

AGENDA
Office of the Superintendent of Schools
Londonderry, New Hampshire 03053
SAU 12

The meeting of the Londonderry School Board will be held on Tuesday, October 8, 2024, in the Cafe at Londonderry High School, 295 Mammoth Road, Londonderry, NH at 7:00 PM. The meeting will be broadcast on the [District's YouTube Channel](#) as well as Cable Access Channel 8.

1. Call to Order:

2. Pledge of Allegiance:

3. Consent Agenda:

3.1 Resignation(s)

Debra Diamond	Dining Services	Middle School
June Hickey	Support Staff	Matthew Thornton
Pamela Hodson	Support Staff	Moose Hill
Lyn Niskala	Dining Services	Matthew Thornton
Eleanor Peel	Support Staff	High School

3.2 Minutes

September 17, 2024

3.3 Meetings

October 22, 2024	Regular Meeting	LHS Cafe	7:00 PM
November 12, 2024	Regular Meeting	LHS Cafe	7:00 PM
November 26, 2024	Budget Presentation	LHS Cafe	7:00 PM

4. Announcements and Presentations

4.1 - Talking to Families of 4 Year Olds for 2025-26

5. Public Comment

6. Committee Reports

6.1 Student Council

6.2 School Board Liaisons

7. Deliberations

7.1 Discussion of the path forward for the proposed project/bond for K-5 in our elementary schools - School Board

- 7.2 Snow Removal Purchase Order - Amity Small
- 7.3 3rd Reading to Adopt Policy IGD Curriculum Adoption
- 7.4 3rd Reading to Rescind Policy IFD Curriculum Adoption
- 7.5 3rd Reading to Rescind Policy IFE Curriculum Guides and Course Outlines
- 7.6 3rd Reading to Amend Policy IGBG Homebound Instruction
- 7.7 3rd Reading to Amend Policy IHCD Advanced Coursework/Advanced Placement Courses and Stem Dual and Concurrent Enrollment Program
- 7.8 3rd Reading to Amend Policy IIAA Instructional Material Selection and Adoption
- 7.9 3rd Reading to Rescind Policy IIAA-E Curriculum Study Initiative Form
- 7.10 3rd Reading to Amend Policy ILBA Assessment
- 7.11 3rd Reading to Amend Policy IMBD High School Credit for 7th/8th Grade Coursework
- 7.12 3rd Reading to Rescind Policy IMBD-R High School Credit for 7th/8th Grade Coursework
- 7.13 3rd Reading to Adopt Policy JI Student Rights and Responsibilities
- 7.14 2nd Reading to Adopt Policy JLDBB Suicide Prevention and Response Plan
- 7.15 3rd Reading to Adopt Policy JH District-Wide Student Truancy
- 7.16 3rd Reading to Rescind Policy JED District-Wide Truancy
- 7.17 3rd Reading to Adopt Policy JH-R Attendance
- 7.18 3rd Reading to Rescind Policy JED-R Attendance
- 7.19 1st Reading to Adopt Policy KB Title 1 Family and Community Engagement
- 7.20 1st Reading to Adopt Policy IHBG Home Education Instruction
- 7.21 1st Reading to Adopt Policy JJJ Access to Public School Programs by Non-Public, Charter Schools, and Home Education Students
- 7.22 1st Reading to Rescind Policy JEC Home Education Instruction

October 8, 2024

- 7.23 1st Reading to Rescind Policy JEC-R Home Education Participation in District Activities
- 7.24 1st Reading to Rescind Policy JHCE/JLCCA Student Guidelines & Procedures Concerning HIV/Aids
- 7.25 2nd Reading to Adopt Policy DAFB Equivalence in Instructional Staff and Materials
- 7.26 1st Reading to Adopt Policy ACF Food and Nutrition Services: Anti-Discrimination & Civil Rights Complaints

8 Superintendent's Report

- 8.1 Oct. 1st Enrollment Report - Dan Black
- 8.2 Upcoming Agenda Items Before Budget Seasons - Dan Black

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.)

**Office of the Superintendent of Schools
Londonderry, New Hampshire 03053
SAU 12**

The meeting of the Londonderry School Board was held on Tuesday, September 17, 2024, in the Cafe at Londonderry High School, 295 Mammoth Road, Londonderry, NH at 7:00 PM. The meeting was also broadcast on the [District's YouTube Channel](#) as well as Cable Access Channel 8. 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. Small and School Board Secretary, Lisa Muse.

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

The Board agrees to move 7.4 to 7.26 to the October 8th meeting.

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

3.1 **Resignation(s)**

Andrea Aquino	Support Staff	Matthew Thornton
Juanette Laforge	Support Staff	Moose Hill
Rebecca Franklin	Support Staff	South School

3.2 **Minutes**

September 3, 2024

3.3 **Meetings**

October 8, 2024	Regular Meeting	LHS Cafe	7:00 PM
October 22, 2024	Regular Meeting	LHS Cafe	7:00 PM

4. **Announcements and Presentations**

State Rep, Doug Thomas reads a presentation in honor of Caleb Haseltine, a senior at LHS who has been accepted into the advanced technical field special warfare operator program in the US Navy as an E4-Petty Officer third class. His goal is to make the naval seal team.

6.1 Student Council: Dylan Anderson: He mentioned that Homecoming is this Saturday 7-10PM in the LHS gym. There will be a DJ and photo booth. Thursday is Parent Open House at LHS. There is a teacher dinner and student council help direct parents around the school. They sold mums for a fundraiser. Spirit weeks and Mack plaque is coming up. Student Council is working on getting all students engaged.

4.1 "Temporary Classroom Village" Conceptual Plan for Moose Hill - Dan Black: This plan looks at putting all portables on the Moose Hill campus. The Power Point includes a rough conceptual design that Mr. Black talks about. The range of costs right now put the temporary classroom village more than the DO/LEEP at MH plan but less than the scaled back Moose Hill or Buttrick Road

and Small Moose Hill build combo. They would need ten portables and slightly bigger one that could house the café needs and kids to run around in PE/gym.

4.2 Londonderry Community Survey on Moose Hill and Kindergarten Options

5 Responses & Superintendent's Recommendations - Dan Black: There were 872 responses to the survey. He goes over the full survey with the results. He discussed the consistent feedback for each question in the survey, both supportive and unsupportive comments. There is a handout of all the actual responses from the public for the survey. He discussed the scaled back version that the costs were reduced by 48% but he is concerned we would not get the 60% support. The second question was the Buttrick road combo, and those results are discussed. He feels it was a good idea to pursue commercial property to reduce our costs to solve our space issues, but he feels this is not a fiscally good option to explore any longer. He would suggest moving away from this option. For the option of DO/LEEP at Moose Hill and the full day at the elementary schools, which was discussed next. This is the quickest option to full day kindergarten. The cost will be more favorable in a town vote. He detailed why this was supported and not supported by the community. His recommendation is this could be implemented over two school years. Construction timelines will push us there any way. Maybe a slower timeline gets the school board closer to the 60% approval, but it does look like an uphill push now. For the two-year implementation plan in 2025-26, he is looking at full day kindergarten in three schools. He would suggest North School and South School have temporary August 2025 plan to make K to 5 configuration work in existing space. This would be a stressful squeeze in, but manageable for a short period of time – not forever. Moose Hill would house full day kindergarten for Matthew Thornton students for 2025-26. Some staff would be moved around to make everything work in three schools. The district office would maintain the lease for 2025-26 school year. In 2026-27 temporary classrooms are ready at Matthew Thornton and full day kindergarten moves there to start its second full year. LEEP classrooms are moved around at Moose Hill during the summer of 2026. Construction starts at Moose Hill for the district office. The future timeline issues with temporary classroom option are talked about regarding a bond. He does not think it is a good idea to ask the taxpayers to bond the payment for the temporary classrooms at this time – knowing they have a strong chance of being empty within five years at two of our schools. The second most consistently recurring unsupportive comment in the feedback to the options was the unhappiness around using temporary classrooms to solve our issues. He believes this problem can be overcome and needs to be clear that this is not our forever plan once we understand where enrollment is going. Another unsupportive comment was having the district office at Moose Hill. Many feel we are pushing students out and putting adult office space in classrooms. Mr. Black takes a look at the recent prior voting data from March 2023 and March 2024. It is clear Londonderry naturally wants to spend the least amount of money as possible to move ahead each year. His final recommendation is modifying the last option – slightly and keep that multi-year phase in. Build less and ask for less money. They need to be clear this is a temporary fix, and this is where we want to start, and we have to be flexible. If we can find another set of eight classrooms or something similar somewhere else for the district office so that we are not closing half a program for adult office space. We need to repurpose classrooms somewhere else – due to overall lower enrollment. He goes over the similar two-year implementation plan and the money that would be saved. The rough costs are \$3.5M for four portables + <\$3M for district office = <\$6.5M. Hopefully, \$2M cheaper in an ask to taxpayers compared to DO/LEEP at Moose Hill and temporary classrooms at SS, NS and MT. The temporary to long term kindergarten solutions are detailed for 2025-26 and 2026-27. The budget season timeline is shown, and he feels that we have a strong team that can figure out a plan for the district office in eight classrooms that will not be such a liability heading into the March 2025 vote.

4.3 Beyond the Screen - Dan Black: He discussed this nonprofit organization that is focused on addressing youth mental health issues across the State. The talk about the three-part series called Beyond the Screen. There will be three free nights in September, October, and November where they tackle the issue of kids and screens and phones in school. They want to make parents aware of this opportunity and are therefore, sharing the information.

5. Public Comment

Mr. Slater opens public comment.

Carol Granara, Londonderry: She is a community member and staff at Moose Hill. She feels what was presented is a bait and switch. Moira Ryan, Londonderry: She thinks the issue of the district office being combined kills two birds but feels the district office should be separate. She feels the survey is not relative because there are not enough community participants. If a resident is directly impacted, they will answer for them. Beth Morocco, Londonderry: She appreciates the commitment and all the hard work. She feels the community needs to rally behind whatever the decision is.

Mr. Slater closes public comment.

6. Committee Reports

6.2 School Board Liaisons: Mr. Gray talks about the North School bookfair is going on and their open house is tomorrow night. Mr. Porter mentioned the Matthew Thornton back to school social was the 5th. The upcoming PTO meeting is this Thursday. Mrs. Loughlin mentioned the High School open house is Thursday and pictures are Thursday as well. There will be another POT meeting on 10/8. The Middle School PTO meeting is 10/9. There will be an upcoming bookfair and staff appreciation. Fundraisers are going on now. Mrs. Butcher said the Moose Hill PTA had a great turnout. October 3rd is the next meeting, and it is also offered virtually. The fundraiser is underway. Mr. Slater thanks the Building and Grounds department and staff for voting day and how impressed the town was with the setup and hard work by the staff. The South School PTA meeting was last night. Back to school social is Thursday for families. They are sprucing up the outside gardens and clean up time in early October and looking for volunteers.

