent(s)/legal guardian(s) cannot agree on alternative course material and a plan for delivery, the Superintendent or designee may be requested to assist in resolving the matter. In the event that there is no agreement, the District shall expect the child to continue to participate in the school's regular curriculum.

~~6. In the event that the parent(s)/legal guardian(s) are objecting to sex education or health programs on religious grounds, the student shall not be required to participate in the District's regular curriculum but may participate in an alternative program.~~

6. Regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction of human sexuality or human sex education, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction.

In accordance with State law, the names of the parent(s)/legal guardian(s) requesting exceptions to specific course materials and their reasons shall remain confidential.

Legal Reference:

RSA 186:11(IX-b) and (IX-c)

LONDONDERRY SCHOOL BOARD

Adopted: May 22, 2012

1st Reading to Amend: June 4, 2024

2nd Reading to Amend: June 18, 2024

3rd Reading to Amend: July 17, 2024

CITIZEN PARENT/LEGAL GUARDIAN REQUEST FOR EXCEPTION TO SPECIFIC COURSE MATERIAL(S)

1. The parent(s)/legal guardian(s) must:

- a. Notification in writing to the Building Principal or designee regarding specific course material to which they object.
- b. Within five (5) school days the parent(s)/legal guardian(s) must provide a written description or actual copy of the course material they propose to use as an alternative to the District's course material. (Must meet applicable State requirements). If not submitted within five (5) school days, the matter will be considered closed.
- c. Provide written detailed description of how and when the alternative course material will be delivered to the child and method(s) of assessment, grading criteria and timeline for same. (Note: If timeline exceeds normal grading periods, an incomplete will be given— pending completion with agreed upon timeline.)

2. The Building Principal or designee shall review the materials and plans of delivery and methods of assessment no later than five (5) school days after receipt of material.

3. The Building Principal or designee shall notify the parent(s)/legal guardian(s) no later than the seventh (7th) school day of his/her decision after the receipt of the description and/or actual materials, methods of delivery, methods of assessments and timeline for same.

4. Parent(s)/legal guardian(s) must provide documentation as detailed in the approved plan that the student has successfully completed the material as per agreed upon timeline. Absent said documentation student will not receive credit for the work.

5. If the parent(s)/legal guardian(s) and the Building Principal or designee cannot agree on the plan, the parent(s)/legal guardian(s) may appeal within ~~two (2)~~ **three (3)** school days to the Superintendent or designee. The Superintendent or designee's decision is final. If the Superintendent or designee does not approve the plan, the student will continue to participate in the regular program.

The Superintendent or designee will respond in writing within three ~~(3)~~ **five (5)** school days.

LONDONDERRY SCHOOL BOARD

Adopted: May 22, 2012

1st Reading to Amend: June 4, 2024

2nd Reading to Amend: June 18, 2024

3rd Reading to Amend: July 17, 2024

PARENT/LEGAL GUARDIAN REQUEST FOR EXCEPTION TO COURSE MATERIAL(S)

Date: _____ Initiated By: _____

Address: _____ Contact #: _____

Email Address: _____

1. Materials being objected to: _____

2. Detailed description of proposed alternative course material including applicable State **and district competency** requirements (at no cost to the District):

(May attach additional information)

3. Detailed description and documentation of how and when alternative material will be delivered to the child and timeline (at no cost to the District):

(May attach additional information)

4. Detailed description and documentation of how the student will be evaluated, grading criteria **and/or a rubric of how the competencies are met** and timeline (at no cost to the District):

(May attach additional information)

5. Building Principal or designee determines (approval/non-approval) of plan/timeline.

Signature

Date

6. Superintendent or designee determines (approval/non-approval) if necessary, of plan/timeline.

Signature

Date

LONDONDERRY SCHOOL BOARD

Adopted: May 22, 2012

1st Reading to Amend: June 4, 2024

2nd Reading to Amend: June 18, 2024

3rd Reading to Amend: July 17, 2024

INSTRUCTIONAL MATERIALS AND LIBRARY COLLECTION DEVELOPMENT

Mission Statement

Our mission is to provide all students with the vision, skills, and knowledge necessary to maximize their individual potential. Central to this accomplishment is the collaboration among all shareholders and disciplines so that students can become contributing members of society and appreciate that learning is a life-long process. The Instructional and Library Media Program, including facilities, services, materials, and human resources are inextricably part of the learning process. Instructional materials used in the classroom environment and the collections in the school library/media centers provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view. The materials are provided for students, teachers, administrators, and members of the community.

Legal Responsibility

Legal responsibility for the purchase of all instructional materials is vested in the Londonderry School Board. However, the responsibility for the selection of instructional and library materials has been delegated to the professional staff of the district. In order to maintain open lines of communication, it is essential that the selection and acquisition of materials reflect the thought and consideration of trained professionals and community values and needs. Therefore, the staff, in cooperation and consultation with the administration, faculty, student body, parents, and interested residents of the Town of Londonderry, shall select materials in meeting the curriculum and informational and reading (enjoyment) needs of its users.

Principles of Selection

All materials selected shall be consistent with the stated principles of selection, which apply to all instructional, and library materials.

Additionally, in maintaining and augmenting instructional materials and school library media collections, persons responsible for selection of materials shall strive to meet the needs of users based on knowledge of the curriculum and to provide a wide range of materials with diversity of appeal and different points of view.

In order to maintain a current and highly usable collection of materials, instructional selection specialists and library media generalists shall provide for continuing renewal of the collection and technologies, not only by addition of up-to-date materials, but by the judicious elimination of materials which no longer meet needs or serve a useful purpose.

Gifts to the school or the library may be accepted if they meet the criteria established for the selection of all instructional materials.

Documents Subscribed To

In the selection of instructional and library materials, the school district subscribes to the guidelines set forth in the following documents, copies of which are available for reference at each school library:

- A. ALA Council – Library Bill of Rights
Interpretation – “Statement of Labeling”
- B. American Association of School Librarians – “School Library Bill of Rights”

- C. National Council of Teachers of English – “The Students’ Right to Read”
- D. ALA and Association of American Publishers – “Freedom to Read”
- E. RSA Documents – Freedom to view, confidentiality of Library Records (cites RSA)
- F. Access to Resources in a School Library Media Program

Types of Materials Covered

Both print and non-print materials will be considered in the process of selection.

Printed materials shall include books, both hardbound and paperback, periodical and serial titles, pamphlets, and newspapers.

Non-print materials shall include (but not limited to) various **audio and visual formats such as e-books (videocassettes, laser disks, filmstrips, transparencies, etc.),** computer software, electronic databases, web-based resources, **CD-ROMs**, cable/broadcast programming and maps, globes, and realia.

Criteria of Choice

Materials will be judged by standards appropriate to their purpose and nature. The major criterion used for the selection of resources is the educational suitability of the resource for its intended use. The following additional criteria will be used as guides in applying the standards of choice of materials.

I. Philosophy and Goals

Resources under consideration shall be examined to ensure they support and are consistent with the educational goals of the district and the goals and objectives of the individual schools and courses. Also, in selecting materials, the library staff, in cooperation with users shall evaluate the existing collection and consult selection sources.

II. User Characteristics

Resources are selected which are appropriate for the age and emotional development, levels of ability, learning styles and social development of the students and other school community users.

III. Content

- A. Print/Non-Print
 - 1. authoritativeness
 - 2. reputation and significance of author, editor, producer, etc.
 - 3. scope and overall purpose
 - 4. literary quality (readability and popular appeal)
 - 5. originality and imagination
 - 6. timeliness or permanence
 - 7. reputation of publisher/producer
 - 8. appearance of title in bibliographies, indexes or recommended lists
 - 9. physical characteristics and durability
 - 10. format and price
- B. Non-Print (in addition to the above)
 - 1. Organization

2. technical aspects
3. special features (teacher's notes and pertinent accompanying material)
4. ease of access
5. ease of maintenance

Special Selection Considerations

- A. Gift Materials:
Gift materials will be judged by basic selection standards and will be accepted or rejected by these standards.
- B. Duplicate Materials:
Multiple items of outstanding and much in demand materials will be acquired as needed.
- C. Standard titles that are worn or missing from the collection will be replaced periodically.
- D. Out-of-date materials or materials no longer suited to the curriculum needs will be withdrawn from the collection or used in an exchange program with other area libraries.
- E. Multi-Volume Material:
Sets of materials and those purchased through subscription services are carefully examined and are acquired only to serve a definite need.

Challenged Materials

Should there be a question as to the validity of maintaining certain instructional materials or materials in the library collections, the procedure outlined here will be followed:

- A. All matters of concern expressed regarding the use of instructional materials shall be reported to the school principal and Assistant Superintendent and regarding the use of library materials to the school principal and Director of Library Media and Technology Services (DLMT) whether received by telephone, letter or in personal conversation. Only ~~residents~~ **parents or legal guardians** of the Town of Londonderry shall have standing to challenge the validity of any library or instructional materials.
- B. The appropriate administrators shall contact the ~~resident~~ **parent or legal guardian** expressing concern in order to discuss the matter and attempt to resolve it informally, whether by explaining the philosophy and goals of the of the school's instructional and/or school library media program and/or by providing agreed upon alternative assignments or materials. If deemed appropriate, administration may schedule a meeting with the ~~resident~~ **parent or legal guardian** and the staff member(s) involved with the selection/use of the material in question in order to review the selection criteria and intended use.
- C. If it is determined by administration that the material does meet criteria and intended use as defined by policies IIA or IIAC, but the concern is still unresolved, the ~~resident~~ **parent or legal guardian** shall be supplied with a packet of materials consisting of the district's instructional goals and objectives, materials selection policy statement and support documents

and advised of the procedure for handling formal reconsideration. This packet shall also include a standard form, which shall be completed and returned before formal reconsideration will be given.

- D. If the formal request for reconsideration has not been received by administration within two weeks, it shall be considered closed. If the request is returned, the appropriate staff shall reestablish the reasons for selection of the specific work.
- E. No material under reconsideration shall be removed pending a final decision. In the interim however, access to the materials can be restricted for the child (or children) of a parent making the request if they desire.
- F. Upon receipt of a completed Request for Reconsideration Form, administration shall inform the Superintendent and request the establishment of a Review Committee.
- G. Committee members will represent impartial key shareholders from the learning community. At a minimum, the committee shall consist of a Principal or Assistant Principal, a teacher, a library media specialist, two parents and a school board representative. The Superintendent, at his discretion, may choose to appoint additional members.
- H. The committee shall be provided with the request for reconsideration and will:
 1. read and /or examine the materials referred to it;
 2. check the general acceptance of the materials by reading reviews;
 3. weigh values and faults against each other and form opinions based on the material as a whole and not on passages, statements or images pulled out of context;
 4. meet to discuss the material and prepare a report containing their recommendation on the disposition of the matter.
 5. file a copy of the report in the specific school and administrative offices; and
 6. notify the ~~resident~~ parent or legal guardian of the decision and provide a copy of the committee's report.
- I. If still not satisfied, the ~~resident~~ parent or legal guardian may appeal the committee's decision to the Superintendent who shall review the report, materials provided to the committee, and the material under reconsideration.
- J. Should the Superintendent uphold the committee's decision, the ~~resident~~ parent or legal guardian may file a final appeal to the School Board. He/she will:
 1. present a written notice of appeal to the School Board through the Superintendent;

2. attach a copy of the original written request and a copy of the committee's report;
3. request a hearing date with the School Board.

Acquisitions

Curriculum needs and user interests govern the acquisition of resources. The primary purpose of acquisitions is to meet user needs and interests in the most timely and cost-effective way. In addition to traditional print and non-print resources, consideration for acquisitions will include network or database membership fees, on-line costs, site licenses, document delivery and telecommunications charges.

Whenever possible, resources are previewed and evaluated before acquisition. However, the nature of some resources precludes the opportunity of preview, i.e., live teleconferencing, real time television, certain on-line services, web-based resources, etc. The acquisition of resources is a collaborative effort involving all of those responsible for student learning as well as the students themselves.

Copyright

Londonderry School District adheres to the Copyright Law. ~~A copyright handbook has been developed as a legal guideline for the reproduction and fair use of resources.~~ The library media staff assumes responsibility for the education of staff and students as to the copyright law.

Maintenance/Deselection

Instructional resource and library media collections are driven by needs of the curriculum and the recreational interests of its users. Curriculum and user needs are constantly changing. Therefore, maintenance and deselection is an ongoing process for the instructional resource and library media collections to be effective and up-to-date.

Maintenance and deselection are collaborative efforts between instructional selection specialists, library media generalists and the staff. Physically worn resources, which are still current, are rebound or replaced depending upon the condition of the resource. All efforts will be made to recycle resources that are no longer appropriate to the curriculum or the collection.

Resource Sharing

The School Media Centers and the Public Library work together to support each other through a variety of resource sharing methods and means. Resource sharing occurs with all libraries in the district. Whenever possible, resource sharing may take place with other school districts and other libraries.

Within the process of using materials from all sources, it is the responsibility of the borrower to adhere to federal copyright law. Resource sharing includes the following materials: print, audiovisual materials, telecommunications, for example, electronic databases, networks, satellite video, etc. Procedures and protocols for resource sharing will be established by the Director of Library Media Services.

Evaluation

The collections are constantly changing as a result of new research activities and curriculum changes. These activities and changes help to emphasize the weaknesses and strengths of the

collections and allow for continuing evaluation. Patterns of use of the collections provide important gauges as to its usefulness. Student and teacher feedback, after research units of instruction have been completed, provide valuable tools for developing effective collections.

Likewise, it is important to solicit input from parents and every attempt will be made to do so via a parental feedback option on each school library web page. In addition, circulation statistics indicate areas of the collections that are in demand. Inventories are conducted on a periodic basis.

