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

The meeting of the Londonderry School Board will be held on Tuesday, April 8, 2025, at 7:00 PM at Londonderry High School, 295 Mammoth Road, Londonderry, NH in the Cafe. The meeting will also be broadcast on local Cable Access Ch. 8 as well as the District's YouTube Channel.

1. Call To Order
2. Pledge of Allegiance
3. Consent Agenda

    3.1 Resignation(s)
Jen Ayotte	Support Staff	South School
Edie Feldmann	Support Staff	Matthew Thornton
Laura Nelson	Support Staff	South School
Alyssa Sawyer	Dining Services	Matthew Thornton
Brianna Schablein	Support Staff	Moose Hill

    3.2 Minutes
    March 25, 2025

    3.3 Meetings
April 22, 2025	Regular Meeting	LHS/Library	7:00 PM
May 6, 2025	Regular Meeting	LHS	7:00 PM
May 20, 2025	Regular Meeting	LHS	7:00 PM

4. Public Comment

5. Committee Reports
    5.1 School Board Liaisons
    5.2 Student Representative

6. Announcements and Presentations

    6.1 Fire Safety Classes at LHS - Katie Sullivan & Tony Maccarone

    6.2 Washington DC trip update - William Van Bennekum

    6.3 LMS Program of Studies 2025-26 - William Van Bennekum & Meaghan Nason

    6.4 2024-25 Special Education LEA Determination Rubric - Dan Black

    6.5 Preliminary NH SAS 11th Grade Science Results - Jason Parent

    6.6 NH DOE May 8th 2025 Conversation with Families of Students with Disabilities

7.   <u>Deliberations</u>

    7.1   LMS Program of Studies 2025-26

    7.2   3rd Reading to Adopt Policy JICJ - Unauthorized Electronic Communication Devices Including Cell Phones

    7.3   3rd Reading to Adopt Policy IKL - Academic Honesty and Integrity

    7.4   1st Reading to Adopt Policy JLDA - Wellness Policy

    7.5   1st Reading to Adopt Policy JICL - Internet Access for Students

    7.6   1st Reading to Adopt Policy JICL-R - Internet Access for Students - Acceptable Internet Use Procedures

    7.7   1st Reading to Adopt Policy GBEF - Internet Access for Staff

    7.8   1st Reading to Adopt Policy GBEF-R - Internet Access for Staff - Acceptable Internet Use Procedures

    7.9   1st Reading to Rescind Policy IIAE - Acceptable Use Policy for Students

    7.10   Updated Liaison List

8.   <u>Superintendent's Report</u>

    8.1   2 - Tiered Bussing for Middle and High School

    8.2   Upcoming Teacher Assistance Plan Committee work with LEA

    8.3   Legislative Updates potentially affecting the School District

9.   <u>Non-Public Session</u>

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

    9.1   Personnel Issue(s)
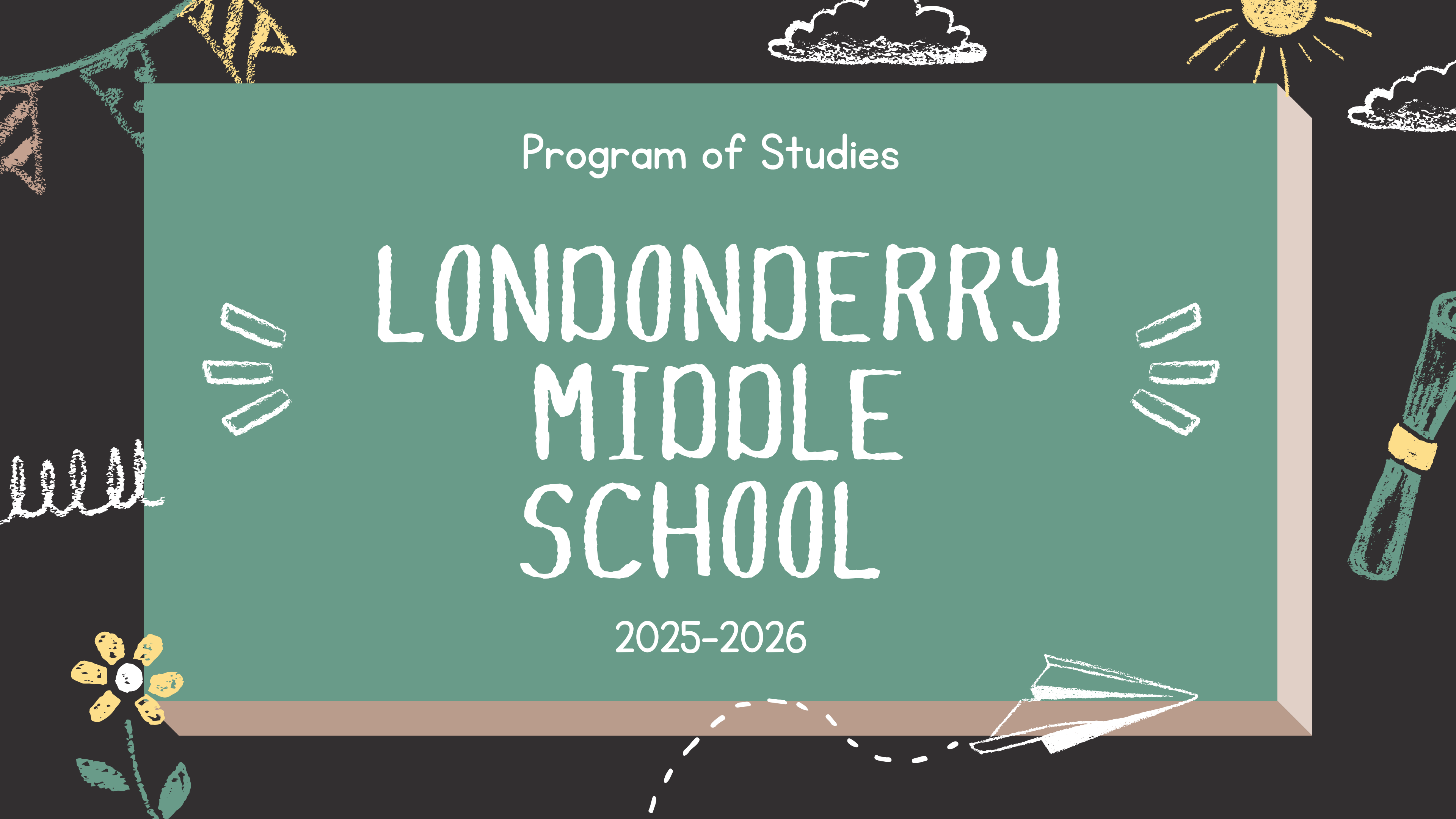
    9.2   Nomination(s)

10.   <u>Adjournment</u>

(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.)

Program of Studies

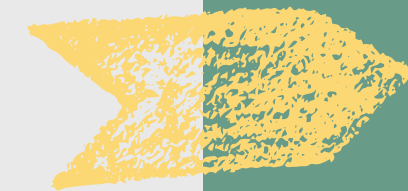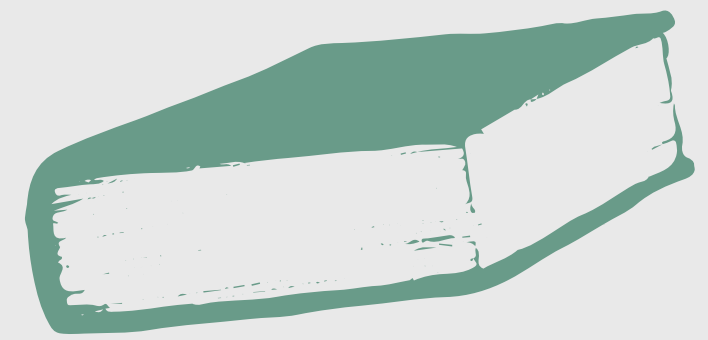# LONDONDERRY MIDDLE SCHOOL

2025-2026

6th Monsoons, Tsunamis & Twisters

7th Cyclones, Hurricanes Typhoons

8th Avalanche, Hailstorm & Heatwaves

A FOCUS ON TEAMS

At LMS, we strive for excellence! Taking what we do well and working towards improvement and refinement.

We believe in a growth mindset! Students are encouraged to look beyond their grades as a measure of success, and focus on their growth as a learner.

LMS Portrait of a Graduate

Pillars: Respect, Responsibility and Perseverance

LEADING THE WAY
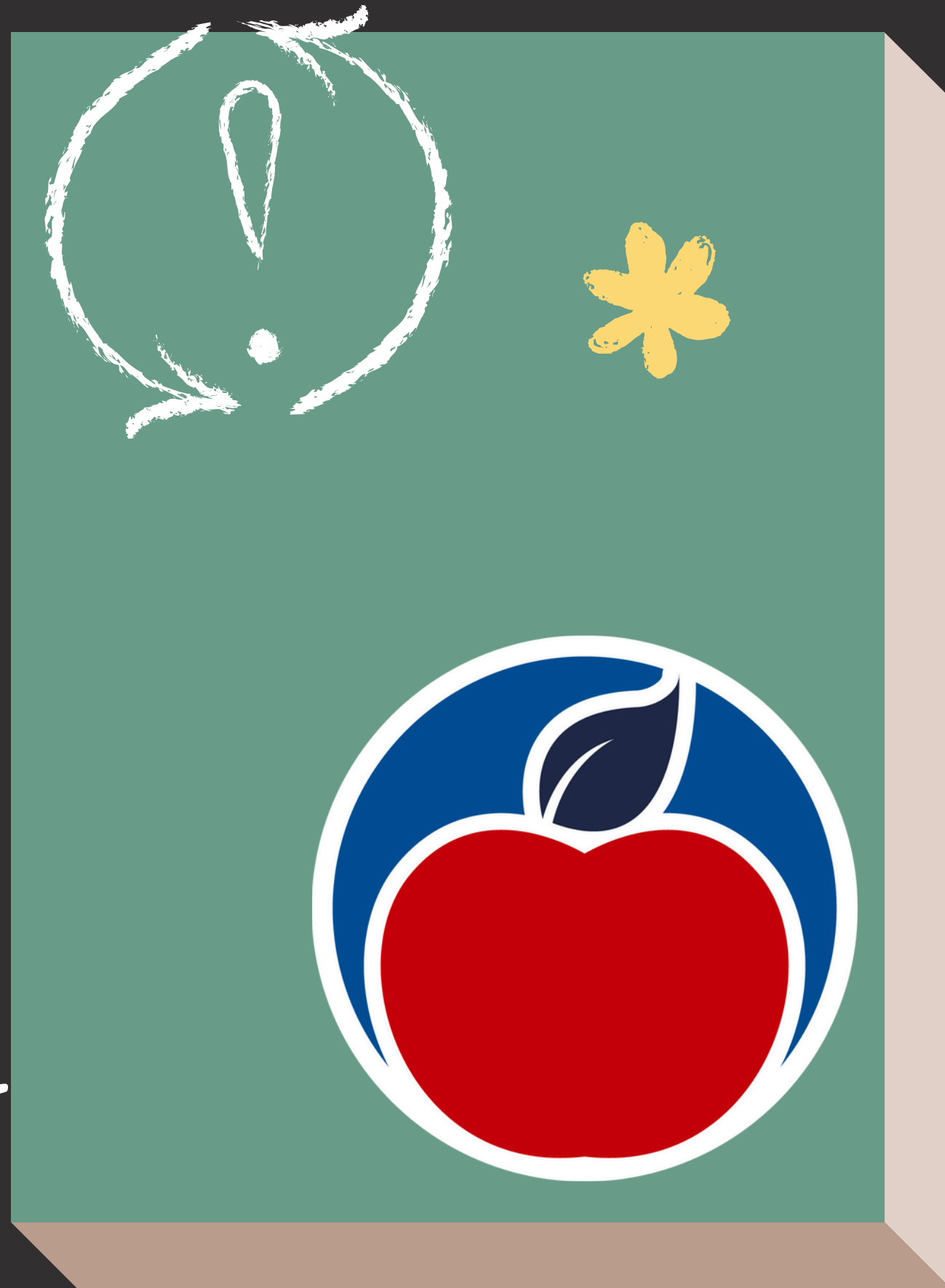
HIGHLIGHTS

- Continue our teaming model for core subjects
- Add more voice and choice as students move towards upper grades
- Engaging quarterly options for students
- Support advanced pathways for students