7. Deliberations

7.1 Full Day Kindergarten - Moose Hill Space Issues - and District Office Lease Discussion and Deliberation: Mr. Slater thanks Mr. Black for all the information on top of running the school district. Mr. Slater goes over the timeline and how we got here. Full day kindergarten has been a topic for about seven years, and he discusses the costs over the years and the committee findings and proposals. The economy has really made a difference in many families lives and drives how we do things. Costs have risen and birth rates have dropped and that is negative for a school district to add to what we have. The small build would be great if the costs were even less, but he does not think it can get any cheaper and does not think the taxpayers will approve this. There is still a lot of negativities to full day kindergarten, and he disagrees with that. He is very supportive of full day kindergarten. Putting portables at their neighborhood schools allows us to go to a k-5 program. He would love to go with the small build but does not think they will get the support. The portables put at the schools will be nicer than any of the classrooms at the schools. Mrs. Butcher said her number one priority is getting the full day kindergarten passed and has seen k-5 models work elsewhere. Mrs. Loughlin agrees moving in our situation moving to a k-5 model at all the schools. She knows there is worry and stress and she is in education and has

experience. At her school, they use portables, and they are very nice. She is confident in our staff and admin to make this change. She understands change is difficult. She wants to make sure we are not rushing this and its set and ready to go and if we have to wait another year it needs to be done right. Mr. Porter feels it makes the most sense for a practical reasonable solution to get the most people on board this is it. With any good negotiation every party tends to leave a little disappointed. We could solve issues from three different standpoints. His main issue is leaving up the chance to look for another option for the District Office. Mr. Gray appreciates all the time that has gone into this. Full day kindergarten is his number one priority. He feels this might be their last chance to get this accomplished due to other issues that need to be addressed. He is in favor of putting the individual kindergarten classes in each school and does not think the district office should be linked to this. Mr. Black comments back to Mr. Porter's statement about the District Office, and he reiterates that he would not make any recommendations if he did not have solid information behind it. He has an option behind the scenes that is potentially cheaper and would not cause the problems putting District Office to go to Moose Hill, but he wants to work with an architect before bringing it to fruition.

Mrs. Loughlin made a motion to move forward with the portables at the three elementary schools with the DO/LEEP temporary classroom combo. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.

Mr. Black asks about clarification on the 2-year implementation timeline and the Board said this will be discussed as they move forward to make sure this is not rushed and narrowed down.

7.2 Purchase Order Approval - Amity Small: The High School Varsity baseball field needs to be repaired and filled due to erosion and sinking in the infield. They would like to start as soon as possible. They received three proposals after the RFP was posted. This money would come out of the FY25 Capital Reserve budget from the funds allotted for field improvement.

Mrs. Loughlin made a motion for Mission Turf Services for \$16,400 to repair the varsity baseball field. Mr. Porter seconded the motion. The motion passed by a vote of 5-0.

7.3 Overnight Field Trip Reports - Rick Barnes:

Mr. Barnes presents a spreadsheet in the packet which describes each field trip. He details the new ones this year.

The Board agrees to move 7.4 to 7.26 to the October 8th meeting.

- 7.4 3rd Reading to Adopt Policy IGD Curriculum Adoption
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- Coursework
- 7.13 3rd Reading to Rescind Policy IMBD-R High School Credit for 7th/8th Grade Coursework
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- 7.25 1st Reading to Rescind Policy JHCE/JLCCA Student Guidelines & Procedures Concerning HIV/Aids
- 7.26 2nd Reading to Adopt Policy DAFB Equivalence in Instructional Staff and Materials

8. Superintendent's Report

8.1 Moose Hill Dining Service Update from State Food Services Mandate –
Dan Black: The breakfast/lunch program at Moose Hill is underway. The program is available to LEEP and kindergarten students. Currently, there is a maximum of five students accessing the program. The program is not impacting the department negatively.

8.2 Updates on Cell Phone Use in the Buildings - Dan Black – During the 2023-24 school year, LHS saw positive results from the new procedures, though consistency waned in May and June. The matter was discussed over the summer. The pros and cons for the Middle School are outlined in the memo. Mrs. Butcher is impressed by the lack of cell phone use at the Middle School. Mr. Porter talks about the specifics of the language. He believes when it started the wording was personal devices and not just cell phones. He feels smart watches are also a concern. Even at the elementary school none of these devices are allowed. He does not think we touched on considering the use of the air pods and earbuds during the day. The High school and Middle School principals provide some feedback and mention the air pods were not addressed and does not feel they are the distraction that cell phones are. Mrs. Loughlin asks about the disciplinary actions for the inappropriate use of the cell phone and all staff need to be consistent. Mr. Slater asks if the board should come up with a policy and if that would make it easier as an administration. Mr. Black does not recommend that during this time.

8.3 Trident Memo on Construction Timelines: Mr. Black references the memo in the packet regarding Kindergarten Modularity – MH District Office Renovation. They caution as to the expectations for the start of full day kindergarten. The memo includes the information that the Board and Administration have already talked about.

9. Non-Public Session

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

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

9.1 Personnel Issue(s)

9.2 Nomination(s)

10. Adjournment

The meeting was adjourned at 8:48PM

Respectfully submitted,

Lisa Muse
School Board Secretary

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

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

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

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

Discussion of Subpoenaed Sealed Records

15 Mrs. Loughlin moved, seconded by Mrs. Butcher and passed unanimously (5-0) to unseal the sealed minutes from 2/29/1996 and 3/19/1996

Discussion of Negotiations

20 Discussion of Kindergarten registration

Mrs. Butcher moved, seconded by Mr. Gray, and passed unanimously (5-0) to exit non-public session at 9:16 PM

25 Mr. Porter moved, seconded by Mrs. Loughlin, and passed unanimously (5-0) to adjourn public session at 9:16 PM

Respectfully submitted,

30

Daniel Black
Superintendent of Schools

Talking to the Parents of 4-Year-Olds: So We Are Ready for Full Day Kindergarten in 2025-26

School Board Meeting

October 8, 2024

Talking to and Registering Families Earlier

- The elementary administrative team, Superintendent, and Assistant Superintendent have met a number of times since the School Board vote on Moose Hill – Full Day Kindergarten and the District Office.
- We see a very clear and doable path to start operationalizing the goals of the school board starting in 2025-26 with:

A positive vote on the operating budget and warrant article this March.

- However, we need to start talking to parents of 4-year-olds to understand what they think of the possibility of full day Kindergarten for 2025-26 and how it might look. We also need to understand the size of the class coming in as well. *All the information we have up to this point would suggest it is a smaller class just like the last two years.*

All the Pieces We Need in Place to Be Ready

- Space and Staffing – We have the space and people now.
 - We can build a budget by the end of November that maps how we would use space and staff now for full day kindergarten. If we see a different enrollment figure coming in than projected, we could adjust in either direction from talking to the families of 4-year-olds.
- Full Day Kindergarten Curriculum
 - Build off our current ½ day programs and learn from our neighbors. Right now, we have more curriculum than time to teach it.
- Master Schedules for Full Day Kindergarten
 - Existing Londonderry Elementary School Master Schedules will work for Full Day Kindergarten. We are still learning from our neighbors to see how they transitioned from a ½ to full day switch.
- Adapt to timelines as needed with temporary classrooms.
 - No grade level classroom (K to 5) will have to move next year during the school year. Wherever classes start in August 2025 they will remain throughout the year. Some more flexible programs and classes can move into the temporary classrooms when they are ready during the school year.
- Some changes cannot happen until 2026-27 due to the limited space available now, and the complexity of the change we have to think through – mostly in special education.
 - We will know a small number of staff changing positions for 2025-26 in the next few months.
 - The full change and movement in staff will be figured out by next fall for the 2026-27 school year.
 - We want staff to have a voice – to the best of our ability – to help us think through where they may want to change to in this process.

General Timeline

Realistically the Goals of the School Board's plan for Moose Hill, Full Day Kindergarten, and the District Office will require the next two school years just to plan it well and move at a realistic – internal – pace so that we are successful in managing all of the changes required. The *building process will require that timeline anyway.*

Some Changes

2025-26

Full Day K at North & South School

Full Day K at Moose Hill for Matthew Thornton Students & Programs

Some Moose Hill Staff Move Internally to new schools. Many NS, SS, and MT staff change grade levels due to lower enrollment.

More Changes

2026-27

Full Day K continues at North & South

Full Day K at Matthew Thornton

Longer Term Model for Special Education in place at K for all three schools with slow six-year phase in over the future.

Remaining Moose Hill Staff in K and Special Education move to new schools. Many NS, SS and MT staff change grade levels again due to lower enrollment.

District Office at Moose Hill.

Stability

2027-28

All the changes are now entering 2nd or 3rd year to allow for stability within the school system.

Smaller enrollment could still require K to 5 staff to change grade levels for many years.

Space and Staffing

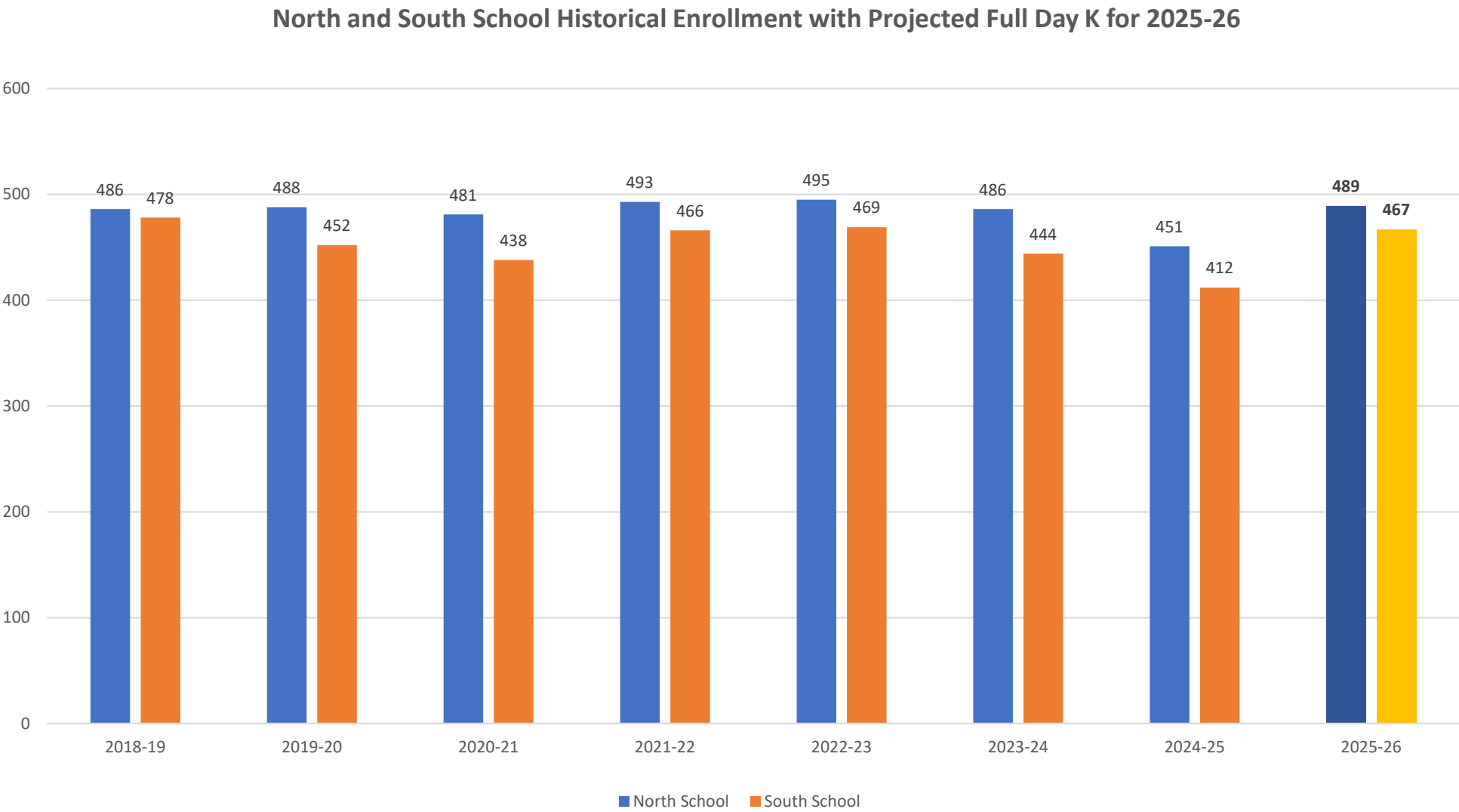
Total General Education Classrooms Needed