LONDONDERRY SCHOOL BOARD

Adopted August 8, 1995

Amended: November 27, 2001

Amended: May 4, 2004

Amended: August 29, 2006

1st Reading to Amend: June 4, 2024

2nd Reading to Amend: June 18, 2024

3rd Reading to Amend: July 17, 2024



Londonderry School District

Richard Barnes,

High School Principal

Memo

To: Dan Black and the School Board
From: Rick Barnes
Date: July 10, 2024
Re: Policy Updates

The following instructional policies have been reviewed and we are recommending required adoptions, amendments, reviews, and rescinds. As we update policies, we are also updating the coding of the policies to be consistent with NH School Board Association policy structure. Reviewing our current policies, we are recommending the following:

SECTION I – INSTRUCTION

***IFA Instructional Needs of Each Individual Student:** Adopt new policy (2nd Reading)- Required by law. This policy ensures that all students instructional needs are met, and to do so, administration and staff should explore ELOs, Alternative Education, Distance Learning, and Career and Technical Education.

***IK Earning of High School Credits:** Adopt (2nd Reading) Required by law. This policy covers demonstration of mastery, transfer credits from other approved schools, awarding of similar credits, and the process involved in the denial of credits.

BAAA- School Board and Administrative Procedures: Adopt (2nd Reading). Recommended.

BAB School Board Policies and Administrative Procedures: Rescind (2nd Reading) and replace with BAAA below to align with the NHSBA coding.

***IKF High School Graduation Requirements:** Adopt (2nd Read) updated version of the policy with the latest amendments.

Section A: Credit Requirements

2. LHS Diploma. Remove Computer Education requirement can be met at LMS to match existing practice.
4. Adult Education. Changed from twenty-four credits to twenty as it is a twenty-credit diploma.

ALL: minor grammatical corrections.

IKFB: Rescind. (2nd Reading) The adoption of *IK and *IKF will serve to replace this policy.

***IKFA Early Graduation** (2nd Reading) Required by law. This policy outlines the process for students who wish to graduate early.

***IHBI Alternative Learning Plans:** Adopt (2nd Reading) Updated with the following amendments.
Purpose: Replaced “Highly Qualified” with “Certified”

ALL: corrections on grammar and updated job titles.

***IMBC** (2nd Reading) Required by law. Provides broad language to support students earning credits through alternative methods outside of the classroom. It also indicates how the board will direct the superintendent to establish regulations and procedures in support of this policy.

***Policies required by law**

INSTRUCTIONAL NEEDS OF EACH INDIVIDUAL STUDENT

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district’s instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students’ different talents, interests and academic development when planning the district’s educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

NH Dept of Ed Regulation	Description
N.H. Dept. of Ed. Rule – Ed 306.04 (a)(6)	Instructional Needs of Each Individual Students
N.H. Dept. of Ed. Rule – Ed 306.04 (j)	Instructional Needs of Each Individual Student

LONDONDERRY SCHOOL DISTRICT
1st Reading to Adopt: June18, 2024
2nd Reading to Adopt: July 17, 2024

EARNING OF HIGH SCHOOL CREDITS

A. Demonstration of Mastery

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined in Board policy ILBAA as "a high level of demonstrated proficiency with regard to a competency."

Student assessment of mastery outside of normal classwork is the responsibility of the building Principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

B. Transfer Credits from Other Approved Schools¹

Students can receive credits toward graduation for courses from another approved school subject to this Section.

1. **Awarding of Credit for Similar Courses from an Approved School.** The building Principal shall grant credit for any similar² courses or programs that have been satisfactorily completed at any other approved schools. For the purposes of this paragraph B, when reviewing the issue of whether a course or program is "similar", the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies per Board policy ILBAA, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.

"Approved schools" include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.

2. **Denial of Award Credit for Courses from Another School**

The building Principal will provide a timely and written notification of denial to award credit. The written denial shall include a justification for denial, including discussion of criteria set out in paragraph B.1 and any other factors that support the Principal's denial.

Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial. Any further review shall be subject to the provisions of Board policy BAAA.

NH Statutes
RSA 193-E:3-f

NH Dept of Ed Regulation

N.H. Dept. of Ed. Admin. Rule – Ed
306.02(e)

N.H. Dept. of Ed. Admin. Rule – Ed
306.04(a)(15)

N.H. Dept. of Ed. Admin. Rule – Ed
306.04(a)(16)

N.H. Dept. of Ed. Admin. Rule – Ed
306.27

Description

[Approval of Courses and Programs](#)

Description

[Credit](#)

[How Credit Can Be Earned](#)

[How A Credit Used To Track Achievement Of Graduation
Competencies](#)

[High School Curriculum, Credits, Graduation Requirements,
and Cocurricular Program](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 18, 2024

2nd Reading to Adopt: July 17, 2024

SCHOOL BOARD AND ADMINISTRATIVE PROCEDURES

Generally

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the School District are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the District community are expected to comply with both Board policy and administrative procedures, subject to the limitations and exceptions set forth herein. However, the failure of the Board or the Administration to comply with policy shall not invalidate any lawful action taken.

Contents of Board Policy and Administrative Procedure

The policies of the Board shall be composed of (1) the policies contained in this Policy Manual; (2) the contents of administrative job descriptions adopted by the Board; (3) all formal Student Handbooks; and (4) all formal Employee Handbooks.

Administrative procedure is not part of Board policy and may be altered by the administration without Board action. Administrative procedure, however, may not conflict with Board policy.

Limitations of Policy

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed, to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory, or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation and application which is lawful. The Board shall have the final interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law or to give to any individual a cause of action not independently established in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employee, taxpayers, or others within the School District beyond those that are established in law and are not intended to restrict or limit students, employees, or other members of the School District community from pursuing any claims or defenses available under law.

Exceptions

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

- a. Any person may request an exception to any Board policy or the application of same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.
- b. The Superintendent or his/her designee, shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior requests for exceptions to the same or similar policies.
- c. Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.
- d. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant of an exception may establish that the granting of an exception is ill-advised.
- e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

LONDONDERRY SCHOOL BOARD
1ST Reading to Adopt: June 18, 2024
2nd Reading to Adopt: July 17, 2024

SCHOOL BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

GENERALLY

The policies of the Board are intended to establish the general and overall rules within which day-to-day operations of the School District are to be governed. Procedures for carrying out and implementing the broad policies of the Board on a day-to-day basis are to be fashioned and adopted by the administration, under the direction of the Superintendent. As applicable, members of the District community are expected to comply with both Board policy and administrative procedures subject to the limitations and exceptions set forth herein. However, the failure of the Board or the Administration to comply with policy shall not invalidate any lawful action taken.

CONTENTS OF BOARD POLICY AND ADMINISTRATIVE PROCEDURE

The policies of the Board shall be composed of (1) the policies contained in this policy manual; (2) all formal Student Handbooks; and (3) all formal Employee Handbooks.

Administrative procedure is not part of Board policy and may be altered by the administration without Board action. Administrative procedure, however, may not conflict with Board policy.

LIMITATIONS OF POLICY

Neither the policies of the Board nor the procedures of the administration are intended, nor shall they be construed, to supersede or preempt any applicable laws, whether constitutional, statutory, regulatory, or common in origin. Consequently, all Board policies and administrative procedures shall be given both an interpretation and application which is lawful. The Board shall have the final interpretation of its policies and the administration shall have the final interpretation of its procedures.

As the Board policies and administrative procedures are limited by legal constraints, so too are the rights of those to whom the Board policies and administrative procedures apply. Neither the policies of the Board nor the procedures of the administration are intended to expand the rights of individuals beyond those established by law or to give to any individual a cause of action not independently established in law. Enforcement of Board policy shall rest exclusively with the Board, and enforcement of administrative procedures shall rest exclusively with the administration.

Board policy and administrative procedure shall not preempt, create, supplant, expand or restrict the rights or liabilities of students, employees, taxpayers, or others within the School District beyond those that are established in law and are not intended to restrict or limit students, employees, or other members of the School District community from pursuing any claims or defenses available under law.

EXCEPTIONS

Exceptions to any policy or the application of any policy may be made if requested or recommended in accordance with the following procedures:

- a. Any person may request an exception to any Board policy or the application of same by submitting a letter to the Superintendent. The request shall identify: (1) the name, address and telephone number of the person making the request; (2) the policy for which the exception is being requested; (3) the action that the requesting individual desires, and (4) the rationale supporting the need for an exception.
- b. The Superintendent or his/her designee shall conduct a sufficient investigation of any request for an exception so as to be able to formulate a recommendation for the Board. Among the factors to be evaluated are the relevant facts related to the request, the rationale of both the policy and the request for the exception; and the disposition of prior requests for exceptions to the same of similar policies.
- c. Following the Superintendent's investigation, the Superintendent may place the request for exception on the agenda and shall report to the Board the circumstances surrounding the request and his/her recommended disposition. The person requesting the exception shall be notified in advance of this agenda item, and shall be given a reasonable opportunity to address the Board before the Board determines whether to grant the request for an exception.
- d. The Board shall have final and exclusive authority to determine whether to grant any request for an exception and shall be the sole judge of whether the rationale for the exception is sufficient, taking into consideration the recommendation of the Superintendent. Moreover, the granting of exceptions in the same or similar cases shall not constitute binding precedent or practice inasmuch as the prior grant or an exception may establish that the granting of an exception is ill-advised.
- e. Exceptions to administrative procedure shall be made in accordance with the procedures established by the Superintendent.

LONDONDERRY SCHOOL BOARD

Adopted: March 29, 2005

1st Reading to Rescind: June 18, 2024

2nd Reading to Rescind: July 17, 2024

HIGH SCHOOL GRADUATION REQUIREMENTS

A minimum of twenty-four (24) credits are required to graduate and earn a Londonderry High School Diploma. The required subjects and credits for high school graduation are:

<u>Required Subjects</u>	<u>Credits</u>
English	4 credits
Mathematics (must include an Algebra credit)	3 credits
Social Studies (World, U.S. History, Civics, Economics)	3 credits
Science (Physical Science, Biology)	3 credits
Physical Education	1 credit
Health Education	0.5 credit
Computer Education	0.5 credit*
Restrictive Elective (Arts)	0.5 credit
— Art (all Art courses)	
— Music (all Music courses)	
— Graphic Arts	
— Basic Video	
General Electives	8.5 credits

*Computer Education requirement can be met through successful completion of the Londonderry Middle School Computer curriculum. Successful completion of the requirement at LMS does not gain high school credit.

The School Board reserves the right to require additional academic requirements necessary to graduate from high school.

Awarding of Credit

Credit will be awarded in accordance with *Policy IKFB, Earning of Credit*. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum, assessment standards, and demonstrated mastery of the required competencies for the course through grading methods as prescribed in approved LHS Faculty and Student Handbooks. Assessment of mastery will be the responsibility of a certified educator and will be in accordance with *Policy ILBAA, High School Competency Assessments*. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.

The Principal or designee shall evaluate the transcripts of students who transfer into Londonderry High School from another educational program or school in or out of state in

order to determine previous educational experiences toward meeting LHS graduation requirements.

Adult Education

A minimum of twenty (20) credits are required to graduate and earn a Londonderry Adult Education Diploma. The required subjects and credits for adult education graduation are:

<u>Required Subjects</u>	<u>Credits</u>
English	4 credits
Mathematics	2 credits
Social Studies (U.S. History, Civics, Economics)	3 credits
Science (Biology)	1 credit
Health Education	0.5 credit
Computer Education	0.5 credit
General Electives	9 credits

Alternative Credit Options

The high school Principal or designee may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include independent study, internships, online/virtual courses, alternative learning plans, or others approved by the high school Principal or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal or designee on a case-by-case basis.

Students generally earn a high school diploma through a combination of high school credit and proficiency or mastery of required District and Graduation competencies. Methods for earning credit are discussed in Board policy IK, while competencies are discussed in Board policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will receive a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

A. Credit Requirements

1. Awarding of Credit: Credit will be awarded in accordance with Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. Londonderry High School Diploma: A minimum of twenty-four (24) credits are required to graduate and earn a Londonderry High School Diploma. The required subjects and credits for high school graduation are:

English	4
Mathematics (must include an Algebra credit)	3
Social Studies (World, U.S. History, Civics, Economics)	3
Science (Physical Science, Biology)	3
Physical Education	1
Health Education	0.5
Computer Education	0.5
Restrictive Electives (Arts) -Art (All Art courses) -Music (all Music courses) -Graphic Arts -Basic Video	0.5*
General Electives	8.5
Totals	24

*Computer Education requirement can be met through successful completion of the Londonderry Middle School Computer curriculum. Successful completion of the requirement at LMS does not gain high school credit.

3. Required Subjects and Credits: A minimum of twenty (20) credits are required to graduate and earn a **Londonderry High School State Standards Diploma** a high school diploma. Applications from the High School must be received by the Superintendent's Office by the Spring of the student's Junior Year. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2) are:

Arts education:	1/2 credit
Information and communications technologies:	1/2 credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit

US and NH history:	1 credit
US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit
World history, global studies, or geography:	1/2 credit
Health education;	1/2 credit
Physical education:	1 credit
Open electives:	6 credits
Totals	20 credits

4. Adult Education: A minimum of twenty-four (20) credits are required to graduate and earn a Londonderry Adult Education Diploma. The required subjects and credits for adult education graduation are:

English	4
Mathematics	2
Social Studies (World, U.S. History, Civics, Economics)	3
Science (Physical/Biology)	2
Health/Physical Education	1
Computer Education	1
General Electives	7
Totals	20

5. Alternative Credit Options: The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.

B. Required Graduation Competencies by Content Areas Credit(s)

In addition to the credits listed above required to graduate and earn a high school diploma, the district also requires students to demonstrate proficiency in competencies from the following content areas (including the requirements of Ed 306.27, Table 306-3):

Arts education:	1/2 credit
Information and communications technologies:	1/2 credit
English:	4 credits
Mathematics:	3 credits (mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics, and data analysis)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit
World history, global studies, or geography:	1/2 credit
Health education;	1/2 credit
Physical education:	1 credit
Open electives:	6 credits
Totals	20 credits

C. Passage of Civics Exam

The district will develop a competency assessment of United States government and civics,

consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating after June 30, 2023, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

D. Federal Student Aid Application

Effective for students graduating in 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or
2. file a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The District shall provide to each student and, if applicable, the parent/guardian, any support or assistance necessary to comply with the requirement above.