6TH GRADE

- Core: English, Math, Science, Social Studies, Reading
- Related arts quarterly: computers, art, health and one additional choice offering
- PE and Music (band, chorus, orchestra, exploring music, and beginning levels)

7TH GRADE

- Core: English, Math, Science, Social Studies, Reading
- Related arts quarterly: computers, art, health and one additional choice offering
- PE and Music (band, chorus, orchestra, exploring music, and beginning music levels)

8TH GRADE

- Core: English, Math, Science, Social Studies, Reading or World Language
- Must have: One quarter of each Health and PE (related arts)
- Additional Related arts for more student choice
- If students take a year long Music (band, chorus, orchestra) they will have 2 choices of related arts
- If students do not take a performance music course, they have 6 choices for related arts classes
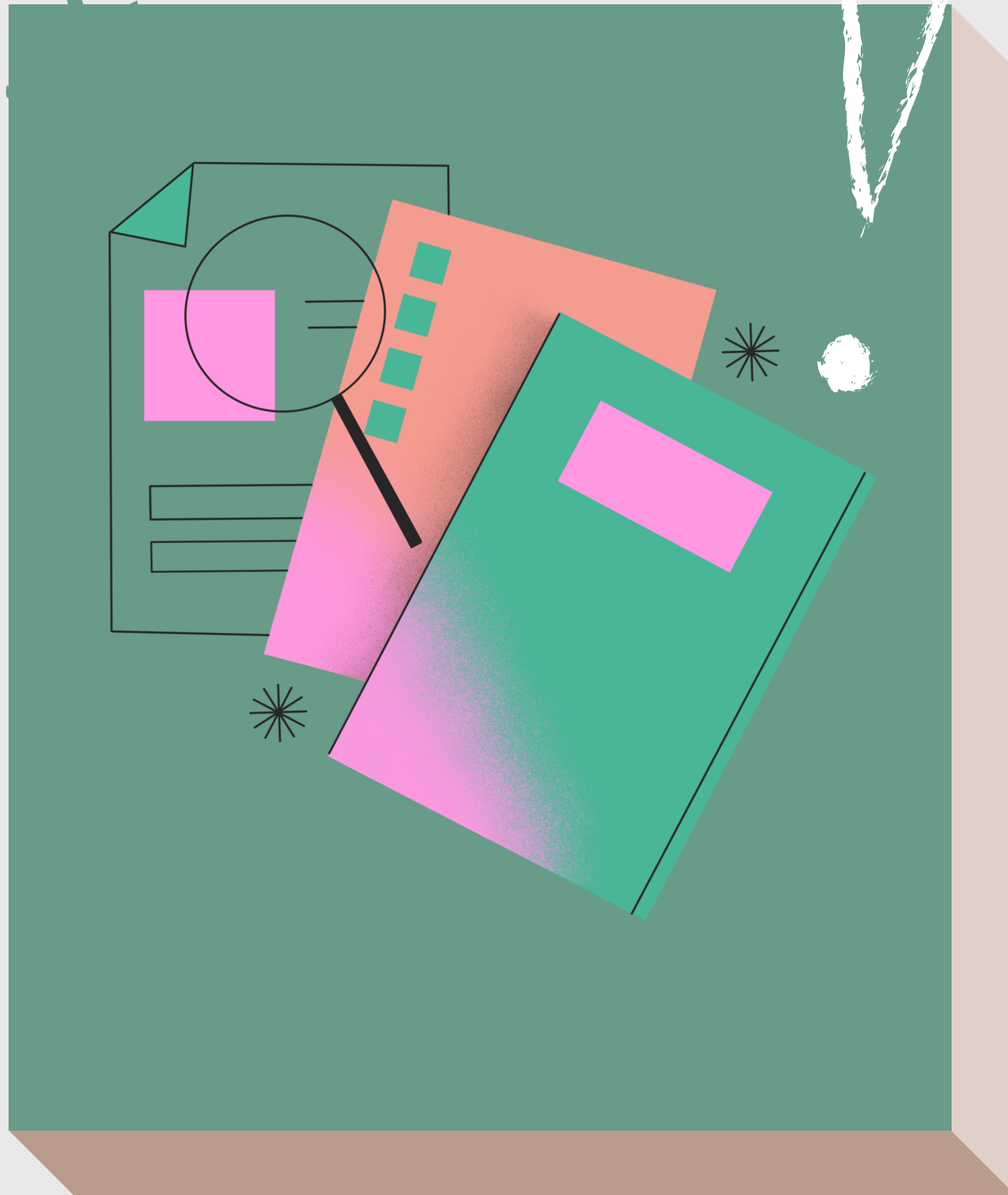
ADVANCED PATHWAYS

For 8th graders seeking additional pathways beyond LMS, this is the start!

Honors Algebra

CP Algebra I

CP Earth & Space

CP Spanish

CP German

CP French

NEW CLASS PROPOSALS RELATED ARTS

→ Computer Science-6th grade
Technology Essentials will be the required course and Intro to Computer Science will be optional.

→ Computer Science-7th grade
One required/two possible choices
Robotics or Coding

→ Physical Education-Grade 8
Venture Class

→ Art-Grade 8
Intro to Photography
Handbuilding with Clay
Intro to Painting

COURSE CHANGES

Reading-Remove Read 180 and Advanced YA Lit

Music- Change to 3 concerts for Chorus
Guitar Jam to "Beginning Guitar Jam"

Athletics-Include "Spirit of a Storm" language for academic requirements for athletics eligibility

THANK YOU.

QUESTIONS?

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

April 1, 2025

Dan Black, Superintendent
Londonderry School District
6A Kitty Hawk Landing
Londonderry, NH 03053

Dear Superintendent Black:

The New Hampshire Department of Education, Bureau of Special Education Support (Bureau) is issuing the FFY 2023 Local Education Agency (LEA) determination letters for each school district. The determinations, required under the Individuals with Disabilities Education Act 2004, are part of the on-going efforts to improve results for children and youth with disabilities.

Pursuant to 34 CFR 300.600(a)(2), the Bureau is required to determine if districts meet the requirements and purposes of IDEA and other state focused areas of need. The rubric criteria may change from year to year based on Federal requirements and State data.

School district determinations are made using the same four categories that the Office of Special Education Programs (OSEP) uses when making the determinations of States. The four categories of determinations, based on the rubric criterion are:
- Meets the requirements and purposes of the IDEA;
- Needs assistance in implementing the requirements of the IDEA;
- Needs intervention in implementing the requirements of the IDEA; or
- Needs substantial intervention in implementing the requirements of the IDEA or substantial failure to comply with the requirements of IDEA.

There are specific technical assistance or supports, consistent with the level of need signaled by the determination, available for any district that does not meet the requirements of the IDEA.

In making the determination for each district, the Bureau considers the totality of the information we have about each district as outlined on the attached LEA Determination Rubric for your district. Each results section percentage score is determined by the percent of points received by the district in that section and the overall LEA Determination is established by the combination of results sections.

The Bureau has reviewed the information and determined that the Londonderry School District **Meets the Requirements and Purposes of the IDEA** based on the established criteria. **Therefore, no further action is required for your district.** However, your district is still welcome to participate in Bureau offered trainings. Please see the table below which lists Bureau contacts for all areas identified on the Needs Assessment.

If you have any questions, about the LEA Determinations, please contact Lexie Ferraro at
Alexandra.M.Ferraro@doe.nh.gov

The Bureau is committed to supporting school district's efforts to improve results for children with disabilities.

Sincerely,

Janelle Lavin
Administrator, Office of Training and Monitoring

cc: Kim Carpinone, Director of Pupil Services

Enclosures:
LEA Determination Rubric, Data Dashboard

LEA Determination Need Areas and Contact Person for Technical Assistance/Training:	
LEA Determination Rubric Questions:	Alexandra.m.ferraro@doe.nh.gov
Results Based	
Indicator 1: Graduation	Elizabeth.M.Roy@doe.nh.gov
Indicator 2: Drop Out	Elizabeth.M.Roy@doe.nh.gov
Indicator 5: Education Environments	Sabrina.A.Congram@doe.nh.gov
Indicator 6: Preschool Environments	Sabrina.A.Congram@doe.nh.gov
Indicator 7: Preschool Outcomes	Alexa.J.Simmons@doe.nh.gov
Indicator 8: Parent Involvement	Janel.C.LeBlanc@doe.nh.gov
Indicator 14: Post School Outcomes	Amy.L.Garceau@doe.nh.gov
Assessment Need	
Indicator 3: Statewide Assessment	JoAnn.R.Marchant@doe.nh.gov
Indicator 3: Alternate Assessment	JoAnn.R.Marchant@doe.nh.gov
Compliance Need	
Indicator 4: Suspension/Expulsion	Alexandra.M.Ferraro@doe.nh.gov
Indicator 9 & 10: Disproportionate Representation	Alexandra.M.Ferraro@doe.nh.gov
Indicator 11: Child Find	Angel.S.Wildes@doe.nh.gov
Indicator 12: Early Childhood Transitions	Brandy.A.Pappas@doe.nh.gov
Indicator 13: Secondary Transition	Amy.L.Garceau@doe.nh.gov
Additional/Other Need Factors	
Grants:	Amanda.C.Yasenchock@doe.nh.gov
CEIS Data:	Hannah.M.Krajcik@doe.nh.gov
Complaints:	kaitlin.e.gianotti@doe.nh.gov

NH Department of Education
Bureau of
Special Education
Support

25 Hall Street, Concord, NH 03301
(603) 271-3741 – www.education.nh.gov

April 1, 2025

2024-2025 SPECIAL EDUCATION LEA DETERMINATIONS RUBRIC

Londonderry School District

District ID: 319

2024-2025 Determination: Meets Requirements

Needs Assistance for 2 or more years: No

Needs Intervention for 3 or more years: No

1. Results Based

Area		Data	Score
A	Indicator 1: Graduation	96.36	0
B	Indicator 2: Drop Out	0.00	0
C.1	Indicator 5A: Ed Environments	76.32	0
C.2	Indicator 5B: Ed Environments	9.47	2
C.3	Indicator 5C: Ed Environments	1.22	0
D.1	Indicator 6A: Preschool Environments	34.85	2
D.2	Indicator 6B: Preschool Environments	1.52	0
E.1	Indicator 7A1: Preschool Outcomes	96.97	0
E.2	Indicator 7A2: Preschool Outcomes	77.14	0
E.3	Indicator 7B1: Preschool Outcomes	94.29	0
E.4	Indicator 7B2: Preschool Outcomes	68.57	0
E.5	Indicator 7C1: Preschool Outcomes	97.06	0
E.6	Indicator 7C2: Preschool Outcomes	65.71	0
F	*Parent Survey (Ind 8) Response Rate*	*11.93*	*NA*
G.1	*Indicator 14A: Post-School Outcomes*	*NA*	*NA*
G.2	*Indicator 14B: Post-School Outcomes*	*NA*	*NA*
G.3	*Indicator 14C: Post-School Outcomes*	*NA*	*NA*
Section Result: Meets Requirements			
Percent of Total: 15.38%		**Total Score: 4/26**	