School	2024-25	Updated Configurations	Projected 2025-26	Updated Configurations	Projected 2026-27
Moose Hill K (1/2 Day)	6	Moose Hill Full Day K	4 or 5	No K Classes	0
North School (1 to 5)	23	North School (K to 5)	24 or 25	K to 5	24 or 25
South School (1 to 5)	21	South School (K to 5)	23 or 24	K to 5	24 or 25
Matthew Thornton (1 to 5)	26	Matthew Thornton (1 to 5)	25 or 26	K to 5	29 to 30
Totals	76		76 to 80		77 to 80



By the 2026-27 School Year – we also need to have enough classrooms for K to 5 FRIENDS, K to 5 PALS, K to 5 FLEX, and K to 5 PFS in 3 schools as well.

We don't need to squeeze into North and South – we are just replacing open space now with Kindergarteners and returning to prior enrollment levels for 2025-26.



Curriculum and Master Schedules for Full Day Kindergarten

- With declining enrollment, there is opportunity to slide the Kindergarten classes into North and South School's Master Schedule without a whole scale remodel for 2025-26. **This is a very good thing.**
- We would model the Kindergarten Master schedule at Moose Hill similar to North and South in 2025-26.
 - We need the time between now and the budget to figure out how we staff specials within all three schools.
- Matthew Thornton's Master Schedule can be updated by the 2026-27 school year after we learn from the 1st year of implementation.

Moving Towards a Full Day Kindergarten Curriculum

- All of the tools we use for our early elementary school curriculum are based on having a full day kindergarten model.
 - Math in Focus
 - Heggerty's Phonemic Awareness
 - Foundations
 - CKLA
- The Assistant Superintendent is forming a committee to learn from our neighbors that went from ½ day to full day implementation – and look into each of these programs to map out how we would use our time differently in a full day model over a school year.
- This transition might be one of the easiest parts to all the changes in front of us.

Special Education

- Another reason we need two full years to make these changes is figuring out how special education will work.
- What we have right now is a “bubble” of students in our self-contained programs at ages 3,4,and 5. We need more time to map out how we will move forward with space at three schools for all the programs.
- We also want to avoid having to disrupt any student in grades 1 to 5 from their current school placement in their program to make space and staffing work.
- By focusing on a 2026-27 transition for many special education programs out of Moose Hill – allows us to manage more thoughtful long-term changes that we might need to make.

What We Need to Know from The Parents of 4 Year Olds Now?

- Are they interested in full day kindergarten for next year at North School, South School, and Matthew Thornton at Moose Hill (2025-26 only)?
- How problematic is it for their family planning to have the decision rest on a positive Town Vote? (Operating Budget & Warrant Article)
 - Will they have back up plans if it doesn't pass?
 - Can they manage that gray outcome for now or do they need definitive answers right now?
- What else do we need to think about to work with them for next year?

The Superintendent, Assistant Superintendent, and the Elementary Administrative Team can have those conversations with 200+ families to be ready for Budget Season and a Final Recommendation on our part for timeline implementation.



Londonderry School District Business Office

Memo

To: Dan Black
From: Amity Small
Date: October 8, 2024
Re: Snow Removal Purchasing Request

The Londonderry School District contracts out some of the snow removal each winter season. This money is budgeted through a Buildings and Grounds budget line item in the General Fund. We posted the RFP for two weeks and received only 1 response. We did extend the RFP posting another week, and still no more submissions came in.

- **Northern New England Excavation, LLC** **\$50,000**

We are recommending this contract be awarded to Northern New England Excavation, LLC as they have had this contract for the past several years, and they are reliable, work well with our B&G department, and ensure their areas are cleared and safe for the opening of schools during inclement weather. Additionally, time is of the essence as we need to have a contract in place before winter weather patterns begin.



Londonderry School District Assistant Superintendent

Memo

To: Dan Black and the School Board
From: Jason Parent
Date: October 8, 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 is straightforward and has simple language that is easily embedded in our practice.

IGD – Curriculum Adoption - Adopt new policy (3rd reading) – This policy requires school board approval for adding or eliminating courses of study. IGD is the NHSBA's coding for Curriculum Adoption.

IFD – Curriculum Adoption - Rescind policy (3rd reading) – This policy was adopted by the Londonderry School Board in 1978. The IGD adoption would replace IFD, as both policies are aligned.

IFE – Curriculum Guides and Course Outlines - Rescind policy (3rd reading) – Development of Guides and Use of them are carried out annually in our procedures, with Curriculum Maps already established and fluid in the LSD.

IGBG – Homebound Instruction Amend policy (3rd reading) – This policy outlines requests made for homebound instruction and location of services. The amendment reflects changes from the 2014 adoption to now designate the Pupil Services Director as the person who authorizes the request and is less restrictive of the length of instruction. It still requires a team meeting to outline services and location.

IHCD – Advanced Coursework / Advanced Placement Courses / STEM, and Dual Enrollment Program – Amend policy (3rd reading) This policy allows students to take AP courses with an amendment that includes meeting pre-requisites in the Program of Studies. Other amendments include allowing 10th graders to participate in CTE along with articulating how Dual Enrollment courses correlate with Career Readiness Credential under board policy.

IIAA –Instructional Material Selection and Adoption – Amend policy (3rd reading) This policy is updated to include “World Language”, pulls out the selection process which remains in practice, with reviews in regular intervals.

IIAA - E – Curriculum Study Initiative – Rescind policy (3rd reading) for Procedure. This policy exhibit is a curriculum study form that is used procedurally rather than as a policy.

ILBA – Assessment – Amend policy (3rd reading) - This amendment includes current terminology within the administration section of the policy, changing the word “Handicapped” to “Educationally Disabled” students being provided the opportunity to participate in standardized testing.

IMBD – High School Credit for 7th/8th Grade Coursework – Amend policy (3rd reading) - This amendment includes changing graduation “competencies” to “requirements” and adds language that includes the middle school and high school creating clear benchmarks so that all students are properly challenged in their high school coursework. It also includes the ability for middle school students to earn credit through Extended Learning Opportunities (ELO’s) or in online classes. Finally, this amendment included the review of transfer students’ transcripts by LHS to determine eligibility of credits for prior coursework, including advanced courses they took while in middle school.

IMBD - R – High School Credit for 7th/8th Grade Coursework – Rescind policy (3rd reading) – This policy regulation is already covered in the IMBD amended policy.

***JI – Student Rights and Responsibilities** – Adopt policy (3rd reading) – Required by Law. Adoption includes student rights and responsibilities shall be published annually in the student handbook, and that student disciplinary procedures will be implemented pursuant to Board Policy JIC and JICD.

***JLDBB – Suicide Prevention and Response Plan** – Adopt policy (2nd reading) – Required by Law. As a school district we have been functioning under the law since its inception in 2019 and all that is contained in this policy. Adopting this policy ensures the school board is following the law by having this policy on record.

***Policies required by law**

CURRICULUM ADOPTION

A dynamic instructional program requires ongoing alteration in the curriculum and courses of study.

It is the policy of the Board that no basic course of study shall be eliminated, or new courses added without approval of the Board, nor shall any sharp alteration or reduction of a course of study be made without such approval.

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: August 6, 2024

2nd Reading to Adopt: September 3, 2024

3rd Reading to Adopt: October 8, 2024

CURRICULUM ADOPTION

A dynamic instructional program requires ongoing alteration in the curriculum and courses of study.

It is the policy of the Board that no basic course of study shall be eliminated or new courses added without approval of the Board, nor shall any sharp alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration that Board members may have opportunity to review the proposed program.

LONDONDERRY SCHOOL BOARD

Adopted: January 23, 1978

1st Reading to Rescind: August 6, 2024

2nd Reading to Rescind: September 3, 2024

3rd Reading to Rescind: October 8, 2024

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides shall be provided for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular course.

In instances where state curriculum guides are mandated, they shall be followed. In all other situations, the Londonderry schools will develop their own course of study, as reflected by the needs of the local situation. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

1. Development of Guides

- a. Curriculum guides are best developed by the staff and teachers who are to use them
- b. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form system wide committees for study, creation, and revision of any particular guide.
- c. When work is completed on a guide, the committee responsible for its development shall present it through the office of the superintendent to the Board.

2. Use of Guides:

- a. Curriculum guides are to serve as framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
- b. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
- c. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental which add to motivation and meaningful teaching and learning
- d. The principal shall see that optimum use is made of available curriculum guides.

LONDONERRY SCHOOL BOARD

Adopted: January 23, 1978

1st Reading to Rescind: August 6, 2024

2nd Reading to Rescind: September 3, 2024

3rd Reading to Rescind: October 8, 2024

HOMEBOUND INSTRUCTION

~~Home or hospital instruction shall be authorized by the superintendent:~~

~~1. To any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for more than two consecutive weeks and who school personnel determine can educationally benefit from such a program.~~

~~In exceptional cases, deviation from the two consecutive weeks may be modified upon the approval of the superintendent or the superintendent's designee.~~

~~2. To any child whose educational needs, as determined by the pupil placement team are most appropriately and effectively met by such a program.~~

~~The amount of instructional service provided through the home or hospital program shall be determined in relation to each child's educational needs and his/her physical and mental health as recommended by the school administration.~~

Any request for homebound instruction shall be made directly to the Student Services Director.