The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student or parent/guardian in filing an application or waiver.

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met, and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

E. Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its

equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

NH Statutes
RSA 189:11

Description
[School Boards, Transportation and Instruction of Pupils](#)
[Graduation Requirements: Free Application for Federal Student Aid](#)

NH Dept of Ed Regulation
N.H. Dept. of Ed. Admin. Rule – Ed 306.27

Description
[High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program](#)

LONDONDERRY SCHOOL BOARD
Adopted: January 23, 1978
Amended: June 17, 1991
Amended: April 20, 2010
Amended: February 14, 2023
1ST Reading to Amend: June 18, 2024
2nd Reading to Amend: July 17, 2024

Earning of Credit

Students can earn course credit by demonstrating mastery of the required coursework and material in accordance with Policy IKF, High School Graduation. Mastery is defined in accordance with Policy ILBAA High School Competency Assessments as: sufficient evidence of attainment of the required content, concepts, and skills of a particular course through grading methods as prescribed in approved LHS Faculty and Student Handbooks. Student assessment of mastery is the responsibility of a certified educator.

Credit will be awarded upon satisfactory demonstration of the district-specified curriculum, assessment standards, and mastery of the required course competencies.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(14), Earning of Credit

NH Code of Administrative Rules, Section Ed. 306.14(f), Awarding of Credit

NH Code of Administrative Rules, Section Ed. 306.27(d), Mastery of Required Competencies

LONDONDERRY SCHOOL BOARD

Adopted: April 20, 2010

1st Reading to Rescind: June 18, 2024

2nd Reading to Rescind: July 17, 2024

EARLY GRADUATION

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met, and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

NH Dept of Ed Regulation

NH Code of Admin. Rules, Sect. Ed 306.27(ad)

Description[Early Graduation](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: June 18, 20242nd Reading to Adopt: July 17, 2024

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and school counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. ~~Highly Qualified~~ **Certified** Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, school counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a

student may be at risk for dropping out of high school should inform either the Principal or the school counselor of the Teacher's concerns. The Principal will then schedule a meeting with the student, the Principal, the School counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the school counselor, Principal, or the Principal's designee.

The school counselor or Principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student need.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for approval and implementation of alternative learning plans and will oversee all aspects of such programs. The Principal will be responsible for reviewing and approving alternative learning plans and credits awarded toward the attainment of a high school diploma or its equivalent.

Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation, including associated costs and transportation.

Approval Process

1. The student/parent/guardian seeking an alternative learning plan shall meet with the school counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan designed to enable the student to remain enrolled in school and complete educational requirements.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. The Superintendent or

designee's decision will be made within ten (10) days of receipt of the paperwork. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.

3. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program and receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
4. The District reserves the right to determine the number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

Provides for proper administration and supervision of the program or plan

Provides that certified school personnel oversee and monitor the program

Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning

Are developed and amended, if necessary, in consultation with the student, a school School counselor, the school Principal and at least one parent/guardian of the student

Appeal Process

If the submitted plan is rejected, the Superintendent or designee will provide the student/parents/guardians with a rationale as to why the proposal was rejected. Students whose application has been denied by the Superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the Superintendent's determination, the decision of the School Board

may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan or program and the award of credits, consistent with the District's policies on graduation.

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the award of partial credit or recommend an alternative experience. The Principal will determine the validity of such reasons on a case-by-case basis.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.

NH Statutes RSA 193:1	Description Duty of Parent; Compulsory Attendance by Pupil
NH Dept of Ed Regulation NH Code of Admin., Sect. Ed 306.04(a)(13)	Description Extended Learning Opportunities
NH Code of Admin., Sect. Ed 306.04(a)(14)	Alternative Means Of Demonstrating Achievement Of Competencies
NH Code of Admin., Sect. Ed 306.21	Alternative Programs

LONDONDERRY SCHOOL BOARD
1ST Reading to Adopt: June 18, 2024
2nd Reading to Adopt: July 17, 2024

ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year, both school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students

- Assurance that approved alternative learning opportunities are consistent with all policies of this board.
- The procedure will be made available to the public.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Board policy ILBAA
- Interdisciplinary credit
- Satisfactory completion of course requirements at:
 - an approved school under the provisions of Board policy IK;
 - an approved home education program (see Board policies IK and N.H. Dept. of Education Rule Ed 315).
- Demonstration of mastery of required coursework and material, pursuant to Board policy IK.
- Online/virtual learning opportunities under the provisions of Board policy IMBA
- College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD
- Early Graduation under Board policy IKFA
- 7th and 8th grade coursework meeting the standards of Board policy IMBD

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the District and the course is not completed, the student must reimburse the district for the expenses.

NH Statutes

RSA 193-A

RSA 193-E:3-f

NH Dept of Ed Regulation

N.H. Code of Admin. Rules, Sect. Ed
306.14(a)(14)

Description

[Home Education](#)

[Approval of Courses and Programs](#)

Description

[Alternative Means Of Demonstrating Achievement Of Graduation Competencies](#)

NH Code of Admin. Rules, Sect. Ed
306.26(f)

[Extended Learning Opportunities – Middle School; Granting
High School Credit for 7th/8th Grade Coursework \(until July
1, 2017\)](#)

NH Code of Admin. Rules, Sect. Ed
306.27(ad)

[Early Graduation](#)

NH Code of Admin., Sect. Ed
306.04(a)(13)

[Extended Learning Opportunities](#)

NH Code of Admin., Sect. Ed 306.21

[Alternative Programs](#)

NH Dept. of Ed. Rules, Section Ed 315

[Procedures for the Operation of Home Education Programs](#)

LONDONDERRY SCHOOL BOARD

1ST Reading to Adopt: June 18, 2024

2nd Reading to Adopt: July 17, 2024

Adopt



Londonderry School District
Kimberly Carpinone
Director of Pupil Services

Memo

To: Dan Black
From: Kimberly Carpinone
Date: July 15, 2024
Re: Policy JEB

For this Board meeting we are presenting Policy JEB to be rescinded and added to the Londonderry procedure manual.

RSA 193:1 outlines chronological ages for compulsory education and grade placement which the Londonderry School District follows.

**LONDONDERRY SCHOOL DISTRICT
EARLY ENTRANCE POLICY**

Preamble:

The Londonderry School District strives to tailor its educational programs to the specific learning needs of each entering student. The School District will provide each entering learner with an active, resource-rich classroom learning environment which will engage and motivate her/him to think, to solve problems and to apply what is learned. The School District will employ developmental teaching/learning approaches which provide integrated, hands-on learning experiences and which foster language and literacy development, mathematical thinking, scientific questioning, democratic values and participation in the arts.

The Early Entrance Policy of the Londonderry School District must support and be consistent with the District's developmental education philosophy, and it must treat all entering students fairly. To this end, a procedure is provided for waiver of the entrance age requirement to meet individual circumstances which are judged to be appropriate in all areas and in the best interests of an individual child and other children already in the system.

I. Statement of Policy.

A pupil may enter kindergarten if the chronological age will be five on or before September 30 of the year of entering school.

A pupil shall be required to enter grade one if the chronological age will be six on or before September 30 of the year of entering school. See RSA 193:1.

A birth certificate must be presented upon registration as proof of the date of birth.

In-coming transfer students in grades 2-12 inclusive will be initially placed in accordance with the data forwarded by the sending district. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee, based on the needs of the student and other children in the system.

In-coming transfer students in grade 1 will only be initially admitted to grade 1 if their chronological age was or will be six on or before September 30th of the school year of entering school or if previously in attendance in grade 1 in another community. Such placement is tentative and subject to reassignment by the Superintendent of Schools or his/her designee, based on the needs of the student and other children in the system.

II. Procedure for Requesting a Waiver.

- A. The child must turn five years old during the calendar year for which admittance is requested for kindergarten.
- B. The child must turn six years old during the calendar year for which admittance is requested for grade one.
- C. If a parent or guardian of a child who does not meet the criteria outlined in Section I wishes to seek a waiver of the applicable entrance age, then he or she must notify the Superintendent of Schools in writing by March 1 prior to the school year in question.
- D. Within 10 days of receiving such written notification, the Superintendent of Schools shall provide the parent or guardian with a copy of the procedure for requesting a waiver and a list of information which may be considered by the School Board in making its decision. The charge to the parent(s) for administering the district assessment shall be \$150.00.
- E. By April 1, the parent or guardian shall submit the completed early admissions packet and any written material that he or she wants the Superintendent and the School Board to consider in making its decision.
- F. The School Board shall make every reasonable effort to schedule a hearing no later than June 1 in order to receive oral testimony from the parent or guardian.
- G. The School Board shall issue its written decision within 15 days of hearing evidence.
- H. If the parent or guardian is not satisfied with the decision of the School Board, he or she will have the right to appeal to the New Hampshire State Board of Education pursuant to RSA 193:3.

III. Information which might be considered by the School Board.

The School Board will only grant a waiver of the school entrance age policy in those cases judged to be appropriate in all assessed areas.

A parent or guardian who wishes to request a waiver should be aware that the School Board might consider the following information in reaching its decision:

- A. The school entrance age policy, as stated in Section 1 above;
- B. Any hardship other than space or staffing which may result to the School District if the child is granted a waiver to the school entrance age policy;
- C. Information regarding the child's intellectual abilities;
- D. Information regarding the child's social and emotional development;
- E. Information regarding the child's physical abilities;

- F. Written recommendation(s) of a kindergarten teacher(s), preschool teacher(s), daycare provider(s), or other individuals with specific knowledge of the child's intellectual, social, and physical abilities.
- G. Information regarding the academic and/or social success of children who are admitted to school at a young age;
- H. Evidence of whether the child will be harmed if he or she is not granted a waiver, and evidence of what kind of harm may result.
- I. Any behavioral or developmental issues which the child may face as a result of early admittance to school, and the resources available to help prevent and/or address such issues if they arise.
- J. Options, other than early admission to school, which are available to the child;
- K. Issues relating to the credibility of the evidence presented.

LONDONDERRY SCHOOL BOARD

Adopted: February 23, 1996

Amended: April 13, 1999

Amended: February 6, 2001

1st Reading to Rescind: July 17, 2024



Londonderry School District
Daniel Black,
Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: July 15th, 2024
Re: School Goals for 2023-24

As a follow up to presentations that happened in the Fall and Winter, attached is a presentation that summarizes how each school did on accomplishing their goals for the 2023-24 school year.

From all the available data from the year, there are clearly some strong examples of staff “moving their numbers” this school year. These results are also good for the school system to digest to better move our numbers in the future.



How did Londonderry do in the 2023-24 School Year?

Analysis of District and School Goals



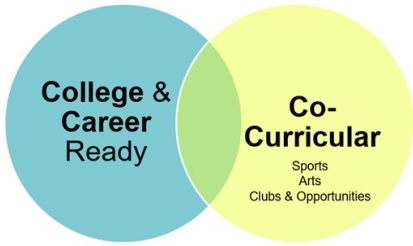
LONDONDERRY

School District

Process Goals

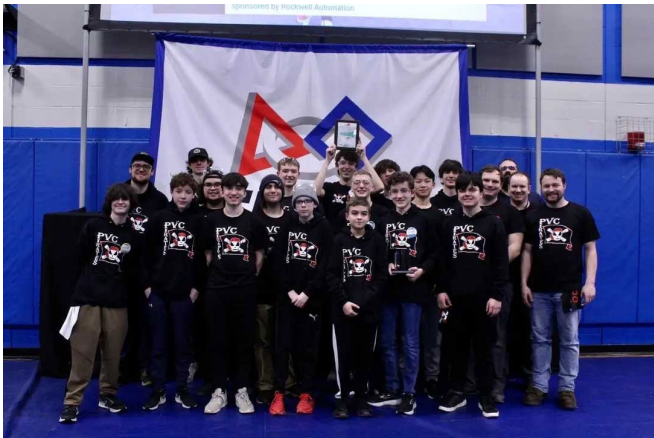
(Before We Get Deep into the Numbers)

- Completed the Review of the Special Education Department from the Public Consulting Group.
- Implemented an updated evaluation system for Teachers, Allied Health, and Administrators.
- Started the Infrastructure Bond upgrades at South School, LHS, and LMS.
- Continued the Safety Upgrades in all school buildings to be finished later this fall.
- Engaged in community wide discussion on Moose Hill, leading to largest public vote in the last twenty years.
- Gained public support for new Support Staff Contract.
- Determined new literacy program for grades 1 to 5 starting in fall of 2024.
- Implemented 1:1 devices from grades 6 to 12 for the first time.
- Started the process to develop new Strategic Plan for 2024-2029.



Well Rounded Students As Well

(Before We Get Deep into the Numbers)



How did we do in “moving our numbers” in the 2023-24 School Year?

Conclusion #1:

There are successes and great examples of “moving our numbers” to build on as a school system and by each school.

Conclusion #2:

There is important work that needs to continue and new work that needs to be started to “move our numbers” where they should be.

Deeper Work to Be Continued for 2024-25

- Continue to instill and invest the leadership team of our schools and staff in the importance of our public facing statistics & the importance of moving them where they need to be.
 - Build out clearer systems, cycles, and routines for each school so that the yearly goals are present and clear for staff to focus their energies upon.
 - Continue to push against the internal headwinds around data & performance.
 - Continue to invest families in the importance accessing these data points throughout their education and not choosing to “opt out”.
- Continue emphasize the need to translate the learning that happens day in and day out in our classrooms to internal assessments like i-Ready and public facing assessments like the SAT and NH SAS tests.
- Continue to help our administrators weave the connection between classroom observations – team meetings – and professional development to “move our numbers” as connected levers in this work.
- Continue to help our teachers & staff weave the connection between the evaluation process – team meetings – and professional development to “move our numbers” as connected levers in this work.