2. Assessment

Area		Data	Score
A.1	Indicator 3A: Participation (R4)	72.88	2
A.2	Indicator 3A: Participation (R8)	71.26	2
A.3	Indicator 3A: Participation (R11)	62.26	2
A.4	Indicator 3A: Participation (M4)	72.88	2
A.5	Indicator 3A: Participation (M8)	70.11	2
A.6	Indicator 3A: Participation (M11)	62.26	2
B.1	Indicator 3B: Proficiency (R4)	4.65	2
B.2	Indicator 3B: Proficiency (R8)	18.33	0
B.3	Indicator 3B: Proficiency (R11)	24.24	0
B.4	Indicator 3B: Proficiency (M4)	18.60	0
B.5	Indicator 3B: Proficiency (M8)	8.47	0
B.6	Indicator 3B: Proficiency (M11)	9.09	1
C.1	Indicator 3C: Alt Proficiency (R4)	NA	NA
C.2	Indicator 3C: Alt Proficiency (R8)	0.00	2

Area		Data	Score
C.3.	Indicator 3C: Alt Proficiency (R11)	NA	NA
C.4	Indicator 3C: Alt Proficiency (M4)	NA	NA
C.5	Indicator 3C: Alt Proficiency (M8)	0.00	2
C.6	Indicator 3C: Alt Proficiency (M11)	NA	NA
D.1	Indicator 3D: Gap Proficiency (R4)	46.30	2
D.2	Indicator 3D: Gap Proficiency (R8)	21.52	0
D.3	Indicator 3D: Gap Proficiency (R11)	43.10	1
D.4	Indicator 3D: Gap Proficiency (M4)	38.81	2
D.5	Indicator 3D: Gap Proficiency (M8)	19.47	0
D.6	Indicator 3D: Gap Proficiency (M11)	24.78	0
E	Alt Assessment Participation (1%)	0.16	0
Section Result: Needs Assistance			
Percent of Total: 57.14%		**Total Score: 24/42**	

3. Compliance

Area		Data	Score
A.1	Indicator 4A: Discipline	No	0
A.2	Indicator 4B: Discipline (Race/Ethnicity)	No	0
B	Indicator 9: Disproportionate Rep.	No	0
C	Indicator 10: Disproportionate Rep./Dis.	No	0
D	Indicator 11: Child Find	99.19	1
E	Indicator 12: Early Childhood Transition	100.00	0
F	Indicator 13: Secondary Transition	83.33	1
Section Result: Meets Requirements			
Percent of Total: 14.29%		**Total Score: 2/14**	

4. Additional/Other Factors

Area		Data	Score
A	Grants: FY24 Grant Submission	7/30/24	0
B	Grants: 50% Allocated by Jan 1st.	100.00	0
C	Grants: Percent of Allocation Returned	0.00	0
D	Grants: Reporting Monthly	*93.75*	*0*
E	Valid & Reliable Data: Indicator 7	6/10/24	0
F	Submission of CEIS Data	NA	NA
G	Sub. Sp. Ed. Complaint Allegations	1 SA/1 yrs	0
H	*SPED Admin Turnover*	*NA*	*NA*
Section Result: Meets Requirements			
Percent of Total: 0.00%		**Total Score: 0/12**	

Section	Percent of Possible Points	Section Result
1 Results Based	15.38%	Meets Requirements
2 Assessment	57.14%	Needs Assistance
3 Compliance	14.29%	Meets Requirements
4 Additional/Other Factors	0.00%	Meets Requirements

Each individual section is assigned a section result based on the percent of possible points received (see scale to the right)

Section Results Scale:	Percent of Possible Points:	
Meets Requirements	0.00% -----------	30.00%
Needs Assistance	30.01% -----------	60.00%
Needs Intervention	60.01% -----------	85.00%
Needs Substantial Intervention	85.01% -----------	100.00%

LEA Determinations are based on individual section results using the following:

Step 1:

⇨ Are there 2 or more section results of Needs Substantial Intervention?

☐ Yes – LEA Determination of **Needs Substantial Intervention**

☐ No – go to Step 2

Step 2:

⇨ Are there 2 or more section results of Needs Intervention or one section result of Needs Substantial Intervention?

☐ Yes – LEA Determination of **Needs Intervention**

☐ No – go to Step 3

Step 3:

⇨ Are there no section results of Needs Substantial Intervention and 2 or more section results of Needs Assistance or 1 section result of Needs Intervention?

☐ Yes – LEA Determination of **Needs Assistance**

☐ No – go to Step 4

Step 4:

⇨ Are there 4 section results of Meets Requirements or 3 section results of Meets Requirements & 1 section result of Needs Assistance?

☐ Yes – LEA Determination of **Meets Requirements**

2024-2025 Determination: Meets Requirements

Previous Determinations for Reference:

2021-2022 LEA Determination: Needs Intervention

2022-2023 LEA Determination: Needs Assistance

2023-2024 LEA Determination: Needs Assistance

Detailed information for each item on the rubric can be found in the following sections.

1. Results Based

A. Indicator 1: Graduation
Percent of youth with IEPs graduating with regular high school diploma.

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ---------- 0 Points					
Met State Data, but not Target ---------- 1 Point		>=			
Did not meet State or Target ---------- 2 Points		95.00%	85.55%	96.36	0
Not Applicable ---------- NA					

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY24)*
of youth with IEPs graduating (exiting) from high school with a regular high school diploma

Data Source: Exiting (Table 4) Report – Reported by the district through NHSEIS

B. Indicator 2: Dropout
Percent of youth with IEPs dropping out of high school

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ---------- 0 Points					
Met State Data, but not Target ---------- 1 Point		<=			
Did not meet State or Target ---------- 2 Points		6.60%	8.55%	0.00	0
Not Applicable ---------- NA					

Target: Less than or equal to [<=] **6.60%** in school year: **2023-2024** *(FFY24)*
of youth with IEPs dropping out of high school

Data Source: Exiting (Table 4) Report – Reported by the district through NHSEIS

C.1. Indicator 5A: Ed Environments
Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ---------- 0 Points					
Met State Data, but not Target ---------- 1 Point		>=			
Did not meet State or Target ---------- 2 Points		75.00%	80.20%	76.32	0

Target: Greater than or equal to [<=] **75.00%** in school year: **2023-2024** *(FFY23)*
of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS

C.2. Indicator 5B: Ed Environments

Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day

Rubric			State Target	State Data	LEA Data	LEA Score
Met Target	-------	0 Points				
Met State Data, but not Target	-------	1 Point	<=			
Did not meet State or Target	-------	2 Points	6.20%	5.43%	9.47	2

Target: Less than or equal to [<=] **6.20%** in school year: **2023-2024** *(FFY23)*

of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS

C.3. Indicator 5C: Ed Environments

Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements

Rubric			State Target	State Data	LEA Data	LEA Score
Met Target	-------	0 Points				
Met State Data, but not Target	-------	1 Point	<=			
Did not meet State or Target	-------	2 Points	2.05%	1.24%	1.22	0

Target: Less than or equal to [<=] **2.05%** in school year: **2023-2024** *(FFY23)*

of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 in separate schools, residential facilities, or homebound/hospital placements

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS

D.1. Indicator 6A: Preschool Environments

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

Rubric			State Target	State Data	LEA Data	LEA Score
Met Target	-------	0 Points				
Met State Data, but not Target	-------	1 Point	>=			
Did not meet State or Target	-------	2 Points	60.00%	43.05%	34.85	2
Not Applicable	-------	NA				

Target: Greater than or equal to [<=] **60.00%** in school year: **2023-2024** *(FFY23)*

of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS

D.2. Indicator 6B: Preschool Environments

Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ----------- 0 Points					
Met State Data, but not Target ----------- 1 Point		<=			
Did not meet State or Target ----------- 2 Points		12.00%	10.53%	1.52	0
Not Applicable ----------- NA					

Target: Less than or equal to [<=] **12.00%** in school year: **2023-2024** *(FFY23)*
of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS

E.1. Indicator 7A1: Preschool Outcomes

Preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships) – of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ----------- 0 Points					
Met State Data, but not Target ----------- 1 Point		>=			
Did not meet State or Target ----------- 2 Points		80.50%	63.11%	96.97	0
Not Applicable ----------- NA					

Target: Greater than or equal to [<=] **80.50%** in school year: **2023-2024** *(FFY23)*
of those preschool children who entered the preschool program below age expectations in each outcome substantially increased their rate of growth by the time they turned 6 years of age or exited the program

Data Source: Reported by district through AEPS, DRDP or TS Gold

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E.2. Indicator 7A2: Preschool Outcomes

Preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships) – the percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ----------- 0 Points					
Met State Data, but not Target ----------- 1 Point		>=			
Did not meet State or Target ----------- 2 Points		62.50%	53.84%	77.14	0
Not Applicable ----------- NA					

Target: Greater than or equal to [<=] **62.50%** in school year: **2023-2024** *(FFY23)*
of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program

Data Source: Reported by district through AEPS, DRDP or TS Gold

E.3. Indicator 7B1: Preschool Outcomes

Preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy) – of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Rubric	State Target	State Data	LEA Data	LEA Score
Met Target ----------- 0 Points				
Met State Data, but not Target ----------- 1 Point	>=			
Did not meet State or Target ----------- 2 Points	80.50%	60.58%	94.29	0
Not Applicable ----------- NA				

Target: Greater than or equal to [<=] **80.50%** in school year: **2023-2024** *(FFY23)*
of those preschool children who entered the preschool program below age expectations in each outcome substantially increased their rate of growth by the time they turned 6 years of age or exited the program

Data Source: Reported by district through AEPS, DRDP or TS Gold

E.4. Indicator 7B2: Preschool Outcomes

Preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy)

Rubric	State Target	State Data	LEA Data	LEA Score
Met Target ----------- 0 Points				
Met State Data, but not Target ----------- 1 Point	>=			
Did not meet State or Target ----------- 2 Points	61.50%	44.95%	68.57	0
Not Applicable ----------- NA				

Target: Greater than or equal to [<=] **61.50%** in school year: **2023-2024** *(FFY23)*
of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program

Data Source: Reported by district through AEPS, DRDP or TS Gold

E.5. Indicator 7C1: Preschool Outcomes

Preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs – of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Rubric	State Target	State Data	LEA Data	LEA Score
Met Target ----------- 0 Points				
Met State Data, but not Target ----------- 1 Point	>=			
Did not meet State or Target ----------- 2 Points	78.00%	59.91%	97.06	0
Not Applicable ----------- NA				

Target: Greater than or equal to [<=] **78.00%** in school year: **2023-2024** *(FFY23)*
of those preschool children who entered the preschool program below age expectations in each outcome substantially increased their rate of growth by the time they turned 6 years of age or exited the program

Data Source: Reported by district through AEPS, DRDP or TS Gold

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E.6. Indicator 7C2: Preschool Outcomes

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs – the percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	64.00%	50.08%	65.71	0
Not Applicable ------------	NA				

Target: Greater than or equal to [<=] **64.00%** in school year: **2023-2024** *(FFY23)* of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program

Data Source: Reported by district through AEPS, DRDP or TS Gold

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F. Parent Involvement Survey (Indicator 8) Response Rate *(Data provided but not scored this year)*