For students who have an Individualized Education Program (IEP) or a 504 Plan, the Pupil Services Director will convene a team meeting to consider the request for homebound instruction. IEP teams will comply with New Hampshire Special Education Rule Ed 1111.05 in developing a homebound instruction program for special education students.

For all other students, the Student Services Director will convene a team meeting, which will include a nurse and a guidance counselor. The team will consider the request for homebound instruction, which may include referral for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

In all requests for homebound instruction, the team shall request documentation of the student's medical condition, including but not limited to a release of records from the student's physician(s). The team, with input from the parent(s) and/or legal guardian(s), shall determine whether homebound instruction is appropriate for the student. If appropriate, the team, with input from the parent(s) and/or legal guardian(s), shall develop a homebound instruction plan which includes the duration and frequency of the student's homebound instruction. The team shall reconvene and review the student's homebound instruction plan every ten (10) weeks. The team may reconvene on a more frequent basis, if warranted by the student's condition.

Location of Homebound Instruction

The location of services will be designated by the Student Services Director, with input from the student's team. The location of services may be the student's home, a health care facility, or other location approved by the Student Services Director. If services are to be provided in the home, a home visit must be completed prior to the initiation of services. If services are to be provided in the home, the parent or guardian must identify an adult who will be present at all times and agree to confine all pets prior to the arrival of the homebound teacher. The location may not be changed without prior approval of the Student Services Director.

Homebound instruction does not include parent designed home education programs, as defined in RSA 193-A:4.

Legal References:

RSA 186-C:2, II

N.H. Admin. R. Ed 1111.05

LONDONDERRY SCHOOL BOARD

Adopted: August 26, 2014

1st Reading to Amend: August 6, 2024

2nd Reading to Amend: September 3, 2024

3rd Reading to Amend: October 8, 2024

Amend

ADVANCED COURSEWORK/ADVANCED PLACEMENT COURSES AND STEM DUAL AND CONCURRENT ENROLLMENT PROGRAM

A. Advanced Coursework/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so, **provided they have met pre-requisites outlined in the Program of Studies**. School district administrators and ~~guidance~~-school counselors will provide assistance to students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or ~~guidance~~-school counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, at a different public school, or a private school, through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her ~~guidance~~ counselor or teacher may enroll in a course. Credit may be given, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades ~~11-10~~ and - 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), **and or career and technical education courses**.

The Superintendent shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;

3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy.

Legal References:

RSA 188-E:25 through RSA 188-E:28
Ed 306.141(a)(6), Advanced Course Work

LONDONDERRY SCHOOL BOARD

Adopted: January 8, 2019

1st Reading to Amend: August 6, 2024

2nd Reading to Amend: September 3, 2024

3rd Reading to Amend: October 8, 2024

TEXTBOOK AND INSTRUCTIONAL MATERIAL SELECTION AND ADOPTION

The Board is legally responsible to approve and provide the necessary instructional materials in the District. Responsibility for the review and recommendation to the School Board for selection of online materials, print materials, manipulatives, and instructional technologies shall rest with curriculum committees as appointed by the Superintendent or designee. Membership on committees shall include representation of teachers who will use the instructional materials, administrators, special education, library/media and technology, school board members and other staff members as appropriate. Parents and students may be asked to serve. Recommendations to and approval by the School Board for the purchase of learning materials will be based on the goals and curriculum objectives of the District Strategic Plan using the District Curriculum Coordinating Council's seven content four phase selection process.

The seven content areas include:

1. Reading/English-Language Arts/Writing
2. Science
3. Applied Arts (Business Education/Technology Education/Information Literacy, Family & Consumer Science, and Vocational Education).
4. Related Arts (Art, Music, Physical Education-Health)
5. Social Studies (History/Government, Geography, Economics, Civics)
6. Foreign **World** Languages (Spanish, German, Latin, French)
7. Math

The four phases include:

1. Study/Selection phase
 - A. Rationale for Study to School Board
 - B. Recommendation of Pilot to School Board
2. Pilot phase – including evaluation of pilot
 - A. Recommendation of Implementation phase to School Board
3. Implementation phase
4. Ongoing Evaluation phase

~~For each phase of the selection process, the curriculum committees shall adhere to the charge, the structure and processes, the reporting methods, the forms and templates as established in the Londonderry School District Curriculum Coordinating Council (C3) and Curriculum Development Process Handbook. In addition, committees shall adhere to policy IIAC, Londonderry Instruction Materials and Library Collection Development.~~

Instructional materials and technologies will be used to provide quality learning experiences for students that enrich and support the curriculum; stimulate growth in knowledge, critical thinking, literary appreciation, aesthetic value, and ethical standards; provide information that enables

students to make intelligent judgments; present opposing viewpoints of issues; be representative of religious, ethnic, and cultural groups and their contributions which depict a pluralistic society; depict in an accurate and unbiased way the cultural diversity of a pluralistic society; and be matched to the appropriate skill levels of students.

Basic instructional course materials in the fundamental skill areas of reading/English-Language Arts, mathematics, science, social studies, and foreign languages (secondary level) ~~shall~~ **may** be reviewed at **regular** intervals ~~not exceeding ten (10) years~~. All instructional materials must be sequential and must be compatible with previous and future offerings.

LONDONDERRY SCHOOL BOARD

Adopted: January 23, 1978

Amended: February 19, 2008

1st Reading to Amend: August 6, 2024

2nd Reading to Amend: September 3, 2024

3rd Reading to Amend: October 8, 2024

**Londonderry School District
Curriculum Study Initiative Form**

Initiative Name: _____

Purpose of Study: _____

Evidence for Study: (i.e. assessment data, age of texts, change in state curriculum requirements, minimum standards, etc.)

Fiscal Year for Study: _____

Correlation to Goals: (What is the correlation to the Strategic Plan – goal and priority areas?)

Sponsor: (What level or department is asking for the study?)

Manager: (Who owns responsibility of curriculum study?) _____

Timeline: (Describe timeline toward a pilot with key dates.)

LONDONDERRY SCHOOL BOARD

February 19, 2008

1st Reading to Rescind for Procedure: August 6, 2024

2nd Reading to Rescind for Procedure: September 3, 2024

3rd Reading to Rescind for Procedure: October 8, 2024

ASSESSMENT

It is the policy of the Board that the Superintendent will develop and manage an assessment program that provides ongoing evaluation of the effectiveness of the curriculum on improving student performance. The program must adhere to the processes for selection, administration, and interpretation of assessment instruments specified below. This program will include both local and statewide assessment tools. The program must be aligned with the goals of the School District and be designed to assess each student's progress toward meeting the defined curriculum objectives.

Definitions

For the purposes of assessment of high school coursework through the demonstration of student mastery of course competencies of approved courses, independent study, internships, and 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, and online/virtual courses.

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

District-wide Test Results

Local and statewide assessment results will be analyzed and used with other data for the following purposes:

- To identify individual student strengths and weaknesses in skill development;
- To diagnose strengths and weaknesses of groups;
- To individualize instruction;
- To report progress to parents;
- To select curriculum materials;
- To set the pace of instruction;
- To select methods of instruction;
- To counsel students;
- To help determine revisions needed in the curriculum.

Selection

The selection process will include the professional staff in its efforts to investigate new assessment tools and evaluate existing ones. Assessment instruments selected for approved high school courses, independent study, internships, and online/virtual courses may provide an authentic assessment of student learning outcomes through multiple

formative and summative assessment instruments such as teacher observation of project-based learning, internship-based learning projects, competency-based assessments; and teacher-designed quizzes and tests. Additional instruments may include written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of student's best works.

Administration

The district approved assessment program will include standardized and state testing schedule for administration to students, distributed to staff and the board before the start of each school year.

Each school principal will provide assurance that test procedures are followed at the school level including the distribution and collection of test materials, test security, use of test results and testing dates as well as other pertinent requirements. Readiness assessment shall be administered to all children entering first grade. **Handicapped Educationally Disabled** students must be provided the opportunity- to participate in all student assessments. Any modifications in administration should be made and documented during the Individualized Education Program (IEP) review.

Interpretation

The Superintendent or designee will ensure that data from the student assessment program is compiled, analyzed, summarized, and reported to the Board annually. The Superintendent or designee is responsible for the scores of individual students, and they shall be made available only to appropriate personnel within the school in which the student is enrolled and to parent(s) or legal guardians of each student as provided by law. Interpretation of test results shall be made available to parents and students.

The Board will provide funding for the approved student assessment program, including professional development for teachers in the use of tools to understand assessment results, to adjust instruction to meet personalized needs of students, and to monitor progress.

The Superintendent or designee will provide an ongoing evaluation of the assessment program and will provide regular reports to the Board showing the effectiveness of the curriculum on improving student performance.

Legal References:

RSA 193-C, Statewide Education Improvement and Assessment Program
NH Code of Administrative Rules, Section Ed. 306.24, Assessment

LONDONDERRY SCHOOL BOARD

Adopted: July 24, 2007

Amended: April 20, 2010

1st Reading to Amend: August 6, 2024

2nd Reading to Amend: September 3, 2024

3rd Reading to Amend: October 8, 2024

HIGH SCHOOL CREDIT FOR 7TH/8TH GRADE COURSEWORK

Students in 7th or 8th grade may take advanced courses and apply the credit of those courses toward high school graduation ~~competencies~~ **requirements**, provided the course demonstrates content ~~requirements~~ consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply. The School Board promotes this policy to allow for middle school students to take advanced coursework, not increase the number of students applying for early graduation in high school.

The high school and middle school principals shall work together yearly to approve such course work and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation. **The middle school and high school will create clear benchmarks to help with student placement in high school so that all students are properly challenged in their high school coursework. For a student that earns credit in their 7th and/or 8th grade year for high school graduation, they will be granted a “passing” grade only on their high school transcript.**

Students in 7th and/or 8th grade, who wish to earn credit for high school through “extended learning opportunities” and/or “virtual/online” classes, must first ensure those classes follow the requirements outlined in School Board Policy INAA Extended Learning Opportunities Virtual/Online Education.

Any student that transfers from out of district will be subject to a standard review by the Londonderry High School Guidance Department to determine if they are eligible to be awarded credit for their prior coursework, including advanced courses they took while in middle school.

Legal References:

Ed 306.26(f), Granting High School Credit for 7th/8th Grade Coursework (until July 1, 2017)

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

LONDONDERRY SCHOOL BOARD

Adopted: April 17, 2018

1st Reading to Amend: August 6, 2024

2nd Reading to Amend: September 3, 2024

3rd Reading to Amend: October 8, 2024

HIGH SCHOOL CREDIT FOR 7TH/8TH GRADE COURSEWORK

Any courses eligible for 7th and 8th grade students to earn high school credit should be agreed upon between the leadership of both the middle school, high school, and the Superintendent's office prior to the yearly presentation of the Middle School Program of Studies.

To be eligible to earn high school credit towards graduation, the leadership of the middle school and high school, in coordination with the Superintendent's office, will determine the level of competency needed to achieve that credit based on course assessments that are common to that course in both buildings. The middle school and high school will create clear benchmarks to help with student placement in high school so that all students are properly challenged in their high school coursework.