Deeper Work to Be Continued for 2024-25

- Implementing Full Day Kindergarten would give our students 103 more days to make their academic and social foundation stronger at age 5.
- With Literacy and Math in grades 1 to 5 largely figured out, we will shift our focus to ensuring our 6 to 12 Curriculum is challenging and rigorous and builds upon the elementary curriculum.
 - One way to reach this greater challenge and rigor in our curriculum will come through ensuring it is aligned to Londonderry's Portrait of a Graduate.
- We will need to delve into the sources of Chronic Absenteeism among a subset of our students to develop a more effective plan to ensure they are meeting grade level standards.
- Ensure we do not have barriers for our students to engage with grade level expectations in their learning.
 - Continue to analyze the Public Consulting Group Report on special education to look for leverage points to update our practices for all students.

Where should our numbers be?

Culture

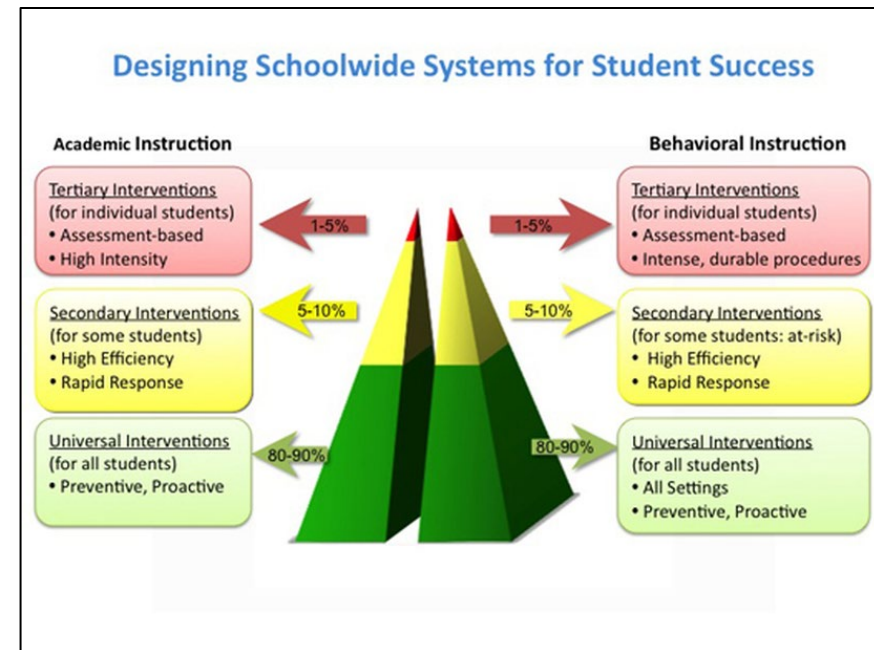
- **At least** 80% to 85% of our students do not need additional supports and/or interventions to be successful in school.

We have not defined this clearly as a school system, but analyzing school goals and patterns in behavior this year – we are largely there as a school system.

Our MTSS District Wide Committee can map out these targets more clearly in the coming year.

Academics

- **At least** 80% to 85% of our students are performing “on grade level” on a range of assessments.



Understanding the Data

- All the data points are directly from 2023-24 School Goals.
- Kindergarten is a comparison against prior years – not the specific cohort of students.
 - 3rd Grade for NH SAS is similar. (1st time they take the test)
 - 11th Grade SAT is similar.
- All the other comparisons are looking at specific cohorts of students to see if we “moved our numbers” or not this year compared to reaching “at least 80%” performing on grade level.
- A desired **10% growth in Math** outcomes seemed doable because we have the curriculum tools in place – especially in grades K to 5. A desired **5% growth in Literacy** outcomes seemed doable – not so much because of curriculum resources, but just paying attention to the data as a system.

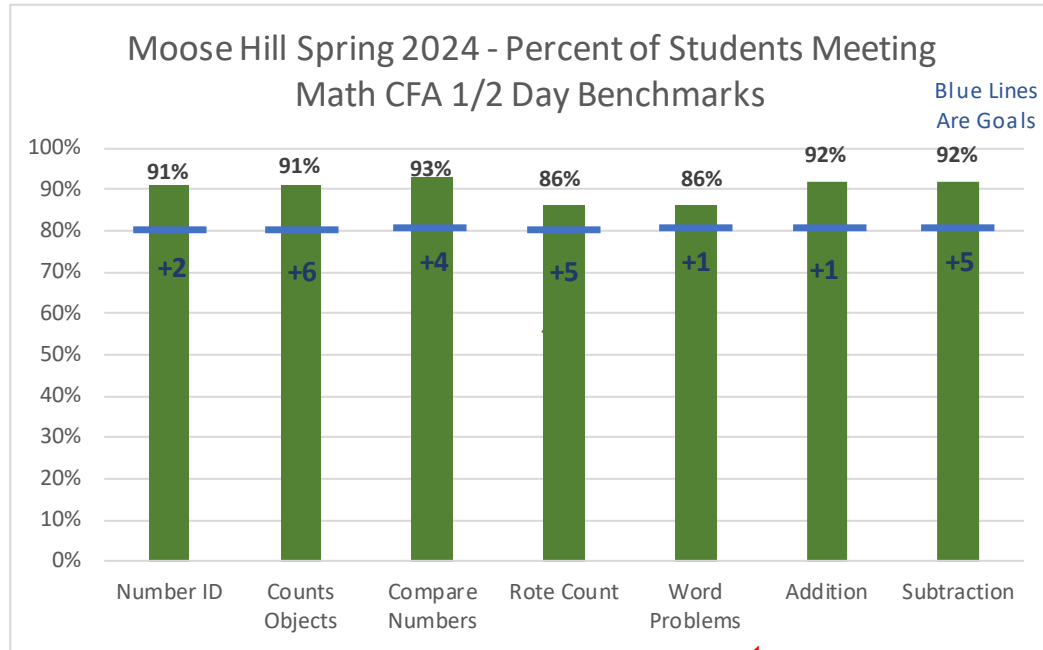
CURRICULUM GOALS



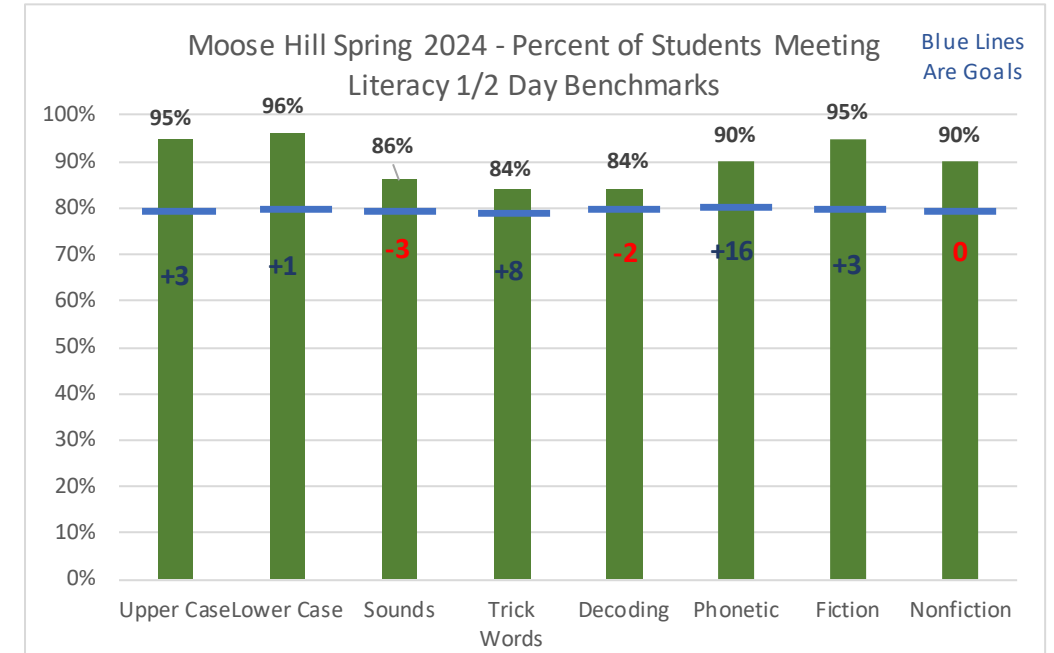
- Met Goal for 2023-24
- Cohort Made Progress but Not Met Goal
- Cohort Performance Went Down in 2023-24

Numbers in Bar Chart are
Overall Cohort Change from
Prior Year

GOAL!



GOAL!

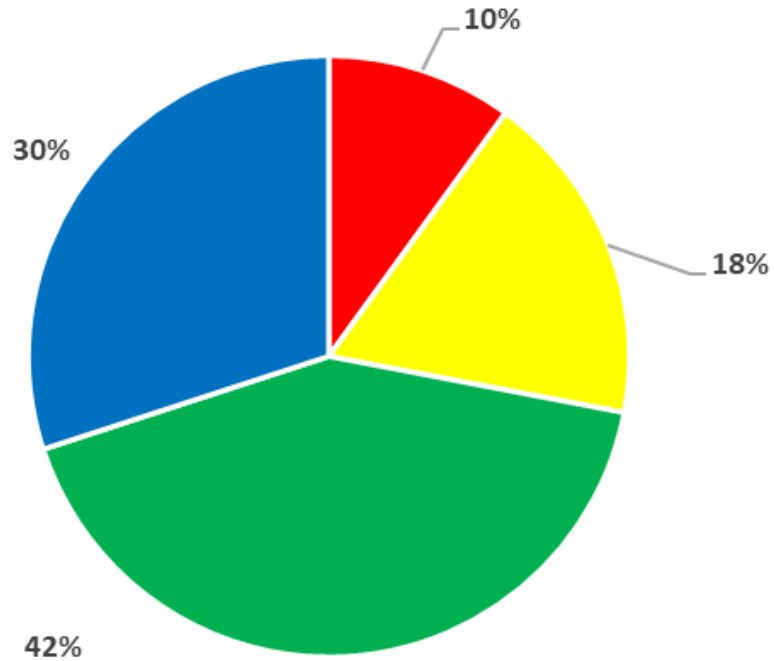


Moose Hill Data is a comparison of different groups of students each year not the same cohort

CFAs are “Common Formative Assessments” developed and adapted over the years to assess our students on the curriculum we can accomplish in a **half-day Kindergarten program.**



Kindergarten DIBELS Spring 2024



■ Intensive Needs ■ Strategic Needs ■ Meets Core ■ Exceeds Core

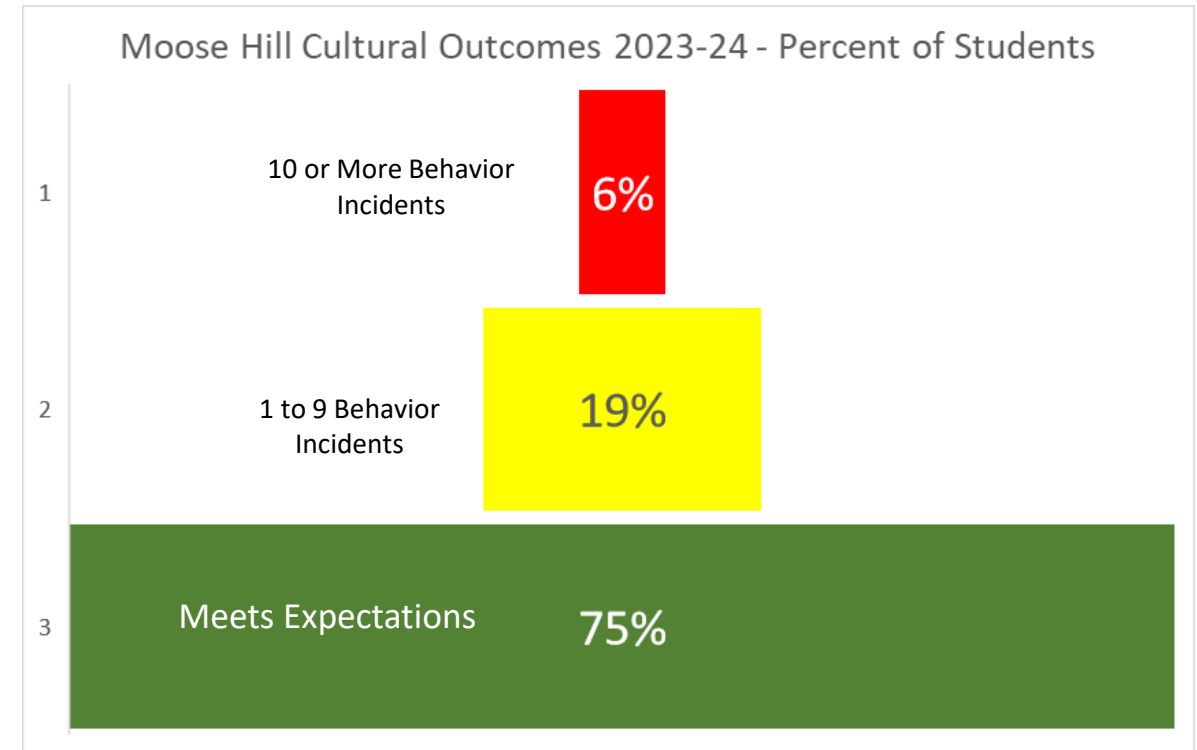
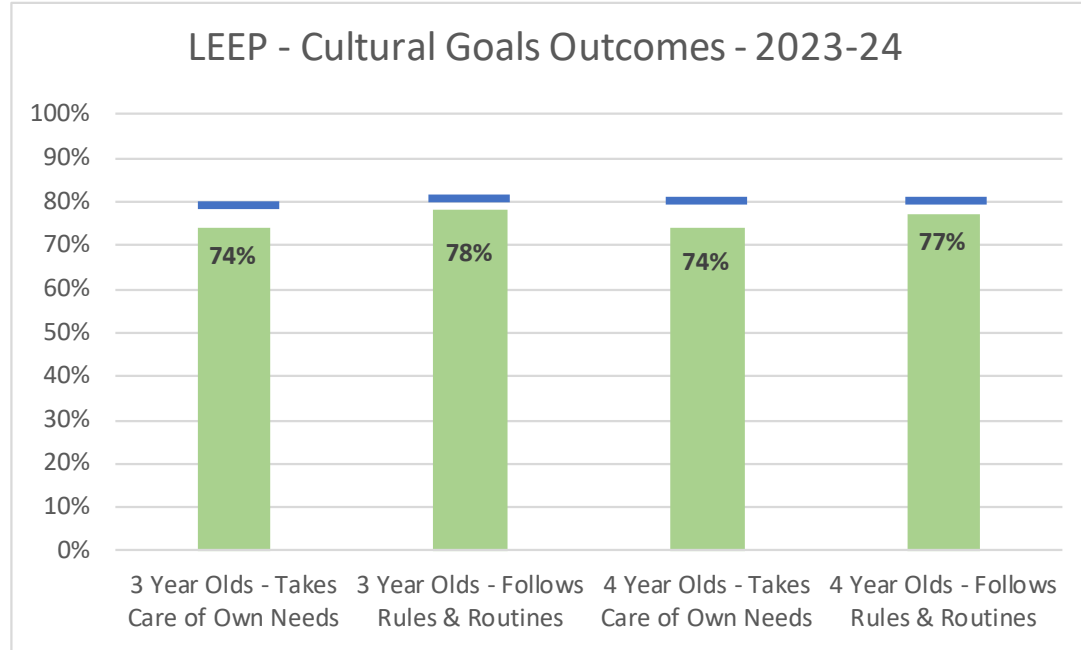
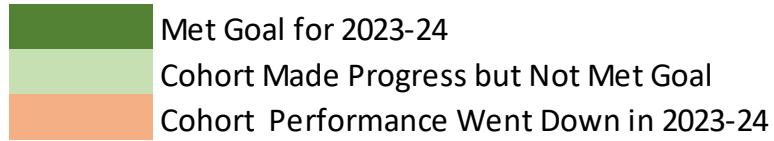
Last year's group reached 62% at the "Core" or "Exceeds Core" Level - Moose Hill reached their Goal of 10% Improvement this year!