Percent of parents with a child receiving special education services who responded to the Parent Involvement Survey

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Did not meet Target, > State ------------	1 Point	>=			
Did not meet Target, < State ------------	2 Points	NA	7.95%	11.93	NA
No Child Count ------------	NA				

Target: Greater than or equal to [<=] **NA** in school year: **2023-2024** *(FFY23)* of parents with a child receiving special education services who responded to the Parent Involvment Survey (Indicator 8)

Data Source: Parent Involvement Survey and Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS

G.1. Indicator 14A: Post School Outcomes *(not scored this year)*

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
NR: No Responses ------------	1 Point	>=			
Did not meet Target ------------	2 Points	50.50%	25.88%	NA	NA
Not Applicable ------------	NA				

Target: Greater than or equal to [<=] **50.50%** from school year: **2022-2023** *(FFY23)* of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school

Data Source: Exiting (Table 4) Report – reported by district through NHSEIS, Surveys – districts send to students who are one year post exit from school

G.2. Indicator 14B: Post School Outcomes *(not scored this year)*
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ---------- 0 Points					
NR: No Responses ---------- 1 Point		>=			
Did not meet Target ---------- 2 Points		85.30%	55.29%	NA	NA
Not Applicable ---------- NA					

Target: Greater than or equal to [<=] **85.30%** from school year: **2022-2023** *(FFY23)*
of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school

Data Source: Exiting (Table 4) Report – reported by district through NHSEIS, Surveys – districts send to students who are one year post exit from school

G.3 Indicator 14C: Post School Outcomes *(not scored this year)*
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ---------- 0 Points					
NR: No Responses ---------- 1 Point		>=			
Did not meet Target ---------- 2 Points		97.00%	72.94%	NA	NA
Not Applicable ---------- NA					

Target: Greater than or equal to [<=] **97.00%** from school year: **2022-2023** *(FFY23)*
of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Data Source: Exiting (Table 4) Report – reported by district through NHSEIS, Surveys – districts send to students who are one year post exit from school

1. Results Based Section Score Summary

Total Score: 4/26	Percent of Total: 15.38%	Section Result: Meets Requirements

2. Assessment

Data Source: Assessment data sent to NHED
NHSAS Proficiency: Students scoring at Level 3: Proficient or Level 4: Above Proficient
SAT Proficiency: Students scoring at Achievement Levels 3 and 4
Alt Assessment Proficiency: Students scoring At Target or Advanced

A.1 Indicator 3A: Statewide Assessment – Reading Participation Grade 4
Assessment participation rate for children with IEPs in grade 4

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	95.00%	89.64%	72.88	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY23)*
overall reading assessment participation rate for children with IEPs (NHSAS & Alt)

A.2 Indicator 3A: Statewide Assessment – Reading Participation Grade 8
Assessment participation rate for children with IEPs in grade 8

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	95.00%	83.44%	71.26	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY23)*
overall reading assessment participation rate for children with IEPs (NHSAS & Alt)

A.3 Indicator 3A: Statewide Assessment – Reading Participation Grade 11
Assessment participation rate for children with IEPs in grade 11

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	95.00%	65.24%	62.26	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY23)*
overall reading assessment participation rate for children with IEPs (SAT & Alt)

A.4 Indicator 3A: Statewide Assessment – Math Participation Grade 4
Assessment participation rate for children with IEPs in grade 4

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	95.00%	90.77%	72.88	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY23)*
overall math assessment participation rate for children with IEPs (NHSAS & Alt)

A.5 Indicator 3A: Statewide Assessment – Math Participation Grade 8
Assessment participation rate for children with IEPs in grade 8

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	95.00%	84.59%	70.11	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY23)*
overall math assessment participation rate for children with IEPs (NHSAS & Alt)

A.6 Indicator 3A: Statewide Assessment – Math Participation Grade 11
Assessment participation rate for children with IEPs in grade 11

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	95.00%	65.20%	62.26	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **95.00%** in school year: **2023-2024** *(FFY23)*
overall math assessment participation rate for children with IEPs (SAT & Alt)

B.1. Indicator 3B: Statewide Assessment – Reading Proficiency Grade 4
Reading proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	18.68%	14.28%	4.65	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **18.68%** in school year: **2023-2024** *(FFY23)*
reading proficiency rate for children with IEPs in grade 4 (NHSAS)

B.2. Indicator 3B: Statewide Assessment – Reading Proficiency Grade 8

Reading proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	14.04%	13.83%	18.33	0
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **14.04%** in school year: **2023-2024** *(FFY23)*
reading proficiency rate for children with IEPs in grade 8 (NHSAS)

B.3. Indicator 3B: Statewide Assessment – Reading Proficiency Grade 11

Reading proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	24.46%	18.53%	24.24	0
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **24.46%** in school year: **2023-2024** *(FFY23)*
reading proficiency rate for children with IEPs in grade 11 (SAT)

B.4. Indicator 3B: Statewide Assessment – Math Proficiency Grade 4

Math proficiency rate for children with IEPs in grade 4 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	19.76%	16.94%	18.60	0
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **19.76%** in school year: **2023-2024** *(FFY23)*
math proficiency rate for children with IEPs in grade 4 (NHSAS)

B.5. Indicator 3B: Statewide Assessment – Math Proficiency Grade 8

Math proficiency rate for children with IEPs in grade 8 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	10.20%	8.75%	8.47	0
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **10.20%** in school year: **2023-2024** *(FFY23)*
math proficiency rate for children with IEPs in grade 8 (NHSAS)

B.6. Indicator 3B: Statewide Assessment – Math Proficiency Grade 11
Math proficiency rate for children with IEPs in grade 11 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	11.47%	4.42%	9.09	1
Not Applicable ------------	NA				

Target:	Greater than or equal to [>=]	11.47%	in school year:	2023-2024	(FFY23)
	math proficiency rate for children with IEPs in grade 11 (SAT)				

C.1. Indicator 3C: Statewide Assessment – Reading Proficiency Alt Assess. Grade 4
Reading proficiency rate for children with IEPs in grade 4 against alternate academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	39.53%	21.05%	NA	NA
Not Applicable ------------	NA				

Target:	Greater than or equal to [>=]	39.53%	in school year:	2023-2024	(FFY23)
	reading proficiency rate for children with IEPs in grade 4 (alt assessment)				

C.2. Indicator 3C: Statewide Assessment – Reading Proficiency Alt Assess. Grade 8
Reading proficiency rate for children with IEPs in grade 8 against alternate academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	43.00%	28.72%	0.00	2
Not Applicable ------------	NA				

Target:	Greater than or equal to [>=]	43.00%	in school year:	2023-2024	(FFY23)
	reading proficiency rate for children with IEPs in grade 8 (alt assessment)				

C.3. Indicator 3C: Statewide Assessment – Reading Proficiency Alt Assess. Grade 11
Reading proficiency rate for children with IEPs in grade 11 against alternate academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	39.53%	40.00%	NA	NA
Not Applicable ------------	NA				

Target:	Greater than or equal to [>=]	39.53%	in school year:	2023-2024	(FFY23)
	reading proficiency rate for children with IEPs in grade 11 (alt assessment)				

C.4. Indicator 3C: Statewide Assessment – Math Proficiency Alt Assess. Grade 4

Math proficiency rate for children with IEPs in grade 4 against alternate academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	55.00%	35.06%	NA	NA
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **55.00%** in school year: **2023-2024** *(FFY23)*
math proficiency rate for children with IEPs in grade 4 (alt assessment)

C.5. Indicator 3C: Statewide Assessment – Math Proficiency Alt Assess. Grade 8

Math proficiency rate for children with IEPs in grade 8 against alternate academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	21.80%	5.38%	0.00	2
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **21.80%** in school year: **2023-2024** *(FFY23)*
math proficiency rate for children with IEPs in grade 8 (alt assessment)

C.6. Indicator 3C: Statewide Assessment – Math Proficiency Alt Assess. Grade 11

Math proficiency rate for children with IEPs in grade 11 against alternate academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	35.70%	40.00%	NA	NA
Not Applicable ------------	NA				

Target: Greater than or equal to [>=] **35.70%** in school year: **2023-2024** *(FFY23)*
math proficiency rate for children with IEPs in grade 11 against (alt assessment)

D.1. Indicator 3D: Statewide Assessment – Gap in Reading Proficiency Grade 4

Gap in reading proficiency rates for children with IEPs and all students in grade 4 against grade level academic achievement standards

Rubric			State Target	State Data	LEA Data	LEA Score
Met Target	------------	0 Points				
Met State Data, but not Target	------------	1 Point	<=			
Did not meet State or Target	------------	2 Points	30.00%	35.35%	46.30	2
Not Applicable	------------	NA				

Target: Less than or equal to [<=]   30.00%   in school year: 2023-2024   (FFY23)

Rate of reading proficiency for all 4th grade students minus the rate of reading proficiency for 4th grade children with IEPs. (NHSAS only)

A low Gap score means that children with IEPs are performing at around the same rate as all students. A high Gap score means that children with IEPs are peforming substantially lower than all students.

D.2. Indicator 3D: Statewide Assessment – Gap in Reading Proficiency Grade 8

Gap in reading proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards

Rubric			State Target	State Data	LEA Data	LEA Score
Met Target	------------	0 Points				
Met State Data, but not Target	------------	1 Point	<=			
Did not meet State or Target	------------	2 Points	30.00%	34.69%	21.52	0
Not Applicable	------------	NA				

Target: Less than or equal to [<=]   30.00%   in school year: 2023-2024   (FFY23)

reading proficiency rate for all students in grade 8 minus the reading proficiency rate for childen with IEPs in grade 8. (NHSAS only)

A low Gap score means that children with IEPs are performing at around the same rate as all students. A high Gap score means that children with IEPs are peforming substantially lower than all students.

D.3. Indicator 3D: Statewide Assessment – Gap in Reading Proficiency Grade 11

Gap in reading proficiency rates for children with IEPs and all students in grade 11 against grade level academic achievement standards

Rubric			State Target	State Data	LEA Data	LEA Score
Met Target	------------	0 Points				
Met State Data, but not Target	------------	1 Point	<=			
Did not meet State or Target	------------	2 Points	34.00%	43.72%	43.10	1
Not Applicable	------------	NA				

Target: Less than or equal to [<=]   34.00%   in school year: 2023-2024   (FFY23)

reading proficiency rate for all students in grade 11 minus the reading proficiency rate for childen with IEPs in grade 11. (SAT only)

A low Gap score means that children with IEPs are performing at around the same rate as all students. A high Gap score means that children with IEPs are peforming substantially lower than all students.

D.4. Indicator 3D: Statewide Assessment – Gap in Math Proficiency Grade 4

Gap in math proficiency rates for children with IEPs and all students in grade 4 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------ 0 Points					
Met State Data, but not Target ------------ 1 Point		<=			
Did not meet State or Target ------------ 2 Points		26.00%	31.43%	38.81	2
Not Applicable ------------ NA					

Target: Less than or equal to [<=] 26.00% in school year: 2023-2024 (FFY23)

math proficiency rate for all students in grade 4 minus the math proficiency rate for childen with IEPs in grade 4. (NHSAS only)

A low Gap score means that children with IEPs are performing at around the same rate as all students. A high Gap score means that children with IEPs are peforming substantially lower than all students.