For a student that earns credit in their 7th and/or 8th grade year for high school graduation, they will be granted a "passing" grade only on their high school transcript.

Students in 7th and/or 8th grade, who wish to earn credit for high school through "extended learning opportunities" and/or "virtual/online" classes, must first ensure those classes follow the requirements outlined in School Board Policy INAA Extended Learning Opportunities Virtual/Online Education.

Any student that transfers from out of district will be subject to a standard review by the Londonderry High School Guidance Department to determine if they are eligible to be awarded credit for their prior coursework, including advanced courses they took while in middle school.

Legal References:

Ed 306.26(f), Granting High School Credit for 7th/8th Grade Coursework (until July 1, 2017)

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

LONDONDERRY SCHOOL BOARD

Adopted: April 17, 2018

1st Reading to Rescind: August 6, 2024

2nd Reading to Rescind: September 3, 2024

3rd Reading to Rescind: October 8, 2024

STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities shall be published annually in the applicable student handbook and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to Board Policies JIC and JICD.

NH Statutes

RSA 189:15

Description

[Regulations](#)

NH Dept of Ed Regulation

NH Code of Admin. Rules, Sect. Ed 317.04(b)

NH Code of Admin., Sect. Ed 306.04(a)(3)

NH Code of Admin., Sect. Ed 306.04(f)

Description

[Disciplinary Procedures](#)

[Student Discipline](#)

[Student Discipline](#)

LONDONDERRY SCHOOL BOARD

1ST Reading to Adopt: August 6, 2024

2nd Reading to Adopt: September 3, 2024

3rd Reading to Adopt: October 8, 2024

Adopt

SUICIDE PREVENTION AND RESPONSE PLAN

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state, and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. The District shall maintain a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols, and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. **Specific Requirements for Plan Terms:** The District Suicide Prevention Plan shall include terms relating to:
 - a. Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b. Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c. Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d. Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention, and resources available within the school and community;
 - e. Confidentiality considerations;
 - f. Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g. Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h. Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i. Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;

- j. Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, "postvention" strategies, memorial parameters, etc.).
2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons

1. District Suicide Prevention Coordinator. The Superintendent shall appoint the Director of School Counseling as the District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a. developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b. annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District's website;
 - c. developing - or assisting individual teachers with the development - of age-appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d. developing or assisting in the development of the annual staff training required under section C of this policy;
 - e. Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The Assistant Principal, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

E. Student Identification Cards. The 988 Suicide and Crisis Lifeline shall be labeled on student identification cards for grades 6-12 and read "Suicide and Crisis Lifeline: Call 988". Prior to the start of each school year, the Superintendent shall certify that the contact information for the 988 Suicide and Crisis Lifeline is accurate and up to date. Beginning August 13, 2024, RSA 193-K:1 requires that all new or replacement student identification cards for grades 6-12 shall also include the telephone number for the National Alliance for Eating Disorders – 866-622-1235.

NH Statutes

RSA 193-J

Description

[Suicide Prevention Education](#)

RSA 193-J:2-a

[Suicide Prevention; Public School Identification Cards](#)

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: September 3, 2024

2nd Reading to Adopt: October 8, 2024



Londonderry School District
Kimberly Carpinone
Director of Student Services

Memo

To: Dan Black
From: Kimberly Carpinone
Date: October 8, 2024
Re: Student Policies

JH – District-Wide Truancy – 3rd Reading to adopt – taking our current JED Truancy policy and recoding to JH to align with School Board Association coding.

JED – District-Wide Truancy – 3rd Reading to rescind – based on adopting the same language under JH.

JH-R - Attendance– 3rd Reading to adopt taking our current JED-R Truancy policy and recoding to JH-R to align with School Board Association coding.

JED-R - Attendance – 3rd Reading to rescind - based on adopting the same language under Policy JH -R.

KB – Title 1 Family and Community Engagement – 1st Reading to Adopt – this is a required policy under State statute to be compliant with Federal and State Title 1 programs. We have already been following this process, but the policy codifies what we have been doing in practice.

IHBG – Home Education Instruction – 1st Reading to Adopt – This is a required policy outlining the process for families and the responsibility of the district regarding home school students under RSA 193-A:6 and Ed 315.

JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils – 1st Reading to Adopt – This is a required policy outlining the process to ensure equal access provisions related to home educated and other non-enrolled district students' participation in courses and extra-curricular activities as required under RSA 193:1-c. This was recently changed from a recommend policy to required by law.

JEC – Home Education Instruction – 1st Reading to Rescind – This policy is being replaced by IHBG.

JEC-R –Home Education Participation in District Activities - 1st Reading to Rescind -

JHCE/JLCCA – Student Guidelines & Procedures Concerning HIV/Aids - 1st Reading to Rescind – this is an outdated policy that is no longer applicable.

DISTRICT-WIDE STUDENT TRUANCY

The Londonderry School District believes every pupil should attend school regularly. The principal or his/her designee(s) has the authority to excuse students for absences due to personal illness; bereavement; family commitments or personal appointments which cannot be scheduled at another time such as lawyer, physician, court; compliance with the established ordinance for religious instruction or observance. A student who is excused must, however, still fulfill the school's requirements for advancement.

Parents/Guardians, students, school administrators, and teachers all have important responsibilities to ensure that students attend school and are on time.

Students have an obligation to attend school and to be on time for scheduled classes and scheduled activities. A student who has been absent from school on the day of a school activity taking place after school or in the evening is not eligible to take part in the activity unless advance approval of the absence has been given by the school administration.

Parents have the obligation to avoid whenever possible disruptions of the academic year by planning appointments and vacations at times that will not require students to be out of school. The building principal or his/her designee(s) is responsible for truancy issues.

The building principal or his/her designee (s) must submit attendance information to the superintendent's office and must communicate with parents when a student's attendance becomes a concern or as required by policy. School officials and parents/guardians must then work together to come up with a plan to address the child's absences or tardiness.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any reasons listed in JH-R will be considered an unexcused absence. Truancy and continued unexcused absences, including tardiness, will result in disciplinary action under The Disciplinary Code, Londonderry School District Policy JG.

Ten half days of unexcused absence during a school year constitutes habitual truancy. A half day is defined as a student missing more than three hours of instructional time.

The principal, his or her designee(s), or the truant officer at each school is hereby designated as the district employee responsible for overseeing truancy issues.

Intervention Process

If a student has five days or ten half days of unexcused absences in the school year, the building principal or his/her designee(s) shall notify in writing parents/guardians. In accordance with New Hampshire law, the building principal or his/her designee(s) shall enclose copies of RSA 193:1, this policy, and the student's attendance record.

If truancy continues beyond ten days, the building principal or his/her designee(s) shall schedule a meeting with the parent/guardian, truant officer, and appropriate school personnel. The purpose of the meeting shall be to develop a plan to address the truancy. At the meeting, the building principal or his/her designee(s) and the truant officer shall inform the parents/guardians that additional unexcused absences may result in a report to the Division of Children Youth and Families (DCYF) and/or the filing of the appropriate action under RSA 169-D: 2, III (a) in the local district court.

If a student fails to comply with the plan and has either 20 full days or 40 half-days of unexcused absences, the building principal or his/her designee(s) and the truant officer shall consult with the Superintendent to determine whether DCYF should be notified and/or court action filed

Legal References:

RSA 189:34, Appointment

RSA 193:1, Duty of parent; Compulsory Attendance by Pupil

RSA 193:8, Notice Requirements

RSA 193:16, Bylaws as to Nonattendance

RSA 189:35-a, Truancy Defined RSA 193:7, Penalty

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: August 6, 2024

2nd Reading to Adopt: September 3, 2024

3rd Reading to Adopt: October 8, 2024

DISTRICT-WIDE STUDENT TRUANCY

The Londonderry School District believes every pupil should attend school regularly. The principal or his/her designee(s) has the authority to excuse students for absences due to personal illness; bereavement; family commitments or personal appointments which cannot be scheduled at another time such as lawyer, physician, court; compliance with the established ordinance for religious instruction or observance. A student who is excused must, however, still fulfill the school's requirements for advancement.

Parents/Guardians, students, school administrators, and teachers all have important responsibilities to ensure that students attend school and are on time.

Students have an obligation to attend school and to be on time for scheduled classes and scheduled activities. A student who has been absent from school on the day of a school activity taking place after school or in the evening is not eligible to take part in the activity unless advance approval of the absence has been given by the school administration.

Parents have the obligation to avoid whenever possible disruptions of the academic year by planning appointments and vacations at times that will not require students to be out of school. The building principal or his/her designee(s) is responsible for truancy issues.

The building principal or his/her designee (s) must submit attendance information to the superintendent's office and must communicate with parents when a student's attendance becomes a concern or as required by policy. School officials and parents/guardians must then work together to come up with a plan to address the child's absences or tardiness.

Truancy

Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any reasons listed in JED-R will be considered an unexcused absence. Truancy and continued unexcused absences, including tardiness, will result in disciplinary action under The Disciplinary Code, Londonderry School District Policy JG.

Ten half days of unexcused absence during a school year constitutes habitual truancy. A half day is defined as a student missing more than three hours of instructional time.

The principal, his or her designee(s), or the truant officer at each school is hereby designated as the district employee responsible for overseeing truancy issues.

Intervention Process

If a student has five days or ten half days of unexcused absences in the school year, the building principal or his/her designee(s) shall notify in writing parents/guardians. In accordance with New Hampshire law, the building principal or his/her designee(s) shall enclose copies of RSA 193:1, this policy, and the student's attendance record.

If truancy continues beyond ten days, the building principal or his/her designee(s) shall schedule a meeting with the parent/guardian, truant officer, and appropriate school personnel. The purpose of the meeting shall be to develop a plan to address the truancy. At the meeting, the building principal or his/her designee(s) and the truant officer shall inform the parents/guardians that additional unexcused absences may result in a report to the Division of Children Youth and Families (DCYF) and/or the filing of the appropriate action under RSA 169-D: 2, III (a) in the local district court.

If a student fails to comply with the plan and has either 20 full days or 40 half-days of unexcused absences, the building principal or his/her designee(s) and the truant officer shall consult with the Superintendent to determine whether DCYF should be notified and/or court action filed

Legal References:

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RSA 189:35-a, Truancy Defined RSA 193:7, Penalty

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

LONDONDERRY SCHOOL BOARD

Adopted: April 25, 1978

Amended: September 18, 1978

Amended: March 5, 1979

Amended: May 20, 1985

Amended: March 15, 2011

Amended: January 24, 2023

1st Reading to Rescind: August 6, 2024

2nd Reading to Rescind: September 3, 2024

3rd Reading to Rescind: October 8, 2024

ATTENDANCE POLICY

Attendance in school is an essential part of the learning process. Students need to be present to participate in the classroom curriculum and work towards our district-wide competencies of our Portrait of a Graduate. When they are absent, there is an academic consequence. We urge all students and parents to strive for excellent attendance, as that will ensure maximum scholastic performance.