GOAL! ☒

80% of LEEP
Pre-K Students
Met Letter
Identification Goal

GOAL! ☒

CULTURE GOALS



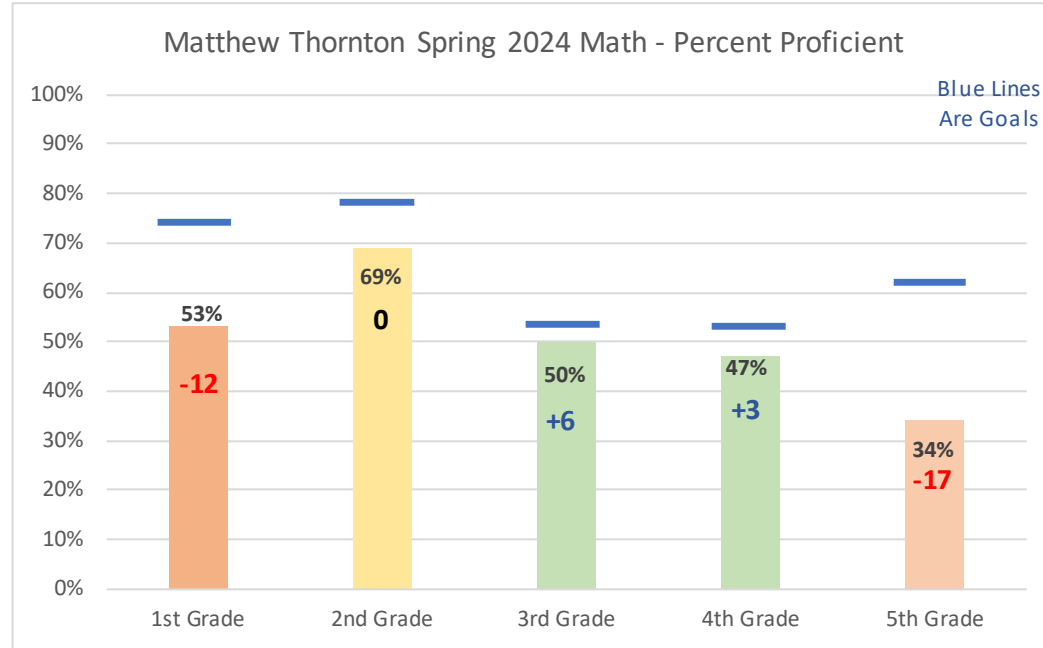
Moose Hill did not meet their stated goals for culture in 2023-24. However, they did nearly reduce their bus behavior issues by half this school year – and despite the large increase in behavior incidents (173 to 374) in one school year their outcomes nearly model what we should expect in a multi-tiered system of support with being just below 80% in meeting expectations and a slightly larger group in the 1 to 9 behavior incidents population.

CURRICULUM GOALS

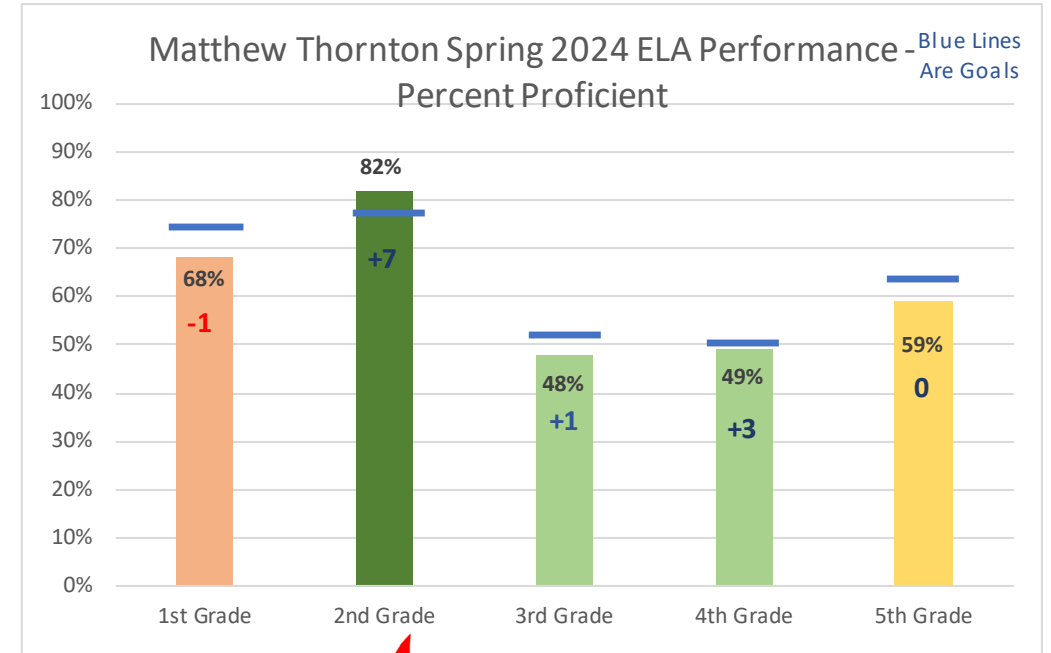


- Met Goal for 2023-24
- Cohort Made Progress but Not Met Goal
- Cohort Performance Went Down in 2023-24

Numbers in Bar Chart are
Overall Cohort Change from
Prior Year



Matthew Thornton did not meet any of their Math Curriculum Goals, but 3rd and 4th grade made some progress towards them.

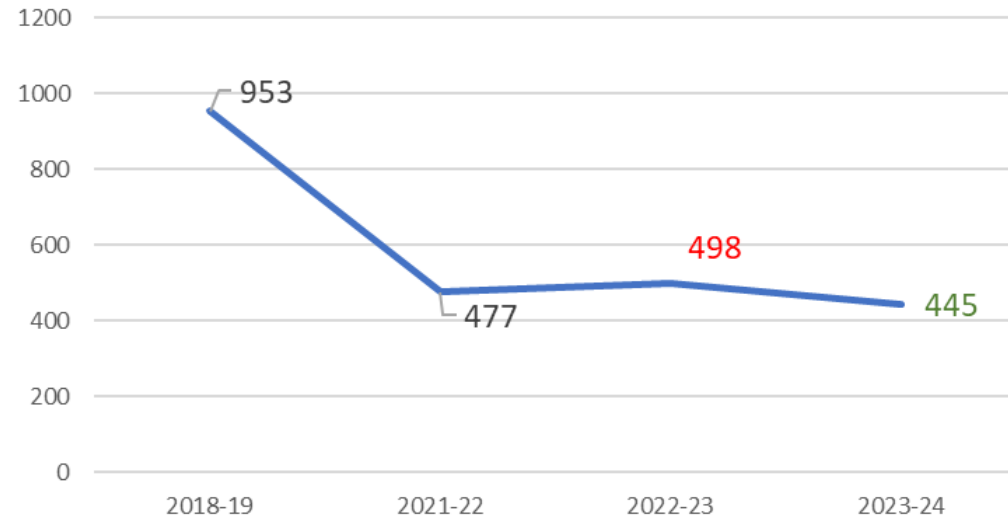


The 2nd Grade Team at Matthew Thornton met their Literacy Goal and 3rd and 4th grade made some progress towards their goal.

CULTURE GOALS



Matthew Thornton Total Behavior Incidents

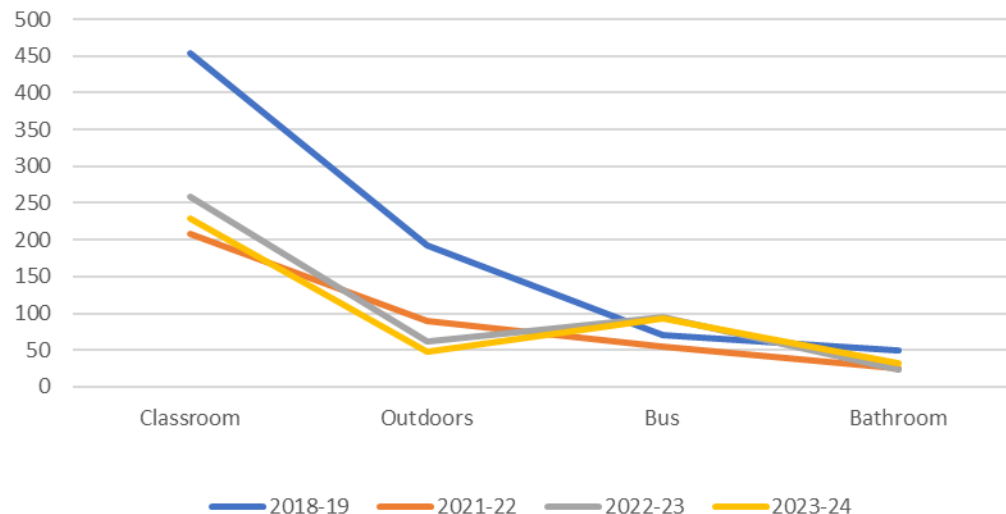


Matthew Thornton wanted a 10% Reduction in behavior incidents and **they got an overall 11% drop!**

GOAL!



Matthew Thornton Behavior Incidents - Categories



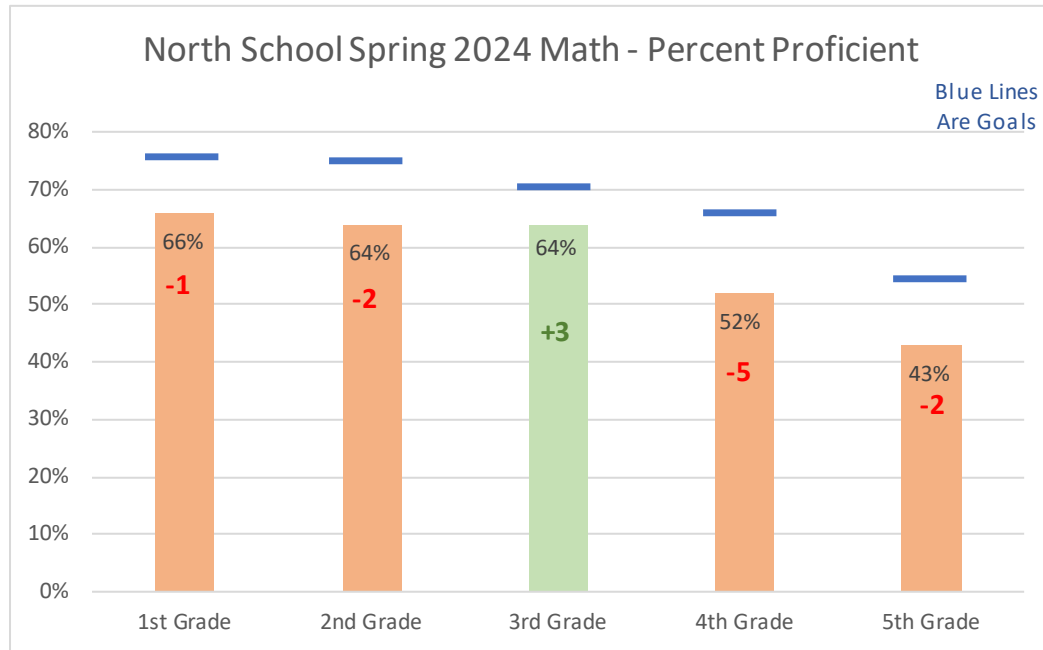
- (#1)** Multiple Years of work to better define the behaviors that Teachers should handle (Tier 1) and behaviors that Require more support and interventions (Tier 2 and Tier 3)
&
- (#2)** Along with working toward clear consistency as a school around the culture they want to create together
&
- (#3)** Strong teamwork on their school wide teams to review has helped them reach these desired levels.