D.5. Indicator 3D: Statewide Assessment – Gap in Math Proficiency Grade 8

Gap in math proficiency rates for children with IEPs and all students in grade 8 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------ 0 Points					
Met State Data, but not Target ------------ 1 Point		<=			
Did not meet State or Target ------------ 2 Points		26.00%	27.46%	19.47	0
Not Applicable ------------ NA					

Target: Less than or equal to [<=] 26.00% in school year: 2023-2024 (FFY23)

math proficiency rate for all students in grade 8 minus the math proficiency rate for childen with IEPs in grade 8. (NHSAS only)

A low Gap score means that children with IEPs are performing at around the same rate as all students. A high Gap score means that children with IEPs are peforming substantially lower than all students.

D.6. Indicator 3D: Statewide Assessment – Gap in Math Proficiency Grade 11
Gap in math proficiency rates for children with IEPs and all students in grade 11 against grade level academic achievement standards

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------ 0 Points					
Met State Data, but not Target ------------ 1 Point		<=			
Did not meet State or Target ------------ 2 Points		26.00%	25.03%	24.78	0
Not Applicable ------------ NA					

Target: Less than or equal to [<=]   **26.00%**   in school year: **2023-2024**   *(FFY23)*
math proficiency rate for all students in grade 11 minus the math proficiency rate for childen with IEPs in grade 11. (SAT only)

A low Gap score means that children with IEPs are performing at around the same rate as all students. A high Gap score means that children with IEPs are peforming substantially lower than all students.

E Percent of Students taking the Alternate Assessment [1%]
ESEA section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject.

Rubric		State Target	State Data	LEA Data	LEA Score
Less than 1% ------------ 0 Points					
1% to 1.99% ------------ 1 Point		<=			
2% or Greater ------------ 2 Points		1.00%	0.78%	0.16	0

Target: Less than or equal to [<=]   **1.00%**   in school year: **2023-2024**   *(FFY23)*
students assessed Statewide with an AA-AAAS

1. Assessment Section Score Summary

Total Score: 24/42	Percent of Total: 57.14%	Section Result: Needs Assistance	

1. Compliance

A.1. Indicator 4A: Suspension/Expulsion

LEAs that have Significant Discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPS

Rubric		State Target	State Data	LEA Data	LEA Score
No Significant Discrepancy ------------	0 Points				
Yes Significant Discrepancy ------------	1 Point	<=			
Not Applicable *(No Oct 1st Child Count)* ------------	NA	4.17%	1.72%	No	0

State Target & Data:	Less than or equal to [<=] **4.17%** in school year: **2023-2024** *(FFY24)*
	Indicator 4a at the State level measures the percent of LEAS that have a rate of discipline for children with IEPs greater than 3.5x the State's rate of discipline (Significant Discrepancy)

LEA Data:	Indicator 4a at the LEA level looks for a rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs which is more than 3.5x greater than the state's rate (Significant Discrepancy). The LEA's rate of discipline as well as the State's rate can be found in the District Dashboards.

Data Source: Discipline (Table 5) Report – reported by the district through NHSEIS, Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS.

A.2. Indicator 4B: Suspension Based on Race

LEAs that have a Significant Discrepancy, as defined by the State, by race or ethnicity, in the rate or suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures or practices (P3) that contribute to the Significant Discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

Rubric		State Target	State Data	LEA Data	LEA Score
No Significant Discrepancy or no P3 contributing to Significant Discrepancy ------------	0 Points	<=			
P3 contributed to Significant Discrepancy ------------	2 Points	0.00%	0.00%	No	0
Not Applicable *(No Oct 1st Child Count)* ------------	NA				

State Target & Data:	Less than or equal to [<=] **0.00%** in school year: **2023-2024** *(FFY24)*
	Indicator 4b at the State level measures the percent of LEAS that have a rate of discipline for children with IEPs in any race/ethnicity category that is greater than 3.5x the State's rate of discipline for all students (Significant Discrepancy) with disabilities and policies, procedures, or practices that contributed to the Significant Discrepancy

LEA Data:	Indicator 4b at the LEA level looks for if P3 contributed to Significant Discrepancy in any racial/ethnicit cateogry. The LEA's rate of discipline for each racial/ethnic group as well as the State's rate can be found in the District Dashboards.

Data Source: Discipline (Table 5) Report – reported by the district through NHSEIS, Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS.

B. Indicator 9: Disproportionate Representation in Special Education

LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Rubric		State Target	State Data	LEA Data	LEA Score
No Disproportionate Representation ------------	0 Points				
Yes Disproportionate Representation ------------	2 Points	<=			
Not Applicable *(No Oct 1st Child Count)* ------------	NA	0.00%	0.00%	No	0

State Target & Data:	Less than or equal to [<=] **0.00%** in school year: **2023-2024** *(FFY23)* Indicator 9 at the State level measures the percent of LEAS that have disproportionate representation of racial/ethnic groups due to inappropriate identification
LEA Data:	Indicator 9 at the LEA level looks for if disproportionate represenation of racial/ethnic groups was due to inappropriate identification.

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS, Fall District Enrollment by Sending District – reported by the district.

C. Indicator 10: Disproportionate Representation in Specific Disability Categories

LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Rubric		State Target	State Data	LEA Data	LEA Score
No Disproportionate Representation ------------	0 Points				
Yes Disproportionate Representation ------------	2 Points	<=			
Not Applicable *(No Oct 1st Child Count)* ------------	NA	0.00%	0.00%	No	0

State Target & Data:	Less than or equal to [<=] **0.00%** in school year: **2023-2024** *(FFY23)* Indicator 10 measures the percent of LEAS that have disproportionate representation of racial/ethnic groups due to inappropriate identification in specific disability categories
LEA Data:	Indicator 9 at the LEA level looks for if disproportionate represenation of racial/ethnic groups in specific disability categories was due to inappropriate identification.

Data Source: Child Count & Environment (Tables 1 & 3) Report – reported by the district through NHSEIS, Fall District Enrollment by Sending District – reported by the district.

D. Indicator 11: Child Find

Children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	100.00%	95.47%	99.19	1
Not Applicable ------------	NA				

Target: Greater than or equal to [>=]   100.00%   in school year: **2023-2024**   *(FFY23)*

The percent of children evaluated within 60 days of receiving parental consent for initial evaluation.

Data Source: Ind. 11 – Timeliness of Initial Evaluations – Reported by the district through NHSEIS and desk audit.

E. Indicator 12: Part C to B Transition

Children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	100.00%	81.79%	100.00	0
Not Applicable ------------	NA				

Target: Greater than or equal to [>=]   100.00%   in school year: **2023-2024**   *(FFY23)*

The percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their 3rd birthdays

Data Source: Ind. 12 – Early Childhood Transitions – reported by the district through NHSEIS and desk audit.

F. Indicator 13: Secondary Transition

Percent of youth ages 16 and above with annually updated measurable postsecondary goals based upon a transition assessment, including courses of study, transition services, and annual goals related to transition needs. Also evidence the student was invited to the IEP meeting, and if appropriate, permission to invite and involve outside agencies who may be responsible for transition service(s).

Rubric		State Target	State Data	LEA Data	LEA Score
Met Target ------------	0 Points				
Met State Data, but not Target ------------	1 Point	>=			
Did not meet State or Target ------------	2 Points	100.00%	74.92%	83.33	1
Not Applicable ------------	NA				

Target: Greater than or equal to [>=]   100.00%   in school year: **2024-2025**   *(FFY24)*

The percent of youth aged 16 and above with an IEP that includes all required areas

Data Source: State review of District files.

1. Compliance Section Score Summary

Total Score: 2/14	**Percent of Total:** 14.29%	**Section Result:** Meets Requirements

1. Additional/Other Factors

A. Grants: IDEA/Preschool Submission of Grant Funds
Grant First Submitted by District through the Grants Management System (GMS) for review

Rubric				LEA Data	LEA Score
On or before 9/1 ------------ 0 Points	9/1/2024	Or prior			
Between 9/1 & 9/30 ----------- 1 Point	9/1/2024	9/30/2024			
After 9/30 ------------ 2 Points	After	9/30/2024		7/30/24	0

Grant: FY 25 (2024-2025)   **Data Source:** District initial submission for IDEA/Preschool funds in GMS

B. Grants: 50% Allocated (Budgeted) of IDEA/Preschool grant by Jan 1st.
Percent allocated (budgeted) of the total (IDEA and Preschool) Grant

Rubric	LEA Data	LEA Score
50% or more Allocated ------------ 0 Points		
0.01% - 49.99% Allocated ------------ 1 Point		
0.00% Allocated ------------ 2 Points	100.00	0

In order to be included in the amount Allocated (Budgeted) the grant activities must have been determined permissible and must have been Approved in GMS no later than Jan 1st. This does not include Substantially Approved activities.

Grant: FY 25 (2024-2025)   **Data Source:** District allocation of IDEA/Preschool funds in GMS

C. Grants: Percent of IDEA/Preschool Allocation Returned as of Nov. 15th
Total (IDEA and Preschool) Grant, Percent returned as of November.

Rubric			LEA Data	LEA Score
0% - 4.99% Returned ------------ 0 Points				
5% - 9.99% Returned ------------ 1 Point	As of	11/15/2024		
10% or Greater Returned ------------ 2 Points			0.00	0

Grant: FY 23 (2022-2023)   **Data Source:** District reimbursement of IDEA/Preschool funds in GMS

D. Grants: Is the District reporting monthly expenses in IDEA Grants in a timely manner
Reporting monthly for the life of the grant (up to 29 months)

Rubric	LEA Data	LEA Score
85% - 100% On Time ------------ 0 Points		
50% - 84.99% On Time ------------ 1 Point		
0% - 49.99% On Time ------------ 2 Points	93.75	0
No Grant Funds ------------ NA		

Beginning with the Start Date month and ending with the Final report month, was the report first submitted by the end of the following month (Example: was January's report first submitted no later than March 1st)

Grant: FY 23 (2022-2023)   **Data Source:** District reporting of IDEA/Preschool funds in GMS

E. Valid & Reliable Data - Indicator 7: Preschool Outcomes
Preschool Outcome data submitted timely and accurately using an approved tool.

Rubric	LEA Data	LEA Score
Reported Valid & Reliable ------------ 0 Points		
Not Valid and/or Reliable ------------ 1 Point		
Not Reported (NR) ------------ 2 Points	Submission Date: 6/10/24	0
Not Applicable ------------ NA		

Preschool Outcome data is due to the Bureau no later than: 6/30/2024

Data Source: Bureau of Special Education Support historical records   **School Year:** 2023-2024   *(FFY23)*

F. Submission of CEIS Data
For Districts using CEIS Funds, was the collection of CEIS reporting timely and accurate.

Rubric	LEA Data	LEA Score
Yes ------------ 0 Points		
No ------------ 2 Points		
Not Applicable ------------ NA	NA	NA

Year: FY 24 (2023-2024)

Data Source: CEIS Activities – entered by districts in GMS, CEIS Reporting Spreadsheet – submitted by districts to Bureau

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G. Special Education Complaints – Substantiated Allegations
Number of substantiated allegations within the past three years

Rubric	LEA Data	LEA Score
Less than 2 over 2 or more years ------------ 0 Points		
2-4 over 2 or more years ------------ 1 Point		
5 or more over 2 or more years ------------ 2 Points	1 SA/1 yrs	0

Years: 2021-2022, 2022-2023, 2023-2024   **Data Source:** NHDOE Office of Governance records

H. Special Education Administrator Turnover *(not scored this year)* Has there been turnover in the Special Education Administrator (not building coordinators, or building directors)		
Rubric	LEA Data	LEA Score
No turnover ------------ 0 Points SCALE TBD ------------ 1 Point SCALE TBD ------------ 2 Points	NA	NA
Data Source:		

1. Additional/Other Factors Section Score Summary		
Total Score: 0/12	**Percent of Total:** 0.00%	**Section Result:** Meets Requirements

Let's Talk!