The following absences will be defined as excused in regard to the attendance policy:

Reason	Required Documentation
a. Court appointments	Court Documentation
b. Religious holidays	Parent communication: electronic, written, or by phone
c. Bereavement	Parent communication: electronic, written, or by phone
d. School sponsored activity	Coach/Teacher will provide rosters
e. Senior college visits (max. 5/yr.)	College Note - electronic or written
f. Doctor's appointment	Doctor's Note - electronic or written
g. Illness	Parent communication: electronic, written, or by phone
h. Chronic health condition*	Doctor's documentation

*A chronic health condition refers to a medical condition that has been documented by a physician, verified by the school, and is on file in the student's medical folder in the nurse's office. Documentation should explain the impact on attendance.

Planned Extended Absences: Parents are urged to plan family trips during school vacations so as not to interfere with education. Vacation absences will be charged against the student's record as an unexcused absence for the purpose of the attendance policy. If a planned extended absence is unavoidable, make-up work will be given to students **either** before or after the absence based on what the teacher deems as most beneficial for the student.

Make-up Work: All make-up work, including tests, must be completed within one week after a student's return to school unless an alternative plan is approved by the teacher.

Attendance Failures at Londonderry High School:

Once a student exceeds 10 unexcused absences for the semester, they will "attendance fail." The house offices will send out an attendance update. Missing more than half of a class, approximately 24 minutes, will count as an absence for that class.

Appeals at Londonderry High School: *Any student who has exceeded the ten-day unexcused absence limit and who are present in school and are not excused from class or been truant may file an appeal requesting a review of his/her attendance. If a student's absences include being present in school and are not excused from class-truancy or excessive tardiness, the appeal will automatically be denied.*

Legal References:

RSA 189:34, Appointment

RSA 193:1, Duty of parent; Compulsory Attendance by Pupil

RSA 193:8, Notice Requirements

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LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: August 6, 2024

2nd Reading to Adopt: September 3, 2024

3rd Reading to Adopt: October 8, 2024

ATTENDANCE POLICY

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NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism

LONDONDERRY SCHOOL BOARD

Adopted: September 5, 2000

Amended: March 15, 2011

Amended: January 24, 2023

1st Reading to Rescind: August 6, 2024

2nd Reading to Rescind: September 3, 2024

3rd Reading to Rescind: October 8, 2024

TITLE 1 FAMILY AND COMMUNITY ENGAGEMENT

The School Board endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school, and community involved in supporting the child's development and education.

Pursuant to federal law, the District will develop jointly with, and agree on with, and distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

1. Honor and recognize families' funds of knowledge,
2. Connect family engagement to student learning,
3. Create welcoming, inviting cultures, and
4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meeting will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or school board. These meetings will be used to:

1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.

5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

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20 U.S.C. §6318

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[Title I - Parental Involvement](#)

LONDONDERRY SCHOOL BOARD
1ST Reading to Adopt: October 8, 2024

HOME EDUCATION INSTRUCTION

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 (Ed 315). Parents or guardians may establish a home education program for any child, including one who is a "child with a disability" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District. When and how parents/guardians determine to commence a home education program, and other choices the parents/guardians make, determine whether and the extent to which the District will have responsibilities relative to the home educated child(ren).

This policy is intended to help District personnel and home education families within the District understand those responsibilities based upon the family's choices. Nothing in this policy, however, should be understood to infringe upon the parent's/guardian's right under the applicable statutes or Department of Education rules.

A. Parent/Guardian Selection of a Participating Agency

1. Selection of a Participating Agency. One of the most significant decisions the parents/guardians make relative to a home education program is the selection of a "participating agency" for home education program notification and support. This decision will also largely govern the District's obligations during the home education program.

The parent/guardian decides which participating agency to select, from the following:

- a. The Commissioner of the Department of Education;
- b. The resident district Superintendent ("District"); or
- c. The head of a nonpublic school.

The selected participating agency shall work with the parents/guardians upon request to meet the essential requirements of a home education program as set out in RSA 193-A:4, I.

2. Changing Participating Agency. At any time, the parents/guardians may select a different, valid, participating agency. To do so, the parents/guardians must provide notice to the new participating agency in the same manner as outlined in Section B.2, below.
3. District Obligations Relative to Selection of Participating Agency. If the selected participating agency is the resident district Superintendent, the District shall provide evaluation services as discussed in Section C, below. If the resident district Superintendent is not selected as the participating agency, the District may, but is not obligated to, provide evaluation services. However, the District shall, "work with parents

upon request to meet the requirements of [RSA 193-A:4]. (See RSA 193-A:4, II, emphasis added.)

B. Notices for Commencement of Home Education Program

1. Notice For Students Withdrawing from District. State school attendance laws apply to each student unless and until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed Rule 315.05 (b) requires that on or before the date home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone, email or other writing, at the parent/guardian's election.

2. Written Notice of Program Required. In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed 315 both require that the parent/guardian provide written notice within 5 days of the commencement of a home education program to the selected participating agency.

The only information required in this written notice of commencement is listed in RSA 193-A:5, II: the names, addresses, and birth dates of all children who are participating in the home education program. The parents/guardians shall also provide contact information and update the notification information as necessary. If selected by the parents/guardians as the participating agency, the Superintendent of the resident district shall acknowledge receipt of the notification of commencement of home education within 14 days of receiving such notification, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.

3. No Annual Notice Required. Once established, the home education program remains in effect unless terminated pursuant Ed 315.06. The parent/guardian is not required to provide annual notification of continuation of a home education program.

C. Evaluation & Assessment

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed 315.08 provide several options for parents/guardians to meet the statutory evaluation requirements, and the parents/guardians are free to select their preferred method.

1. Evaluation with Assistance from the District. If the District is selected as the participating agency, the District must provide evaluation services upon request of the parent/guardian. If the District is not selected as the participating agency, the District may aid in evaluation, but is not required to do so.

Parents/guardians seeking to utilize evaluation services through the District should contact the Superintendent's office as soon as practicable to ensure adequate time to prepare any necessary materials and accommodations.

While the parent/guardian may select any evaluation method outlined in RSA 193-A:6, II, as well as any other method agreed to by the parent/guardian and the participating agency, two methods merit further note:

- a. State or Local Assessment Provided by the District. If the evaluation method is a state or local assessment provided by the District, the parent/guardian must notify the Superintendent in writing as soon as practicable to provide the District adequate time to prepare and obtain the testing materials and prepare any necessary accommodations. Under this election, the District will not charge a fee for providing or administering the test. Reasonable academic proficiency is deemed demonstrated if the composite results place the child at or above the fortieth percentile.
 - b. Portfolio Review. If the District is the selected participating agency, the parent/guardian may request the District to perform a portfolio review, for which the District may charge a fee.
 - c. Other "Valid Measurement Tool". When the Superintendent is the participating agency, the parent/guardian and Superintendent may mutually agree upon any other valid measurement tool(s). A non-exclusive list of examples may be found in Ed 315.08(e).
2. Evaluation Independent of the District. As outlined in RSA 193-A:6, II, the parent/guardian may collaborate with the participating agency to find a mutually agreed upon method of evaluation as described in Ed 315.08(d) - (f).

D. Reports and Records

1. Parent/Guardian Requirements. RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio, which at all times remains the property of the parent, shall be preserved by the parent for 2 years from the date of the ending of the instruction.

Parents/guardians need only provide the evaluation results/portfolio to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III, and Ed 315.07(b). See also Board policy.

2. District Requirements.
 - a. District as Participating Agency. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom the

Superintendent was selected as a participating agency since the previous year's report.

The District should maintain record of a student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district. The District should maintain a record of its status as the participating agency for as long as it holds that status. While the parent/guardian keeps any portfolios and assessments conducted outside the District, the District should maintain record of any involvement it has in assessments as it would for any other student.

- b. District Not as Participating Agency. The District should maintain record of the student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district.

E. Re-enrollment into School District & Notice of Termination of Home Education Program

Parents deciding to re-enroll their children into the School District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with section B of Board policy JJJ governing home education and other non-enrolled district student program placements, and are subject to the same appeal process.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home education level of achievement and the scope and sequence of the District's curriculum.

Also, in the event that a parent/guardian terminates a home education program, the parent/guardian is required under RSA 193-A:5, III to provide written notice within 15 days of the termination to either the N.H. Commissioner of Education, the resident district superintendent, or the non-public school principal.

F. Graduation/Diplomas

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the state to be eligible for a certificate or diploma.

G. Participation in School Curricular and Co/Extra-curricular Activities

Information regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-curricular programs is found in Board policy JJJ.

NH Statutes

RSA 193-A

RSA 193:1

RSA 193:1-a

RSA 193:1-c

Description

[Home Education](#)

[Duty of Parent; Compulsory Attendance by Pupil](#)

[Dual Enrollment](#)

[Access to Public School Programs by Nonpublic or Home Educated Pupils](#)

NH Dept of Ed Regulation

NH Dept of Ed Rules, Section Ed 315

Description

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

LONDONDERRY SCHOOL BOARD

1st Reading to Adopt: October 8, 2024

ACCESS TO PUBLIC SCHOOL PROGRAMS BY NON-PUBLIC, CHARTER SCHOOL, AND HOME EDUCATED STUDENTS

All students residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. Equal Access to District Courses and Programs

Non-enrolled district students will have the same access as do enrolled students to the District's courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District's courses or programs that are more restrictive than those governing the District's enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District's students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined in this Board policy.

B. Participation in Curricular Courses

In order to participate in the District's curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal consistent with Board procedures. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district. The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as s/he would for assigning to classes or grade levels and for students transferring from other schools.

In making the determination, the Principal should consider home education evaluation materials

(see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Student Services Director.

C. Use of School Texts and Library Materials

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district; and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity.

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the Superintendent's decision shall be final. Step 5 shall not apply.

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.
2. Within five (5) school days the Principal will convene a meeting with him/herself, the student and/or parents, the coach/advisor, and a teacher(s).
3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.
4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of his/her decision in writing via email. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.
5. The student/parent/guardian may within 3 days of the Principal's email of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

F. Administrative Regulations or Procedures

The Superintendent or designee may adopt such administrative regulations or procedures as s/he deems appropriate in order to implement this policy.

NH Statutes
RSA 193-A:6

RSA 193:1-c

Description

(Home Education), Records; Evaluation

Access to Public School Programs by Nonpublic or Home
Educated Pupils

LONDONDERRY SCHOOL BOARD
1ST Reading to Adopt: October 8, 2024

HOME EDUCATION INSTRUCTION

Parents who are residents of the District wishing to home educate their child(ren) shall conform to all applicable state laws and rules of the State Board of Education regarding home education. Pupils with home education programs may have access to course and co-curricular programs offered by the school district in which the pupil resides. The local School Board may adopt a policy regulating participation in co-curricular courses and co-curricular programs, provides that such policy shall not be more restrictive for home educated pupils than the policy governing the school district's resident pupils.