CURRICULUM GOALS



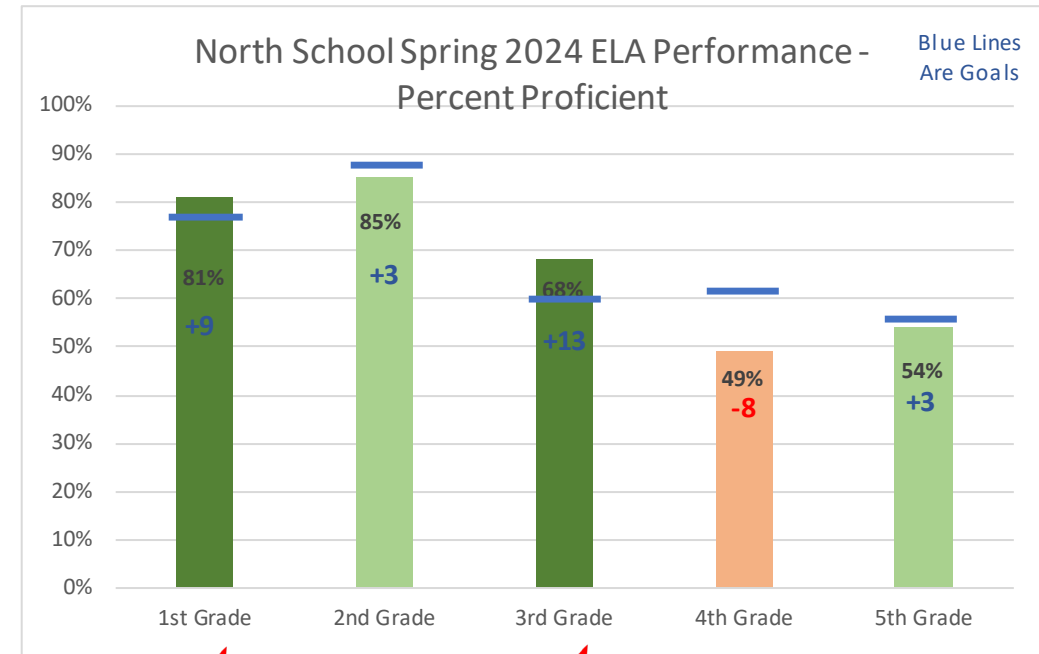
- Met Goal for 2023-24
- Cohort Made Progress but Not Met Goal
- Cohort Performance Went Down in 2023-24

Numbers in Bar Chart are
Overall Cohort Change from
Prior Year



North School did not meet any of their Math Curriculum Goals, but 3rd grade made some progress towards them.

e

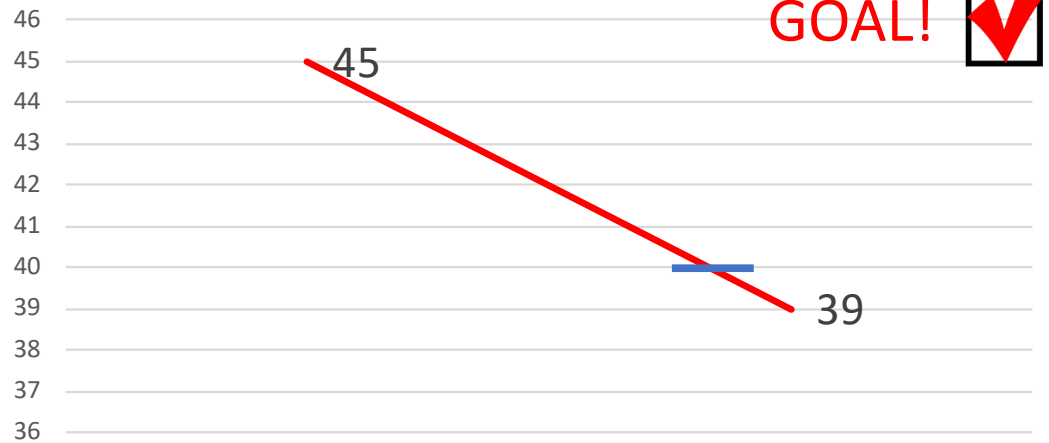


The 1st and 3rd grade teams met their goals and the 2nd Grade Team made progress & was above that 80% proficient threshold. The 5th grade team also made progress as well.

CULTURE GOALS

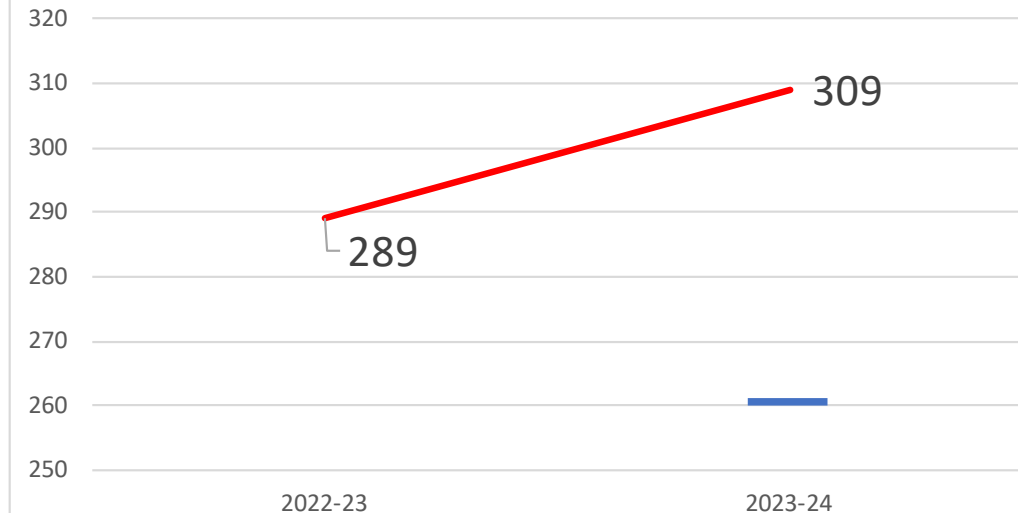


North School Students with More Than 1 Behavior Incident

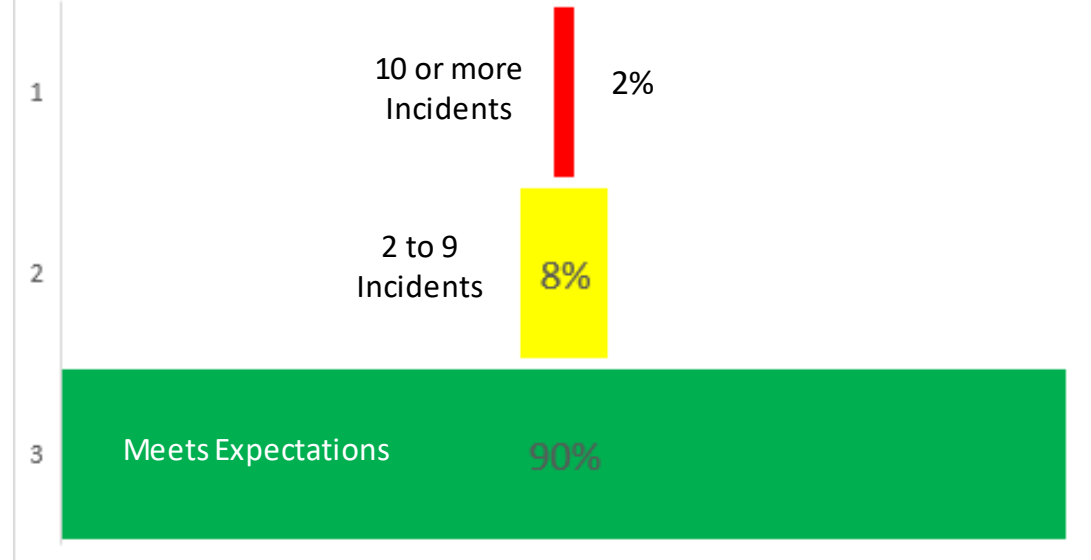


- 1) Multiple years of work and refinement about the consistent approach to behavior and the culture we want to build in classrooms.
- 2) Integration of Choose Love & Morning Meetings to build the desired culture.
- 3) Consultations and Intervention planning with Polly Bath.

North School Total Student Behavior Incidents



North School Culture Outcomes 2023-24



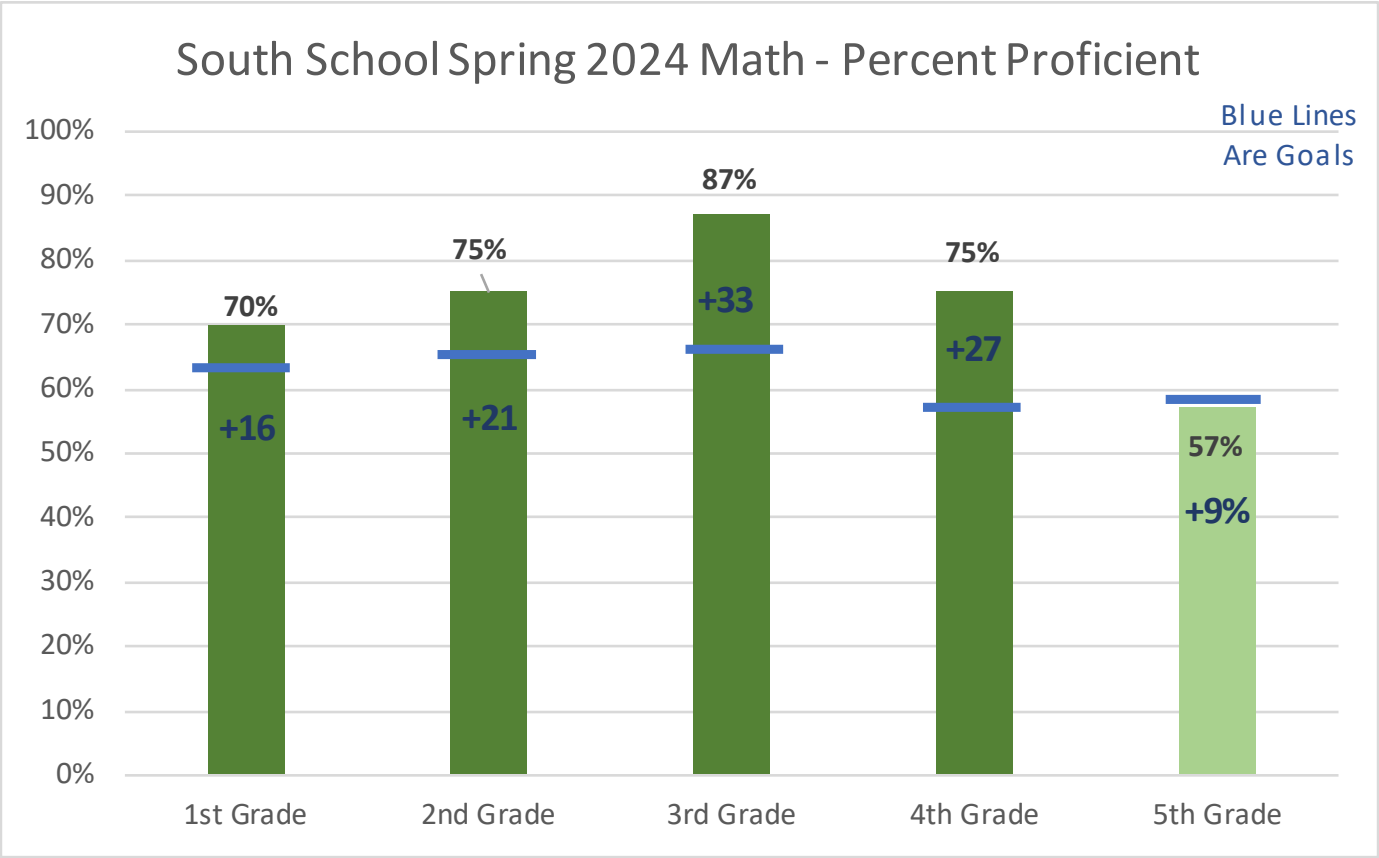
- Met Goal for 2023-24
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Prior Year

CURRICULUM GOALS

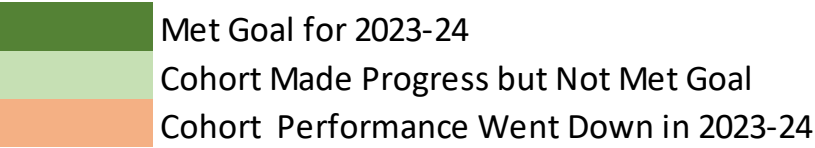


Very Impressive Outcomes from the
South School Team!

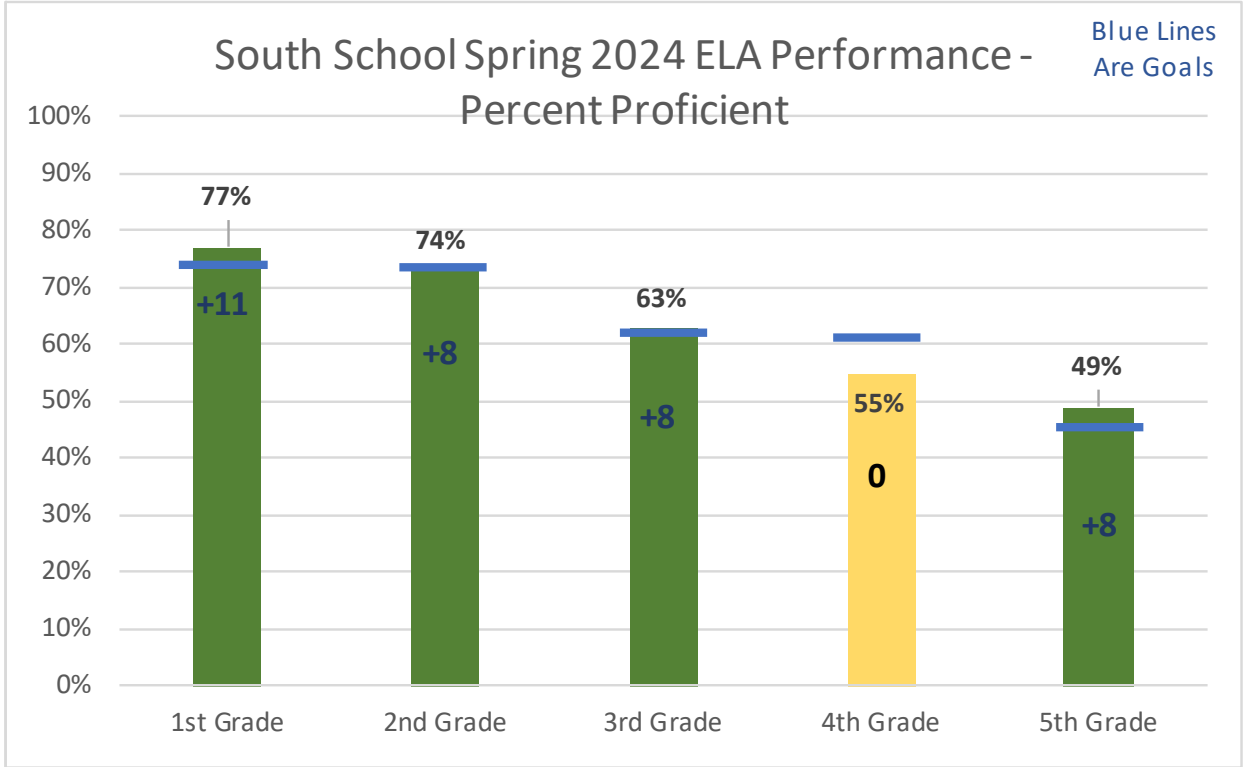


They all moved their numbers and

- 1) Stopped our normal patterns of steep decline in grades 3 to 5.
- 2) Moved large groups of students onto grade level work since last year.
- 3) Are in a great position to reach and maintain that 80% to 85% performance level next year!