About improving educational outcomes for students with disabilities!

A Conversation Between NHED and NH Families

Attention Londonderry School District families!

Our school district is being monitored by the NH Department of Education's Bureau of Special Education Support for compliance with special education laws and ensuring that all children have access to free, appropriate public education.

This is an **invite only** event for the Bureau to hear from **families and caregivers directly impacted by Special Education**.

Join us to:

- Learn: Gain knowledge about the monitoring process in NH.

- Share: Your thoughts and address specific areas of success in your district.

- Shape the Future: Share recommendations you have for improvement.

Can't attend? Register and we will send you a survey to complete instead!

May 8th from 6-7 PM

REGISTER HERE

https://lp.constantcontactpages.com/ev/reg/5mxsx27

A collaboration between the NH Department of Education (NHED) and The Parent Information Center of NH (PIC).

PARENT INFORMATION Center

New Hampshire | LIVE FREE AND LEARN
Department of Education

Memo

To: Londonderry School Board

From: Dan Black

Date: April 8, 2025

Re: Policies

Policy JICJ - Unauthorized Electronic Communication Devices Including Cell Phones – 3rd Reading with no changes. This policy acknowledges that cell phones should not be a disruption to the learning environment. It also covers expectations and violations of this.

Policy IKL - Academic Honesty and Integrity – 3rd Reading with no changes. This policy includes the use of Artificial Intelligence in our schools.

Policy JLDA – Wellness – 1st Reading to Amend – We need to update our Wellness Policy every few years to stay in compliance with federal guidelines so that we can continue to receive funding for our Food Services Department. Our director will be at the April 22nd School Board meeting to answer any questions but most of the updates are pretty straightforward and based on federal regulations.

UNAUTHORIZED ELECTRONIC COMMUNICATION DEVICES INCLUDING CELL PHONES

Cell Phones, or other personal electronic communication devices, should not disrupt the learning environment or be a distraction in the Londonderry School District. We want our students to learn how to use personal electronic devices in a responsible manner and the use of these devices should not be a barrier to the student's education during school hours.

Personal electronic communication devices include but are not limited to: cell phones, tablets, iPads, earbuds, headphones, smart watches, and e-readers.

The School Board recommends that these personal electronic communication devices not be brought to school.

The use of personal electronic communication devices is prohibited in the classrooms in grades K to 8 in the school district. These devices should be stored in a student backpack or locker. Violation of this policy will be referred to building administrators.

The use of personal electronic communication devices is prohibited in any credit bearing class at Londonderry High School. These devices should be stored in a student backpack or out of sight in a credit bearing classroom. Violation of this policy will be referred to building administrators for appropriate and immediate consequences. Effective classroom management is expected of teaching staff to ensure students comply with this policy.

Students at Londonderry High School may access their personal electronic communication device during lunch in the cafeteria, during passing periods, and in study halls (common areas) as long as it does not become a distraction for other students or staff.

Students will be expected to immediately comply with any staff member's request to cease use of their personal devices in the common areas as they deem appropriate. Students who do not comply will be subject to further disciplinary action.

The school district will not be responsible for loss, damage or theft of any personal electronic communication device brought to the school.

Taking pictures, recording videos, or recording conversations without consent at any time during the school day is strictly prohibited.

Additionally, it is prohibited for students to take, store, disseminate, transfer, view, or share obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing. Any student found to have engaged in such conduct may be reported to local law enforcement authorities and may face criminal penalties in accordance with applicable law. School administrators may refer such matters to local law enforcement if the administrator believes student action in this regard involves illegal activity (e.g., pornography.)

LONDONDERRY SCHOOL BOARD
1st Reading to Adopt: February 18th, 2025
2nd Reading to Adopt: March 25, 2025
3rd Reading to Adopt: April 8, 2025

ACADEMIC HONESTY AND INTEGRITY

A. <u>Statement of Policy</u>

All students are expected to demonstrate academic integrity and honesty as members of the Londonderry School District. Students are expected to put forth their best effort on assessments, assignments, and all work done in their classrooms. Students are expected to demonstrate respect towards their instructors and peers by encouraging and facilitating learning. For these reasons, engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of their educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior. Fulfilling the Londonderry School District's Portrait of a Graduate means students are able to follow the guidelines below around Academic Honesty and Integrity.

Any Violations of Academic Honesty and Integrity will result in disciplinary action as outlined in the procedures found in each school's Student Handbook.

The Londonderry School District supports the use of Artificial Intelligence in our schools when it is a tool that can help teachers deliver the curriculum to students, enhance instructional techniques to support increased student learning, and be a tool that helps staff increase their efficiency in the main responsibilities of their teaching roles.

The Londonderry School District has created a spectrum of possible collaboration between students and artificial intelligence to help staff articulate expectations for all assignments in their classroom when it comes to the use of artificial intelligence. Staff should constantly refer to this spectrum to ensure students understand the expectations for each assignment and avoid issues around academic honesty and integrity when applicable.

B. <u>Prohibited Behavior</u>

In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:

1. **Cheating.** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.

2. **Improper Use of Artificial Intelligence "AI" Tools.** Improper use of artificial intelligence ("AI") and/or generative artificial intelligence tools is use which is inconsistent with the purpose, spirit, or specific instructions for assigned schoolwork or homework by the teaching staff. Students may only use AI tools in accordance with the teacher's specific instructions or guidelines mapped out in the Londonderry School District's spectrum of collaboration between students and artificial intelligence tools for assignments. When use is permitted, students must state their use of the AI tools and, where applicable, find a legitimate, independent source to cite information. Teachers will provide general instructions related to the acceptable use of AI tools, but students are expected to obtain clarification from the teacher if they are uncertain of whether and how AI tools may be used on any given assignment.

3. **Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. Sources of work that must be cited or otherwise acknowledged in order to avoid plagiarism include, but are not limited to, books, articles, websites, work of classmates/others, and AI tools (such as ChatGPT, Google Bard, Harvey.AI, etc.). Teachers should provide clear instructions related to the applicable standards of attribution and citation for a given assignment, but students are expected to obtain clarification from the teacher if they are uncertain of the applicable standards.

4. **Academic Misrepresentation.** Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.

5. **Academic Collusion.** Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.

6. **Dishonesty in Papers or Other Academic Work.** Dishonesty in papers or other academic work occurs when one submits work prepared by a writing service, an AI tool, or any other person. All work submitted for a course must be the student's own original work unless the sources are cited, or are otherwise in compliance with the teacher's instructions, or school or District guidelines spectrum of collaboration possible between students and AI tools.

7. **Self-Plagiarism (Work Done for One Course and Submitted in Another).** Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.

8. **Unfair academic advantage.** Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include concealing, destroying, or stealing research or

9. library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.

10. **Facilitating academic dishonesty**. Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.

11. **Other Academic Dishonesty.** This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

C. <u>Consequences</u>

The disciplinary consequences for violations of this policy shall be consistent with Board policy JG Student Behavior Standards - Code of Conduct. Specific consequences to violations of this policy will be detailed as school-based procedures outlined in the student handbooks at each school. These consequences will balance being consistent as a school district with the development needs of different ages of students in our school district. Multiple violations of this policy should have a progression of consequences for the student detailed in the handbooks.

LONDONDERRY SCHOOL DISTRICT
1ST Reading to Adopt: February 18, 2025
2nd Reading to Adopt: March 25, 2025
3rd Reading to Adopt: April 8, 2025

WELLNESS POLICY

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are inter-related. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

Goals:

1. The District shall teach, encourage, support, and model healthy eating habits for students.

2. The District shall teach, encourage, support, and model age-appropriate daily physical activity.

3. The District shall provide opportunities for students, employees, school board, and community members which address the important benefits of a healthy lifestyle.

4. The Schools within the National School Lunch Program shall comply with the nutrition guidelines outlined in this policy in a manner designed to facilitate the adoption of healthier eating habits such that 100% compliance is achieved no later than the 2022/2023 School Year.

Nutrition Guidelines:

The School District's nutritional standards are based upon standards established by the USDA and New Hampshire Healthy School Coalition/Best Practice. These nutrition guidelines apply to all foods available to students on school grounds during the school day, including but not limited to the school lunch and breakfast program, foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities, parties, celebrations or fundraising efforts. As needed, the Wellness Committee will request that the Superintendent notify each School Board regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this Policy.

A: School Meals: School Meals served in the District shall meet or exceed the nutrition requirements established by the USDA, laws, and regulations. Administration of the school meal program will be by qualified school food service staff. School lunches and breakfast programs will offer variety of foods and choices for students. General nutritional information about school meals will be available for students and parents.

- Information concerning national school lunch program (NSLP) and School breakfast Program (SBP) can be found at: https://www.fns.usda.gov/nslp and https://www.fns.usda.gov/sbp/school-breakfast-program

- Information concerning school nutrition staff education requirements can be found at: https://www.fns.usda.gov/cn/professional-standards

B. Free and Reduced Meals: ~~Eligibility for and distribution of free and reduced priced meals will be provided with confidentially in accordance with state and federal requirements.~~

Information concerning applying for free and reduced meals shall be provided to all families on our district's website, and/or per request. All information concerning applications, and eligibility status is strictly confidential in accordance with state and federal requirements. Further information about the free and reduced meal process can be found at: https://www.feedingamerica.org/advocate/federal-hunger-relief-programs/national-school-lunch-program

C. Breakfast & Lunch: In order to meet the nutritional needs of children and enhance their ability to learn it is recommended that all schools in the District offer a school breakfast program (SBP) in addition to their already established lunch programs.

D. Mealtimes and Scheduling: Schools whenever possible:

- Shall ensure students have scheduled time to eat breakfast and lunch in accordance with the federal Child Nutrition and WIC Reauthorization Act of 2004.

- Shall not schedule tutoring, club, or organizational meetings/activities during mealtimes, unless students may eat during such activities.

- Administrators should discuss potential permanent schedule changes with Food and Nutrition Services to ensure potential schedule changes correlate with food and nutrition staff scheduling to ensure adequate time for meals.

E. Food Sales: All food items available through schools and school functions should meet or exceed nutritional standards established by the USDA and the NH Healthy School Best Coalition.

- Information concerning the NH School Best Coalition can be found at: https://nhhungersolutions.org/our-work/school-meals/

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Foods in elementary schools should be sold as balanced meals.

Middle/Junior High and High School. Foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, school stores, concessions, fundraising, etc.) to students during the school day, will meet the following nutrition and portion size standards:

E-1. Beverages: Beverages sold on school property shall follow the current USDA Smart Snack guidelines, and reference guidance from the American Beverage Association.