Statutory & Regulatory References:

RSA 193:1-a

Ed. 315.01 – 315.19

LONDONDERRY SCHOOL BOARD

Adopted: May 9, 1995

Amended: November 19, 2002

Amended: August 25, 2015

1st Reading to Rescind: October 8, 2024

HOME EDUCATION PARTICIPATION IN DISTRICT ACTIVITIES

1. DEFINITIONS

- A. "Home schooler" shall mean a "child as defined in RSA 193-A who is a resident of Londonderry and who is a participant in a bona fide home education program pursuant to RSA 193-A. However, this regulation may, in the discretion of the Superintendent or designee, apply to students who are over sixteen years of age.
- B. "Parent" shall mean the parent, guardian, or person having legal custody of a child.
- C. "Applicable school" shall mean the Londonderry School which the home schooler would be attending but for his or her participation in a home education program.
- D. "Applicable principal" shall mean the principal of the applicable school or his/her designee.
- E. "Educational program" shall mean a course, class, co-curricular activity, field trip, use of the information center, or other program or resource offered by or sponsored by the Londonderry School District.
- F. "The District" shall mean the Londonderry School District.
- G. "Town" shall mean the town of Londonderry where a home schooler resides.
- H. "Board" shall mean the School Board for the town of Londonderry.
- I. "Superintendent" shall mean the Superintendent of SAU 12 or designee.
- J. "Interscholastic activities" shall mean the competitive athletic teams organized at Londonderry Middle School and/or Londonderry High School under the auspices of the New Hampshire Interscholastic Athletic Association and shall also be deemed to include the school sponsored clubs and other competitive activities which have games or contest with other schools not within the Londonderry School District.

2. REQUEST FOR PARTICIPATION

- A. All requests by a home schooler to participate in an educational program or interscholastic activities shall be made in writing by the parent to the Superintendent of Schools.
- B. After counseling with the Principal of the applicable school (who shall consult with appropriate staff), the Superintendent (or designee) shall grant or deny the request in writing, based upon the following criteria:
 - i. Whether granting the request would involve any expenses (other than normal expenses) to the Londonderry School District.
 - ii. Whether granting the request would require a substantial administrative or staff burden.
 - iii. Whether granting the request is administratively and academically feasible.
 - iv. Availability of space in an educational program.
 - v. Whether there are any scheduling difficulties with the request.
 - vi. Whether the parent and home schooler agree to comply with the rules and regulations of the Londonderry School District, including those rules and regulations included herein.
 - vii. Whether or not the request for participation is academically appropriate for the home schooler as well as for other students who will also be participating in the educational activity.
 - viii. Whether the home schooler would require special services of any type.

- ix. Whether the request for participation is so extensive that the home schooler should be enrolled as a full time student in the District.
 - x. The timeliness of the request.
 - xi. Whether any other factor exists why the request should be granted or denied.
- C. The parent may appeal the decision of the Superintendent or designee, in writing, within ten days of the date of the Superintendent's decision. The Board shall, at its next regularly scheduled meeting, hear the appeal. In addition to relevant documentary materials, the only evidence permitted before the Board shall be the oral or written testimony of the parent and/or, if appropriate, the home schooler plus the oral or written testimony of the applicable Principal, or his/her designee and the Superintendent. The decision of the Londonderry School Board shall be final.

3. WAIVERS, PERMISSION, NOTICE AND RESPONSIBILITY

- A. All home schoolers participating in an educational program or interscholastic activities must follow all applicable rules, policies and procedures, specifically including requirements of immunization. During his or her period of participation in school activities, each home schooler shall abide by all rules of the school as the rules pertain to all students; and the parents of the home schooler shall execute standard waivers and permissions and shall be subject to the rules, regulations and notices as are in effect for all children and parents.
- B. The Londonderry School District shall cause, at the request of a parent, the parent to be placed on the mailing list for any applicable school to receive such notices as are ordinarily distributed either by the mail or through students.
- C. The Londonderry School District shall not be responsible for providing transportation for any home schooler unless such can be done at no additional cost to the Londonderry School District and without undue administrative burden to the Londonderry School District.
- D. The Londonderry School District shall not be responsible to investigate or to notify the parent in the event that a home schooler does not attend an educational program. It is the responsibility of the parents of the home schooler to assure the attendance of the home schooler at an educational program. The Londonderry School District is not responsible for the consequences, direct or indirect, of any home schooler's failure to attend or participate in an educational program.

4. DISCIPLINE AND TERMINATION

- A. Home schoolers participating in educational programs shall be subject to the same standards and code of conduct as any other participant in programs of the Londonderry School District.
- B. The Londonderry School District reserves the right to terminate the participation of a home schooler in educational programs at any time for the reasons set forth below. An appeal by a parent under this paragraph shall be handled in the same fashion as an original request for participation. As in that matter, the decision of the Londonderry School Board shall be final.
 - i. Failure of the home schooler to abide by all applicable rules and regulations, including all rules of student conduct.

- ii. Failure of the home schooler to participate in scheduled activities, or violation of the District's attendance policy (JED, JED-R).
- iii. If an unforeseen significant expense occurs or comes to light related to the home schooler's participation.
- iv. Failure of the home schooler to progress academically or to put forth reasonable effort in an academic program.
- v. Failure of a home schooler or parent to abide by the procedures set forth herein.
- vi. If the participation of a home schooler has significant detrimental impact on, or is disruptive to, other students.
- vii. Such other reason deemed sufficient by the Superintendent as occurs in the course of the home schooler's participation.

5. DIPLOMAS AND RELATED MATTERS

A. The Londonderry School District shall not issue a diploma, certificate of graduation or similar document for any home schooler unless the home schooler has complied with the following:

- i. The parent/guardian will meet with the Londonderry High School Principal prior to April 1st of the year preceding the student's freshman (grade 9) year. At this time the parent/guardian and the Principal or his/her designee will review the requirements for graduation from Londonderry High School.
- ii. The parent/guardian shall prepare a home education plan for grades nine (9) and ten (10) including evaluation procedures which meets or exceeds the Londonderry High School graduation requirements. The proposed plan will be submitted to the SAU #12 Home School Liaison with a copy to the Principal of the Londonderry High School prior to June 1st of the year preceding the student's freshman (grade 9) year.
- iii. The parent/guardian will also meet with the Londonderry High School Principal or designee prior to June 1st of the year preceding the student's sophomore (grade 10) year. At this meeting the parent/guardian and the Principal or designee will review progress towards satisfactory completion of the home program.
- iv. By age sixteen (16) or at the completion of the student's sophomore (grade 10) year, and before April 1st, the parent/guardian will meet with the Principal, or designee. This meeting is for the purpose of selecting and/or specifying the desired course of study to be followed at Londonderry High School. The parent/guardian will also enroll their child for the Junior (grade 11) and Senior (grade 12) years of schooling at this meeting.
- v. It is understood that the enrolled student must comply with all State of New Hampshire laws, all Londonderry School District policies and all rules and regulations of Londonderry High School.
- vi. It is further understood that the enrolled student will complete the course of study as specified in step #4 above with passing grades.

B. Only students who are enrolled for four or more classes shall be eligible to be listed on the Honor Roll. Only full-time students shall be eligible for the National Honor Society. A home schooler shall be eligible for a scholarship or academic award based only on academic or other work done within a Londonderry School District program.

6. SPECIAL RULES FOR PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES.

The following rules shall apply to a home schooler's request to participate in an interscholastic activity:

- A. A home schooler requesting to participate in an interscholastic activity shall be subject to the same standards of eligibility as a student in the Londonderry School System who wishes to participate, including health requirements, the requirements of physical examinations, and standards of ability as set by the applicable coach or other Londonderry School District agent or official.
- B. A home schooler shall be permitted to participate in any interscholastic activity held on a school day, including practice or training, only if his or her parent executes a written statement on the day of each such event indicating that the home schooler has participated in home schooling educational activities for at least four hours on the day of the event. The appropriate coach or other official shall not permit a student to participate unless this requirement is met.
- C. A home schooler shall be permitted to participate in an interscholastic activity only after the Superintendent or designee is provided with sufficient proof that the home schooler has been and continues to make appropriate achievement in the home educational program. The Superintendent or designee shall determine and be the sole judge of what constitutes reasonable and acceptable proof of academic progress.

7. SPECIFIC MATTERS

- A. Request for participation in specific academic programs shall generally be granted unless there is no regularly scheduled time for that activity.
- B. The Superintendent or designee may request an appropriate academic assessment of the home schooler, at the parents' expense, prior to granting or denying the request. Placement within any academic program shall be determined by the Superintendent or designee, in his/her sole discretion. (For example, a student would ordinarily not be allowed to participate in French III until it is established that he/she has demonstrated sufficient proficiency in the French language to do so.)
- C. The decision of a coach or other official as to whether or not a home schooler is entitled to participate in an interscholastic activity based upon ability or any other factor that the coach or other official deems appropriate shall be final and not subject to appeal.
- D. Requests for counseling, psychological services, guidance services, and the like shall generally be denied unless such request pertains to advice on post-secondary educational options.
- E. Requests for physical therapy, occupational therapy, speech therapy and other special services shall be denied.
- F. Requests to participate in interscholastic activities and/or intramural sports and games, and/or other co-curricular activities shall generally be granted. In activities where the number of interested students is greater than available positions, home schooled students shall be eligible to try out for a position.

- G. Requests for participation in activities which are purely social, such as school dances, will be determined in accordance with the school's guest policies or practices.

LONDONDERRY SCHOOL BOARD

Adopted: May 9, 1995

Amended: November 19, 2002

1st Reading to Rescind: October 8, 2024

STUDENT GUIDELINES AND PROCEDURES CONCERNING HIV/AIDS
(Human Immunodeficiency Virus - Acquired Immune Deficiency Syndrome)

I. Student Guidelines and Procedures

All children under 21 years of age have a statutory right to a free, suitable program of public education in accordance with RSA 193:1 and RSA 189:1-a.

All children diagnosed as having AIDS or with clinical evidence of infection with the AIDS-associated virus (HIV) and receiving medical attention are able to attend regular classes.

However:

1. Children diagnosed as having AIDS or with clinical evidence of infection with AIDS-associated virus (HIV), who are too ill to attend school, should have an appropriate alternative education plan.
2. Siblings of children diagnosed as having AIDS or with clinical evidence of infection with the AIDS-associated virus (HIV) may attend school without any restrictions.
3. If a child has cutaneous (skin) eruptions or weeping lesions that cannot be covered, he/she shall not attend school.
4. If the child exhibits inappropriate behavior which increases the likelihood of transmission or demonstrates irresponsible behavior which might pose a risk of transmission he/she should not be in school. The student shall be removed from school by the Superintendent of Schools. Such a decision will take into account the potential risks to the other students in that class and in that school, as well as the rights of the individual.
5. A child diagnosed as having AIDS or with clinical evidence of infection with the AIDS-associated virus (HIV) has a somewhat greater risk of acquiring infections in the school setting (and may be temporarily excluded from school for his/her own protection) when there is an outbreak of a threatening communicable disease such as chicken pox or measles, until the outbreak is no longer a threat to the child.