Numbers in Bar Chart are
Overall Cohort Change from
Prior Year



CURRICULUM GOALS



**Very Strong Outcomes from the
South School Team!**

4 out of 5 Grade Level Teams Met
Their Goals!!!

Consistently moved a sizeable number
of students to grade level performance
Throughout the School.

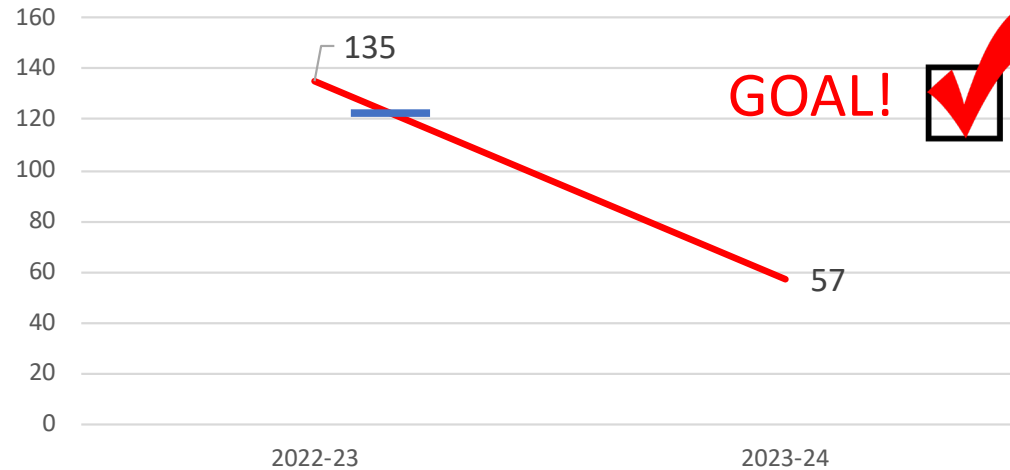
South School is in very good shape to
Build on this strong foundation with
our new Literacy program in
Grades 1 to 5.

CULTURE GOALS

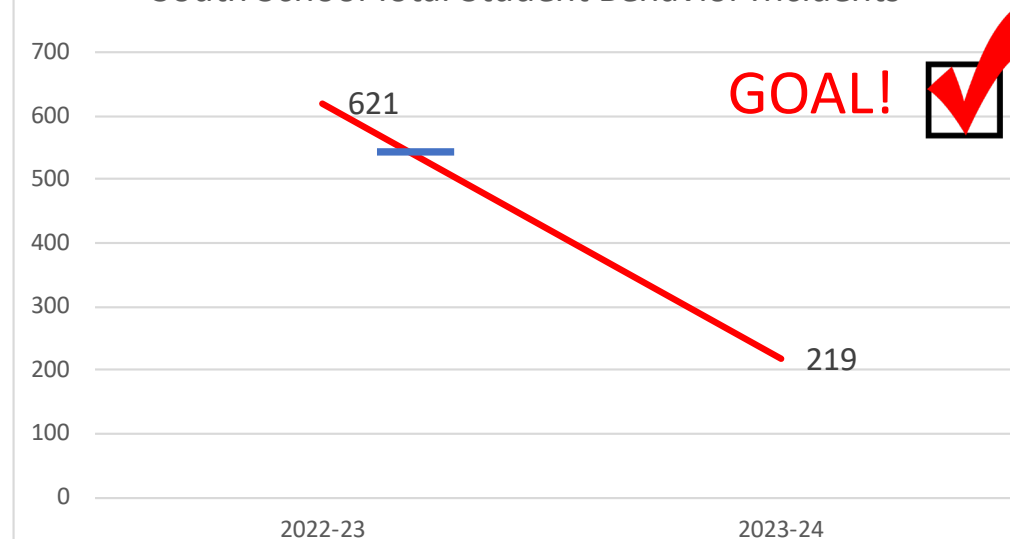


- 1) Went through a “re-norming” that other elementary schools did as well a few years ago with culture and roll expectations.
- 2) More consistent approaches to behaviors and the culture they want to build in the school and classroom. More cohesive approach as a school over the last year.
- 3) One Year Assistant Principal targeted problem areas proactively.

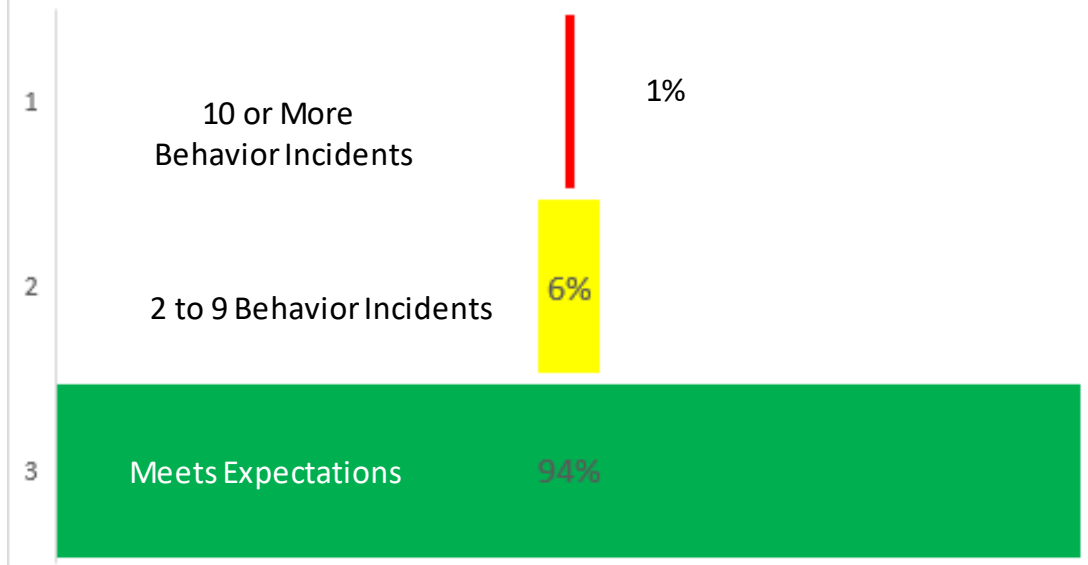
South School Students with More Than 1 Behavior Incident



South School Total Student Behavior Incidents



South School Culture Outcomes for 2023-24

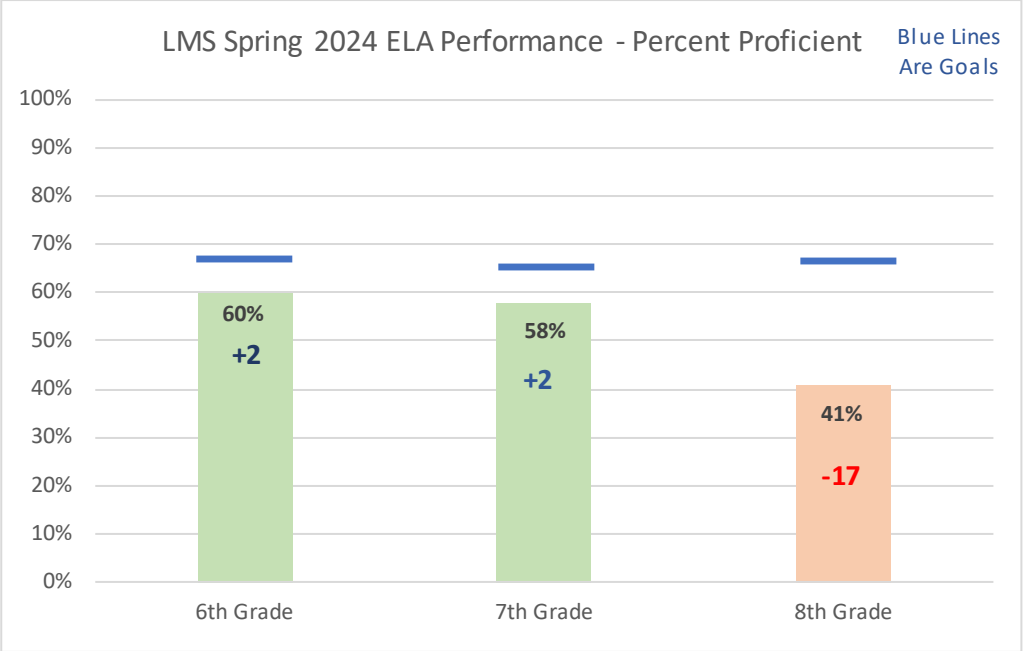
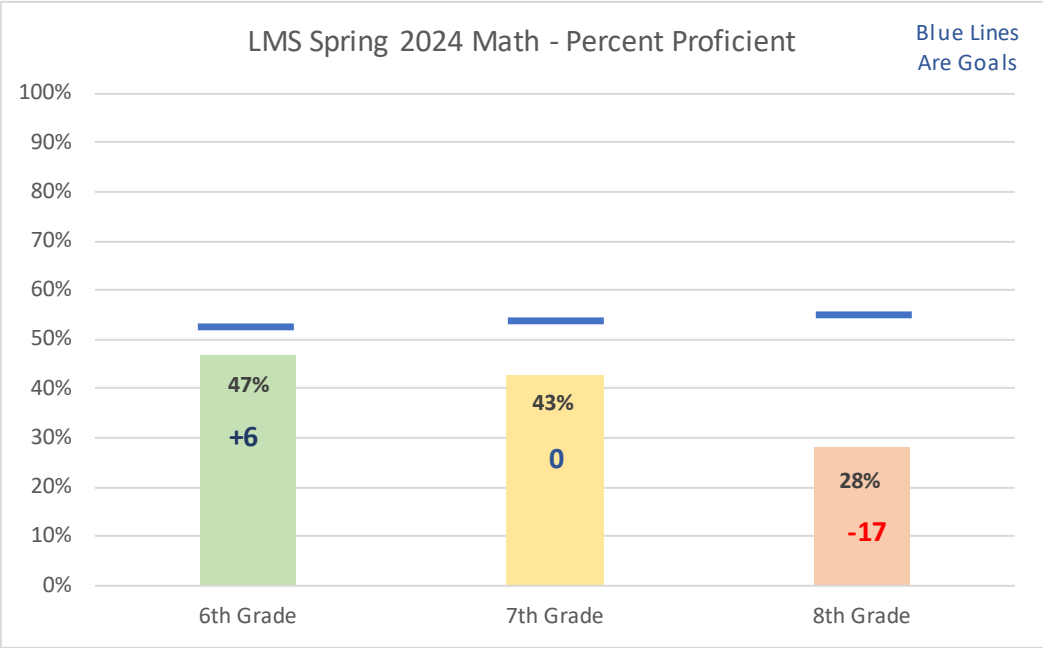


CURRICULUM GOALS



- Met Goal for 2023-24
- Cohort Made Progress but Not Met Goal
- Cohort Performance Went Down in 2023-24

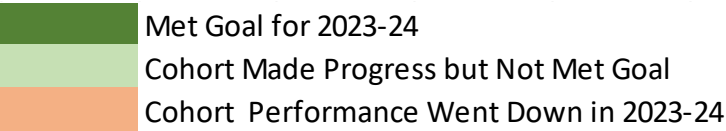
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Prior Year



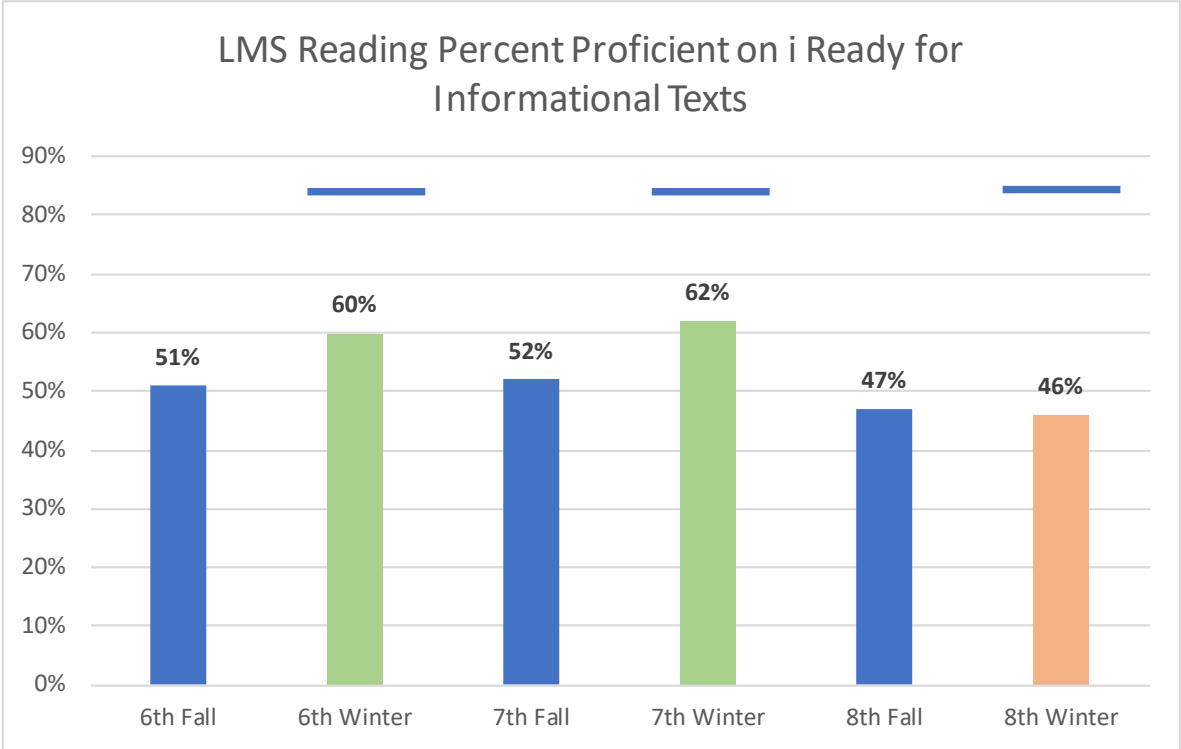
LMS did not meet any of their Math Curriculum Goals, but 6th grade made strong progress.