- Information concerning the American beverage association can be found at: https://www.americanbeverage.org/initiatives-advocacy/promotion-balanced-lifestyles/

- Beverage sizes, types, and nutritional requirements can be found in the USDA Guild to Smart Snacks in School, Pg 11-12 at: https://www.fns.usda.gov/tn/guide-smart-snacks-school

E-2. Foods: Any item sold individually:

- Shall meet or exceed nutritional guidelines established by the USDA Smart Snack Guidelines and the NH Healthy School Coalition Best Practices and Health Snack Guidelines.
- Snacks shall be 200 calories or less, Entrees shall be 350 calories or less.
- Snacks and Entrees shall have no more than 35% (or less) of its calories from total fats. ~~(excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans-fat combined~~
- Snacks and Entrees shall have no more than 10% (or less) of its calories from saturated fat.
- Snacks and Entrees shall have 0g trans-fat.
- Snacks and Entrees shall have no more than 35% (or less) of its weight from added sugars
- Snacks shall contain ~~no more than~~ ~~230~~ 200 mg (or less) of sodium per serving ~~for chips, cereals, crackers, French fries, baked goods, and other snack items;~~ Entrees ~~will~~ shall contain no more than 480 mg (or less) of sodium per serving ~~for pastas, meats, and soups.~~
- ~~Shall contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes~~
- A choice of at least two fruits and/or non-fried vegetables shall be offered for sale at any location on the school site where foods are sold. Such items could include but are not limited to fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines)

E-3. Portion Sizes: Suggest limiting portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky
- One ounce for cookies
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream
- Eight ounces for non-frozen yogurt
- Twelve fluid ounces for beverages, excluding water
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. (Fruits and non-fried vegetables are exempt from portion-size limits.)

F. Fundraising Activities: To support children's health and school nutrition-education efforts, school sponsored fundraising activities (direct school affiliation) are discouraged from involving food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

G. Rewards: Schools will limit use of foods or beverages as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment.

H. Snacks: Snacks served during the school day will make a positive contribution to children's diets and health. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to the public.

I. School Store: Food and beverage items sold in the school store are encouraged to meet guidelines of this policy. Food items in the school store will not be sold when the school food services program is open for sale. (Food items may be available after lunch and after school.)

J. Celebrations: Schools should limit celebrations that involve food during the school day. The district will make public a list of healthy party ideas to parents and teachers. School staff involved in homeroom, field trips and advisory food related events are encouraged to communicate with school food services managers to assist with cafeteria planning and reducing food waste. Where possible, staff will order foods through food services managers.

K. Extra-Curricular Meals: When arrangements can be made through the food service program, food and beverage items that meet the guidelines of this policy will be made available to students. Examples of activities include but are not limited to: Athletic teams and clubs.

L. Classroom Activities: Schools shall discourage the use of food items for instructional purposes unless is essential to a curriculum area.

Nutrition Guidelines for Reimbursable School Meals:
In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high-quality meals.

Plan for Measuring Implementation:
The School Board instructs the Superintendent to establish procedures for implementation of this policy that include targets in support of the goals set forth in this Policy. Each Building Principal is charged with the operational responsibility for ensuring that their school follows the guidelines set forth in this policy. The Wellness Committee will periodically assess the nutrition and physical activity environment throughout the District. An annual progress report will be provided to the School Board.

Community Involvement:

The Board will establish a Wellness Committee that will periodically assess the nutrition and physical activity environment throughout the District. This group will assess progress on the current goal targets, recommend any new goal targets, and identify strategies for achieving them. The Committee will consist of a group representing parents, students, the school's food service program, the School Board, administrators, faculty, and staff as well as members of the public with wellness related expertise. The purpose of this advisory Committee is to provide content area expertise and community input.

Updating and Record Keeping: It is the responsibility of the Food Service Director to provide the New Hampshire Department of Education (NH DOE) a copy of the Districts Wellness Policy, as well as meeting minutes as part of the yearly application for the National School Lunch Program (NSLP). It is also the responsibility of the Food Service Director to assess and update the Districts Wellness Policy every three years.

Legal References:
NH RSA 189:11-a, Food and Nutrition Programs
Section 204 of Public Law 108-265, Child Nutrition and WIC Reauthorization Act of 2004
Ed 306.04(a)(20), Wellness
Ed 306.401, Health and Wellness Education Program

LONDONDERRY SCHOOL BOARD
Adopted: May 5, 2020
Amended: June 21, 2022
1st Reading to Amend: April 8, 2025

Memo

To: School Board

From: Josh Perks

Date: April 8, 2025

Re: Acceptable Use Policies

Policy JICL - Internet Access for Students – 1st Reading to Adopt – Rescinding IIAE

Policy JICL-R - Internet Access for Students - Acceptable Internet Use Procedures – 1st Reading to Adopt - Rescinding IIAE

Policy GBEF - Internet Access for Staff – 1st Reading to Adopt - Rescinding IIAE

Policy GBEF-R - Internet Access for Staff - Acceptable Internet Use Procedures – 1st Reading to Adopt - Rescinding IIAE

Policy IIAE - Acceptable Use Policy for Students – 1st Reading to Rescind – Adopting JICL, JICL-R, GBEF, GBEF-R

SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS

The School Board recognizes that technological resources can enhance student performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information.   The Board expects all students to learn to use the available technological resources that will assist them in the performance of their education. As needed, students shall receive lessons and instruction in the appropriate use of these resources.

Students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education.   Students are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced.   The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines student obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all students. Students shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

NH Statutes	Description
RSA 194:3-d	School District Computer Networks

Federal Statutes	Description
20 U.S.C. §6777	Enhancing Education Through Technology – Internet Safety
47 U.S.C. §254	Requirements For Certain Schools – Internet Safety

LONDONDERRY SCHOOL BOARD
First Reading to Adopt: April 8, 2025

INTERNET ACCESS FOR STUDENTS – ACCEPTABLE INTERNET USE PROCEDURES

Purpose
The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition
The definition of "information networks" is any configuration of hardware and software, which connects users. The network includes, but is not limited to, all the computer hardware, operating system software, application software, stored text, and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services
The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical, and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.

2. Information networks will be used for the purposes of research, education, and school-related business and operations.

3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.

4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unaccepatable Use

The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.

2. Interferes with or disrupts other network users, services, or equipment. Disruptions include but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.

3. Seeks to gain or gains unauthorized access to information resources.

4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.

5. Destroys, alters, dismantles, or otherwise interferes with the integrity of computer-based information and/or information resources.

6. Invades the privacy of individuals or entities.

7. Uses the network for commercial or political activity.

8. Installs unauthorized software for use on District computers.

9. Uses a network to access inappropriate materials.

10. Submits, publishes, or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.

11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights

The District reserves the right to:

1. Monitor all activity. Notwithstanding FERPA and other related laws, students have no expectation of privacy regarding their use on the school district computer network.

2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.

3. Log network use and monitor storage disk space utilization by users.

4. Determine what is appropriate use.

5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.

6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct. Users are expected to abide by the following terms and conditions:

1. Protect their computer logon information from others.

2. Respect the privacy of other users. Do not use other users' passwords.

3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.

4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.

5. Treat information created by others as the private property of the creator. Respect copyrights.

6. Use any network in a way that does not disrupt its use by others.

7. Do not destroy, modify, or abuse the hardware or software in any way.

8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.

9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.

10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, students understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.

2. That District administrators and designated staff have the right to review any material stored on District computers in files and to edit or remove any material which they, in their sole discretion, believe may be unlawful, obscene, abusive, or otherwise objectionable and students hereby waive any right of privacy which I may otherwise have to such material.

3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.

4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.

5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.

6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.

7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

NH Statutes	**Description**
RSA 194:3-d	School District Computer Networks

Federal Statutes	**Description**
20 U.S.C. §6777	Enhancing Education Through Technology – Internet Safety
47 U.S.C. §254	Requirements For Certain Schools – Internet Safety

LONDONDERRY SCHOOL BOARD
First Reading to Adopt: April 8, 2025

INTERNET ACCESS FOR STAFF

The School Board recognizes that technological resources can enhance teacher performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, teachers, and the community, supporting District and school operations, and improving access to and exchange of information. The Board expects all staff to learn to use the available technological resources that will assist them in the performance of their education. As needed, staff shall receive training, lessons and instruction in the appropriate use of these resources.

Staff shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to their education. Staff are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and other electronic data.

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or pornographic and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research, educational or other lawful purpose.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines staff obligations and responsibilities related to the use of District technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the staff member's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all staff. Staff shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

INTERNET ACCESS FOR STAFF-ACCEPTABLE INTERNET USE PROCEDURES

___

Purpose
The purpose of the Acceptable Use Procedures is to provide the procedures, rules, guidelines, and the code of conduct for the use of technology and the Internet.

Definition
The definition of "information networks" is any configuration of hardware and software which connects users. The network includes, but is not limited to, all of the computer hardware, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases, CD-ROM, recorded magnetic or optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. Stand-alone workstations are also governed by this acceptable use procedure.

The School District Services
The School District provides resources for teaching and learning, communication services, and business data services by maintaining access to local, regional, national, and international sources of information. The School District information resources will be used by members of the school community with respect for the public trust through which they have been provided and in accordance with policy and regulations established by the School District. These procedures do not attempt to articulate all required for proscribed behavior by its users.

Successful operation of the network requires that all users conduct themselves in a responsible, decent, ethical and polite manner while using the network. The user is ultimately responsible for his/her actions in accessing network services.

Guidelines

1. Access to the networks and to the information technology environment within the District is a privilege and must be treated as such by all users of the network and its associated systems.

2. Information networks will be used for the purposes of research, education, and school-related business and operations.

3. Any system which requires password access or for which the District requires an account, such as the Internet, will only be used by the authorized user. Account owners are ultimately responsible for all activity under their accounts.

4. The resources of the District are limited. All users must exercise prudence in the shared use of this resource.

Unacceptable Use
The District has the right to take disciplinary action, remove computer and networking privileges and/or take legal action, for any activity characterized as unethical and unacceptable. Unacceptable use activities constitute, but are not limited to, any activity through which any user:

1. Violates such matters as institutional or third-party copyright, license agreements or other contracts. The unauthorized use of and/or copying of software is illegal.

2. Interferes with or disrupts other network users, services, or equipment. Disruptions include but are not limited to: distribution of unsolicited advertising, propagation of computer worms or viruses, distributing quantities of information that overwhelm the system, and/or using a District network to make unauthorized entry into any other resource accessible via the network.

3. Seeks to gain or gains unauthorized access to information resources.

4. Uses or knowingly allows another to use any computer or computer system to devise or execute a scheme to defraud or to obtain money, property, services, or other things of value by false pretenses, promises, or representations.

5. Destroys, alters, dismantles, or otherwise interferes with the integrity of computer-based information and/or information resources.

6. Invades the privacy of individuals or entities.

7. Uses the network for commercial or political activity.

8. Installs unauthorized software for use on District computers.

9. Uses a network to access inappropriate materials.

10. Submits, publishes, or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either publicly or privately.

11. Uses a District network for illegal harassing, vandalizing, inappropriate or obscene purposes, or in support of such activities.

School District Rights
The District reserves the right to:

1. Monitor all activity. Notwithstanding any related laws, staff members have no expectation of privacy regarding their use on the school district computer network.

2. Make determinations on whether specific uses of a network are consistent with these acceptable use procedures.

3. Log network use and monitor storage disk space utilization by users.

4. Determine what is appropriate use.

5. Remove a user's access to the network at any time it is determined that the user engaged in unauthorized activity or violated these acceptable use procedures.

6. Cooperate fully with any investigation concerning or relating to the District's network activity.

School District Internet Code of Conduct

Use of the Internet by students and staff of the District shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to those persons who have been issued District-approved accounts. Use will be in accordance with the District's Acceptable Use Procedures and this Code of Conduct. Users are expected to abide by the following terms and conditions:

1. Protect their Internet log from others.

2. Respect the privacy of other users. Do not use other users' passwords.

3. Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.

4. Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.

5. Treat information created by others as the private property of the creator. Respect copyrights.

6. Use any network in a way that does not disrupt its use by others.

7. Do not destroy, modify, or abuse the hardware or software in any way.

8. Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, etc.