II. Confidentiality:

The school shall respect the right of privacy. A student's health condition is personal and confidential. Thus, special precautions should be taken to protect such information regarding a student's health condition in order to prevent instances of disclosure that may invade the personal privacy of the student. Only those (staff members) with a clear need to know should be informed of a student's health condition. Further disclosure on the part of the Superintendent of Schools, School Nurse or Principal to other personnel requires the specific, informed, written consent of the student or student's parent(s)/guardian(s). Staff with a direct need to know of student's health will be provided with information and training concerning precautions as may be necessary.

In addition, the student or the student's parent(s)/guardian(s) (with the student's permission, when appropriate) are the gatekeepers of information relating to the student's HIV status. They

are not legally obligated to disclose this information to school personnel. In consultation with the student's personal attending physician, the student or student's parent(s)/guardian(s) may decide that certain school staff members (such as Superintendent of 2 Schools/School Nurse/School Principal) should be informed of the HIV status.

Disclosure to these individuals may be made directly by the student or student's parent(s)/guardian(s), with student's permission when appropriate. The student's personal attending physician may make this disclosure, but in this case only with specific, informed, written consent of the student or student's parents)/guardian(s).

Legal References:

RSA 189:1-a

RSA 193:1

American Disability Act of 1990 (ADA)

Section 504 of the Rehabilitation Act of 1973

Individuals with Disabilities Education Act (IDEA)

Civil Rights Act of 1991

Family Educational Rights and Privacy Act (FERPA)

LONDONDERRY SCHOOL BOARD

Adopted: October 20, 1992

Amended: August 25, 2015

1st Reading to Rescind: October 8, 2024

EQUIVALENCE IN INSTRUCTIONAL STAFF AND MATERIALS

A. General Policy.

The Board directs that all schools within the District are, to the greatest extent possible, equivalent in teaching, administrative, and other staff, and in provision of curricular materials and instructional supplies so that programs and services throughout the schools of the District are substantially comparable.

In reaching this equivalency status, the Board recognizes that individual teacher salary differentials due to salary schedule, experience and longevity factors will not be included in the determination of staff equivalency. Further, the District recognizes that unpredictable changes in student enrollment and personnel assignments that occur after the beginning of the school year in determining comparability of services under this policy will not be included in an analysis of equivalency.

To promote this purpose, and to comply with applicable federal law, the Superintendent, to the maximum extent possible, shall ensure the District complies with the following:

1. Maintenance of effort. To the maximum extent possible, the District shall maintain its programs and expenditures in a consistent manner from year to year, unless changes to District funding or attendance make such allocations unfeasible.
2. Federal funds to supplement, not supplant, non-Federal funds. The District may use federal funds only to supplement the funds that would, in the absence of such federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. To demonstrate compliance with this requirement, the District shall maintain adequate accounting records to demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that all schools receive all of the State and local funds it would otherwise receive if it were not receiving federal funds
3. Comparability of services. Except as provided in paragraph captioned "Compliance," below, the District shall ensure that State and local funds will be used in schools receiving federal funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving federal funds. If the District is serving all of its schools with federal funds, it must ensure that State and local funds are used to provide services that, taken as a whole, are substantially comparable in each school.

B. Written assurances. The District shall provide the New Hampshire Department of Education (NHED) written assurances that the District has established and implemented:

1. A District-wide salary schedule;
2. A policy to ensure equivalence among schools in teachers, administrators, and other staff; and

3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

C. **Procedures and records.** The Superintendent or the Superintendent's designee:

1. May adopt such written procedures as may be necessary to fully implement this policy and comply with the assurances provided to NHED;
2. Maintain records that are updated biennially documenting compliance with this Policy.

D. **Compliance.** For the purpose of determining compliance with the requirement to supplement and not supplant state funds with federal funds, the District is permitted to exclude State and local funds expended for:

1. Language instruction educational programs; and
2. The excess costs of providing services to children with disabilities as determined by the Superintendent or the Superintendent's designee.

E. **Exclusion of funds.** For the purpose of complying with the requirements of comparable services, the District may exclude receipt of supplemental State or local funds expended in any school for programs that meet the intent and purpose of 20 USC § 6321.

Legal References:

Federal Statutes
20 U.S.C. § 6321

Description

[Fiscal Requirements \(as amended by Every Student Succeeds Act of 2015\)](#)

LONDONDERRY SCHOOL BOARD
1ST Reading to Adopt: September 3, 2024
2nd Reading to Adopt: October 8, 2024



Londonderry School District
Krystle Connell,
Dining Service Director

Memo

To: Londonderry School Board
From: Krystle Connell
Date: September 17, 2024
Re: Policy ACF

AFC – Food and Nutrition Services: Anti-Discrimination and Civil Rights Complaints

1st Reading to Adopt -The following required policy has been reviewed and recommended for adoption into the Londonderry school district's policies and procedures. The Londonderry Food Service Department has training on this policy yearly in accordance with USDA regulations.

FOOD AND NUTRITION SERVICES: ANTI-DISCRIMINATION AND CIVIL RIGHTS COMPLAINTS

A. USDA Non-Discrimination Statement (copied to Policy AC)

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. (*See note at end of this Section A.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Form AD-3027 (linked tested 2024/5/9), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. Fax:
(833) 256-1665 or (202) 690-7442; or
3. Email:
Program.Intake@usda.gov

*NOTE: the above listed classes are those for which protections are extended under USDA regulations. Although the USDA only receives complaints relative to claims of discrimination based upon those classes, additional state and federal laws, as well as Board policy AC extend protections against discrimination to additional classes of persons. See policy AC for further information regarding those additional classes and related grievance procedures.

B. Additional Discrimination Complaint Information

1. Any person or representative alleging discrimination based on a prohibited basis relative to any of the District's food service programs has the right to file a complaint within 180 days of the alleged discriminatory action.

2. District staff who receive a complaint alleging illegal discrimination in the district's nutrition program will forward the complaint to the District's Human Rights (or Non-Discrimination) Officer immediately, who shall note whether the allegation was made verbally or in person and will transcribe the complaint if it is not provided in writing. As required by the USDA, the District's Human Rights (or Non-Discrimination) Officer will forward the complaint to the USDA Office of the Assistant Secretary for Civil Rights immediately and will not first attempt to resolve the complaint prior to contacting the USDA.

C. Notice of Non-Discrimination Statement and Program Rights

The Superintendent shall ensure that all materials and resources that are used to inform the public about any USDA supported Food and Nutrition Service (FNS) program include the complete, most current USDA non-discrimination statement in its exact wording. The statement may be accessed at: [USDA Non-discrimination Statement \(Other Programs\)](#) (link tested 2024/5/9).

At a minimum, the full USDA non-discrimination statement must be included on the following materials related to USDA programs:

- > FNS Application Form(s)
- > Notification of Eligibility or Ineligibility
- > Expiration of Certification Notification
- > Discontinuance Notification
- > Program (Home) Web Page
- > Other Public Information

If the size of the material is too small to include the full USDA Non-Discrimination statement (e.g., newspaper printing of menus), the material must at a minimum include the following statement in print the same size font as the main text: *"This institution is an equal opportunity provider."*

D. Display of "And Justice for All" Poster

The USDA requires that its "And Justice for All" non-discrimination poster is prominently displayed in each location where FNS meals are most frequently provided (e.g., school cafeteria). Each poster must be no smaller than 11" x 17" and placed in a location that enables program participants to read the text regarding civil rights complaints without obstruction.

Londonderry School District 9-30-2024 Enrollment

Moose Hill

Grade								24/25	23/24	DIF
L1	61							61		
L2	75							75		
LEEP Total								136	113	23
K AM	17	17	18	17	18	17		104		
K PM	17	18	18	18	17	17		105		
K Total								209	205	4

Matthew Thornton

1	16	16	16	17	17	17		99	119	
2	25	25	25	24	25			124	103	
3	21	21	21	21	21			105	111	
4	23	22	21	22	22			110	101	
5	20	21	20	20	19			100	82	
MT Total								538	516	22

North School

1	16	16	15	16				63	94	
2	17	19	16	18	17			87	101	
3	21	20	20	20	21			102	103	
4	21	20	21	21	21			104	91	
5	23	24	24	24				95	97	
NS Total								451	486	-35

South School

1	16	16	16	17				65	77	
2	19	20	20	21				80	102	
3	18	20	21	21	19			99	85	
4	22	22	21	20				85	86	
5	22	22	21	18				83	94	
SS Total								412	444	-32

Middle School

6					274			274	331	
7					335			335	306	
8					310			310	312	
MS Total								919	949	-30

High School

9						315		315	293	
10						288		288	353	
11						337		337	321	
12						326		326	323	

LHS Total								1266	1290	-24
SPED OOD								23	19	4
Total w/OOD								3954	4022	-68
Home Education								107	123	-16
Adult ED								71	74	-3

	23/24	24/25	Difference	%
September	4022	3954	-68	-1.7%
October	4015			
November	4023			
December	4025			
January	4022			
February	4018			
March	4017			
April	4020			
May				



Londonderry School District Daniel Black, Superintendent of Schools

Memo

To: Londonderry School Board
From: Dan Black
Date: October 3rd, 2024
Re: Remaining Agenda Items Before Budget Meetings

There are only a few meetings left before budget season, and the majority of the School Board's time will be taken up by that process. Below is a short list of items that will come up before January that are planned to occur. We could also make more time if there are other agenda items the School Board is interested in.

- General Policy Clean Up. This will continue to happen for the foreseeable future. We estimate we will have reviewed and discussed the backlog of items by March and April of 2025. After that point in time, we will be able to look at a much smaller collection of policy items at a regular pace in School Board meetings.
- Therapy Dogs. At the October 22nd Meeting – our Therapy Dog Policy Group will present to the School Board.
- General Culture and Behavior Update from our Schools. At the October 22nd Meeting – I will share some of what I have learned from analyzing behavior data with each school.
- Finalized Logo and Motto. The Communications Committee discussed the new logo will presenting an updated Motto to the School Board as well in the next couple of meetings at the Oct. 22nd Meeting.
- Field Study. The Field Study will be presented at the Nov. 12th Meeting. Related to some of the outcomes from the Field Study, the Director of Buildings & Grounds wants to bring back the idea of line painter to the School Board as well.
- Fall 2024 Learning Outcomes. The Assistant Superintendent and Curriculum Coordinators will continue their process of sharing our learning outcomes with the School Board and public at the Nov. 12th Meeting.
- Phone Lines Public Hearing. The IT Department is currently submitting an RFP to update the analog phone lines we will be losing functionality in the Winter of 2026. The School Board has already set aside funds to address the problem. We intend to hold a public hearing to grant the contract for the project and withdraw the funds before the new year.
- Usually during the budget season, we will also approve the Program of Studies for LHS & LMS and the 2025-26 School Calendar.