LMS did not meet any of their ELA Curriculum Goals, but 6th & 7th made some progress.

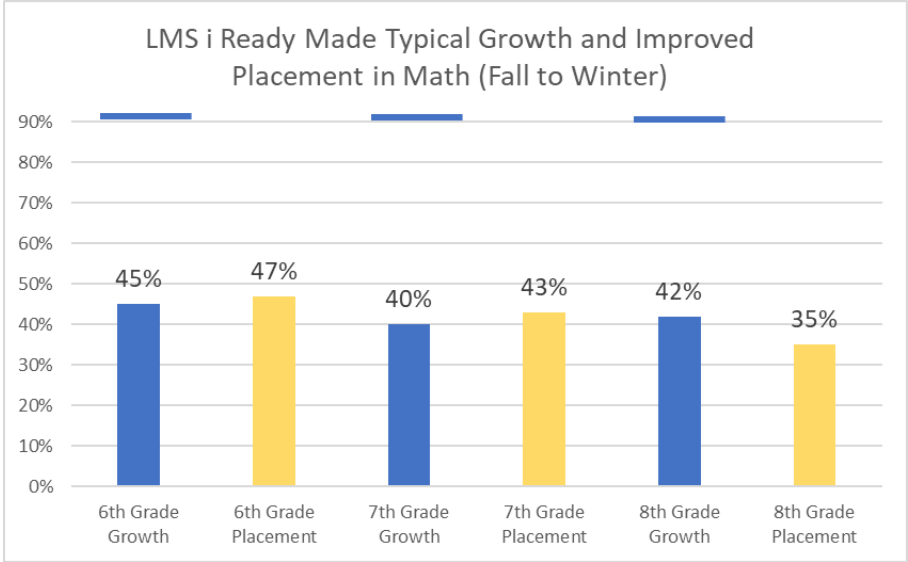
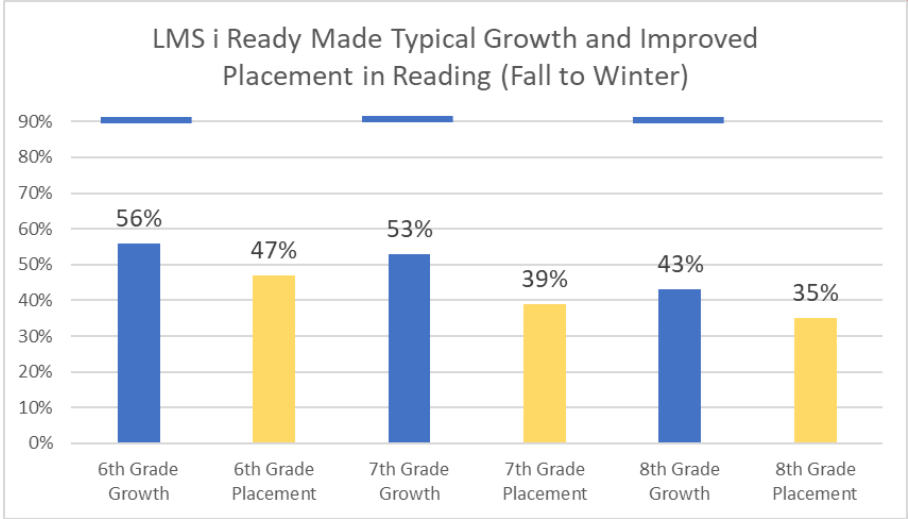
CURRICULUM GOALS



Numbers in Bar Chart are
Overall Cohort Change from
Prior Year



LMS did not meet any of their aspirational Informational Text Goals in i-Ready, but 6th & 7th grade did have good growth from the Fall to Winter last year.



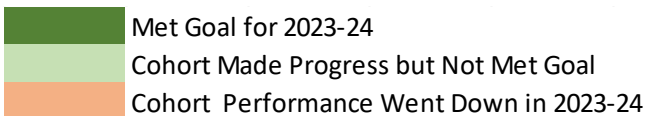
LMS did not meet their i-Ready aspirational growth goals for last year but did move outcomes over that time.

Completed 100% of Curriculum Maps

GOAL!

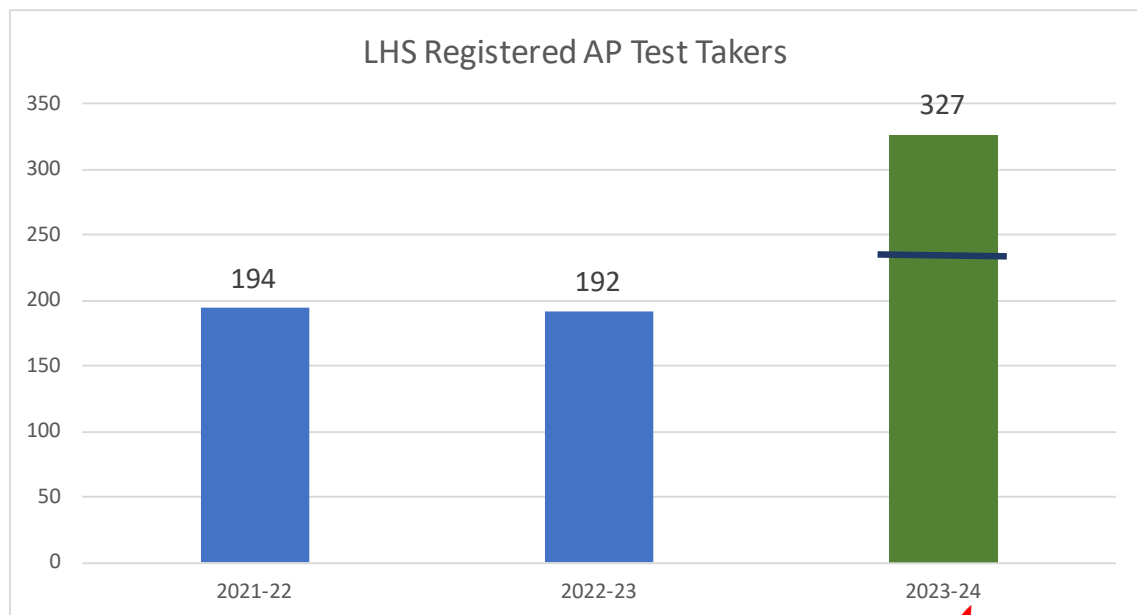


CURRICULUM GOALS



Numbers in Bar Chart are Overall Cohort Change from Prior Year

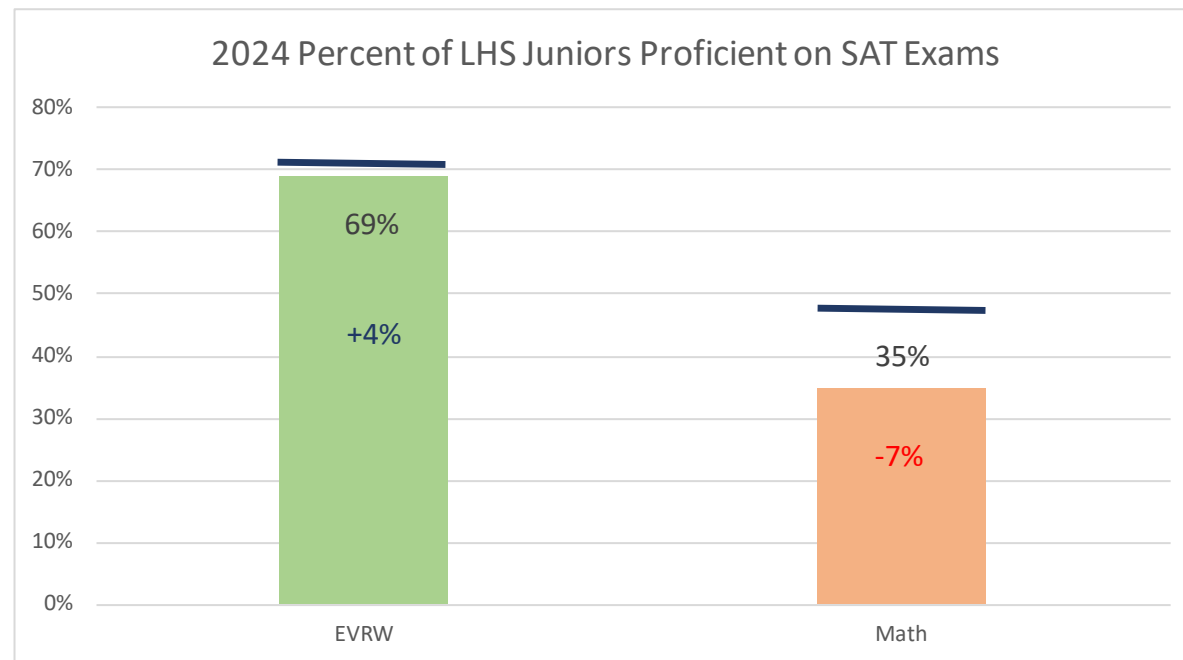
LHS did not see a 15% increase in the percentage of students who earned an A or B on their Semester End Assessment. Grade distribution was very similar to 2022-23 school year.



GOAL!



LHS met their goal on students taking AP exams this year by realizing a 70% growth in the number of tests taken.



LHS made progress with Literacy on the SATs but did not meet their goal. LHS did not meet their goal in Math on the SATs.

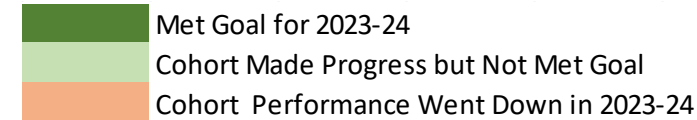
CULTURE GOALS



LHS did not see a 5% reduction in

- 1) *Substantiated Bullying and Harassment incidents (+3)*
- 2) *Violations of Life of a Lancer (+5)*
- 3) *Violations of Personal Electronic Devices (+3)*

During the 2023-24 School year



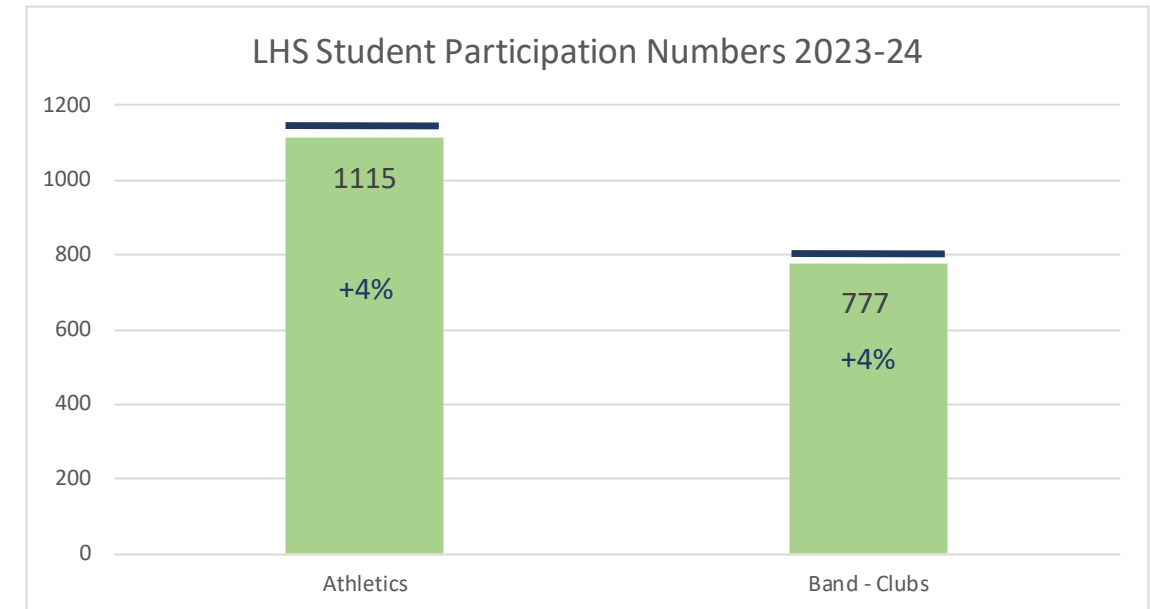
Numbers in Bar Chart are
Overall Cohort Change from
Prior Year

At least 40% of Classroom
Observations Utilized 1:1
Technology

GOAL!



**48% of the Administration's Observations found
1:1 technology being utilized by students.**



LHS made good progress by nearly achieving
a 5% participation increase in Athletics and the Band -
Clubs/Activities.