9. Do not use the Internet to access or process pornographic or otherwise inappropriate material.

10. Do not use the Internet for commercial purposes.

The District reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

School District Internet Access Release Form

As a condition of my right to use the School District network resources, including access to the Internet, staff members understand and agree to the following:

1. To abide by the District Acceptable Use Procedures and Code of Conduct.

2. That District administrators and designated staff have the right to review, edit and/or delete any material stored on District computers, which they believe, in their sole discretion, may be unlawful, obscene, abusive, or otherwise objectionable. Staff members hereby waive any right of privacy which they may otherwise have to such material.

3. That the School District will not be liable for any direct or indirect, incidental, or consequential damages due to information gained and/or obtained via use of the District's network resources.

4. That the School District does not warrant that the functions of any District network, or any network accessible through District resources, will meet any specific requirements you may have, or that the network resources will be error-free or uninterrupted.

5. That the School District shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data or information) sustained or incurred in connection with the use, operation, or inability to use District networks and resources.

6. That the use of the District network(s), including access to public networks, is a privilege which may be revoked by network administrators at any time for violation of the Acceptable Use Procedures and Code of Conduct. The School District will be the sole arbiter(s) of what constitutes violation of the Acceptable Use Procedures or Code of Conduct.

7. In consideration for the privilege of using the School District network resources and in consideration for having access to the public networks, I hereby release the School District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, the District network resources.

User/Staff Member: _____

Contact #: _____

School of Employment: _____

Position of Employment: _____

I hereby certify that I have read the Acceptable Use Policy and Procedures; that I fully understand their terms and conditions; and that I will abide by the terms conditions set forth in those documents.

Signature of User/Staff Member: _____

Date: _____

Signature of Building Principal: _____

Date: _____

NH Statutes	Description
RSA 194:3-d	School District Computer Networks

Federal Statutes	Description
20 U.S.C. §6777	Enhancing Education Through Technology – Internet Safety
47 U.S.C. §254	Requirements For Certain Schools – Internet Safety

LONDONDERRY SCHOOL BOARD
1st Reading to Adopt: April 8, 2025

LONDONDERRY SCHOOL DISTRICT
Acceptable Use Policy: Students

The responsibility of the students and the parents or guardians of students is to familiarize himself/herself with and abide by the rules of this Acceptable Use Policy, the Student Handbook and all other applicable school policies.

I. Introduction

Pursuant to New Hampshire Revised Statutes Annotated 194:3-d, this Acceptable Use Policy shall serve as a statement on the appropriate use of the various "technology resources" available to all authorized students of the Londonderry School District including, but not limited to, the Londonderry School District computers, network, electronic mail system (e-mail), website (homepage) and Internet access. It is the Londonderry School District's goal to enhance educational excellence with the assistance of these technology resources.

A. The Internet

The Internet, and the World Wide Web, is a vast information network that links individuals, computers, networks and databases throughout the world. The Internet has the potential to serve as an invaluable resource because it allows immediate access to and download of educational materials found at universities and colleges, government agencies and departments, non-profit organizations, private businesses and companies, and even private residences. Parents and guardians should be aware that the Internet's power to access limitless resources also includes information or material that lacks educational value and can be inaccurate, controversial, objectionable, offensive, defamatory and even illegal. The Londonderry School District does not condone the use of such materials at any time and prohibits the use of the Londonderry School District technology resources for these purposes. Yet, it is technologically impossible for the Londonderry School District or any district staff member to adequately filter or control the quality or content of the information available on the Internet while still retaining a meaningful connection to it. Therefore, students will be held responsible for ensuring that their activities adhere to the District's Acceptable Use Policy and to generally accepted educational standards as outlined in other applicable district policies.

The Internet also provides new and exciting interactive communication technologies, such as e-mail, news groups, listservers, instant chatrooms, podcasts, wikis, blogs and discussion groups. While these interactive technologies are exciting and hold great potential for the learning process, they are also very disruptive if improperly utilized. Students using Londonderry School District Internet access to participate in these interactive technologies without an educational purpose will immediately lose all Internet access privileges and may be subject to disciplinary action.

Clearly, the Londonderry School District Internet access can serve as a means for improving, extending and enriching teaching and learning in the Londonderry School District.

Thus, the Londonderry School District firmly believes that the educational benefits to staff and students from access to the Internet, in the form of information resources and opportunities for collaboration or interaction, far exceed the disadvantages.

B. Londonderry School District Web Presence

The Londonderry School district's presence on the Internet has been established to communicate the happenings of the Londonderry School District with staff, students, parents, community members and the world. The District's Website **(www.londonderry.org)** is intended to convey general information about the District's schools, events, curriculum or programs of study, and policies and procedures. Since sections must be responsibly developed, all information or material must be professional, ethical and meet the standards required of other district publications. As such, it is not a forum for regularly hosting publications for non-Londonderry School District events or organizations. The District uniformly prohibits unauthorized hyperlinks from its sections to other websites. Any unauthorized hyperlink to the school district or schools section is a violation of this policy, subject to disciplinary action.

Students or organizations who wish to post information on or attach web pages to the District's website sections must complete and submit to the District a signed copy of the Website/Home Page Acceptable Use Policy Agreement Form. If the proposed Web Acceptable Use Policy Agreement Form is approved by the Londonderry School District, then the information of the student or organization will be subject to review to ensure compliance with the District's Acceptable Use Policy and any other applicable District policies, as well as copyright laws. The student or organization understands that the Web Acceptable Use Policy Agreement Form is a contract. As part of this contract, the Londonderry School District reserves the right to at any time, without advance notice to students, monitor, access, modify, remove, review, and/or retrieve the subject, content, and appropriateness of any and all information stored or transmitted on the District's sections of the Londonderry Website, hyperlinks or web pages attached to these sections. Original student work that is posted will be protected by copyright laws and the District will act as an intermediary for any request for permission to use and/or publish student work.

In order to maintain the safety of the Londonderry School District students, student work or materials, pictures of students, and any such other information that would allow for the identification of students, will only be allowed after the receipt of written permission from students and their parents or guardians. All information about students posted will comply with the District's policy on student records, the Federal Family Education Rights and Privacy Act, and any other applicable state or federal law.

II.   Responsibilities

Students are responsible for appropriate behavior when using the Londonderry School District technology resources, just as they are in a classroom or a school hallway. As outlined in the Student Handbook, general school rules for behavior and communications apply. The Londonderry School District technology resources are provided for students to conduct research, gather information and communicate with others for educational purposes. The Londonderry

School District technology resources shall not be utilized for personal, commercial or other non-educational purposes. In the first instance students shall be required to utilize the Londonderry School District technology resources under the supervision of the Londonderry School District staff. The Londonderry School District staff may, in its discretion, allow students to access the Londonderry School District technology resources without direct supervision if the students have demonstrated that they will act in a responsible manner.

Acknowledging that the potential for abuse of network resources exists, all students and parents or guardians of students who are minors must sign the Londonderry School District Acceptable Use Agreement Form prior to accessing the Londonderry School District technology resources. All students and parents or guardians of students shall assume full liability, whether legal, financial or otherwise, for students' actions when using the Londonderry School District technology resources. Similarly, outside of school, parents and guardians bear responsibility for the appropriate guidance of their children on the Internet, as they do with other information sources such as television, telephones, movies, radio or other potentially offensive media.

Responsible use of the Londonderry School District technology resources by students includes, but is not limited to, the following:

i.	Not interfering with the normal and proper operation of the Londonderry School District computers, network, e-mail system, website or Internet access;
ii.	Not adversely affecting the ability of others to use equipment or services;
iii.	Not conducting themselves in ways that are harmful or deliberately offensive to others;
iv.	Not using the technology resources for illegal purposes;
v.	Not using school technology or network resources in "hacking" attempts or attempts to otherwise compromise system security;
vi.	Not using electronic mail, chat rooms and other forms of direct electronic communication unless in a supervised environment;
vii.	Not disclosing personal information such as name, school, address, personal email address, and telephone number outside of the school network other than to access school approved educational resources;
viii.	Not changing files that do not belong to the user;
ix.	Not storing or transferring unnecessarily large files;
x.	Not creating, transferring or otherwise using any text, image, movie or sound recording that contains pornography, profanity, obscenity or language that offends or tends to degrade others;
xi.	Not attempting to install any software on the computers;
xii.	Not downloading software from the Internet;
xiii.	Not sharing personal passwords or personal information with others;
xiv.	Not leaving personal files open or leaving computer sessions unattended;
xv.	Only using the technology resources when authorized to do so as outlined in this policy;
xvi.	Logging onto the network and using only your account

xvi.   Changing passwords regularly or whenever their current passwords may be known to others;

xvii.   Immediately notifying a parent, classroom teacher, principal or appropriate District employee if others are trying to contact them for unlawful or suspicious activities.

III.   Privilege

The use of the Londonderry School District technology resources is a privilege and not a right. The Londonderry School District technology resources are only provided for educational purposes to students and staff of the District, and shall not constitute a public forum.

Behaviors and activities that shall result in appropriate disciplinary action include, but are not limited to:

i.   Using the technology resources for commercial, financial and/or personal gain, including solicitation and business of any nature;

ii.   Using the technology resources for political lobbying, except as expressly allowed, during a school activity;

iii.   Using the technology resources for promoting, supporting or celebrating religion or religious institutions;

iv.   Using profanity, vulgarity, obscenity or other language which tends to be offensive or tends to degrade others;

v.   Accessing, viewing, storing or transferring profanity, vulgarity, obscene, sexually explicit or pornographic materials;

vi.   Sending hate mail, anonymous messages or threatening messages;

vii.   Sending "chain" type letters and unsolicited bulk mails (spamming);

viii.   Using harassing, racial, sexist or discriminatory remarks and other antisocial behaviors;

ix.   Using e-mail, news groups, list servers, instant chat rooms and discussion groups for non-educational purposes;

x.   Wasting limited resources, including paper;

xi.   Using invasive software such as "viruses", "worms" and other detrimental activities;

xii.   Using encryption or security measures to avoid monitoring or review in the ordinary course of business or routine maintenance by the system administrator or District staff;

xiii.   Attempt to log-on to the network as the system administrator;

xiv.   Using someone else's password;

xv.   Misrepresenting oneself as another user;

xvi.   Trespassing in another's folders, work, files or e-mails;

xvii.   Revealing personal information about others;

xviii.   Infiltrating, disrupting or interfering with others' use of the Londonderry School District technology resources or infiltrating, disrupting or interfering with others' use of outside computing systems or networks;

xix. Intentionally infringing upon the intellectual property rights of others in computer programs or electronic information, including plagiarism and/or unauthorized use or reproduction;

xx. Transferring, utilizing or storing material in violation of copyright laws or license agreements;

xxi. Involvement in any activity prohibited by law or school district policy;

xxii. Creating hyperlinks between the Londonderry School District sections of the Londonderry Website and other Internet sites;

xxiii. Off school premises computer use, web page creation and Internet access for the purpose of disrupting the learning process by any of the means listed above.

Use of the District's technology resources for any altruistic or charitable purpose must be approved in advance by the District. The Londonderry School District reserves the right to add and include additional behaviors and activities that can result in appropriate disciplinary action.

IV. Intentional Violations

The District is aware that violations of this policy may occur under circumstances where the student is involuntarily routed to sites containing inappropriate information or material. Accordingly, disciplinary action under this policy shall only result from willful and intentional violations of this policy. Notwithstanding, the District reserves the right to discipline any student for violations of this policy where it is apparent that the student knew, or should have known, that violations of this policy were likely to occur as a result of the actions, or inactions, of the student in question.

V. Disciplinary Actions

Student violation of this Acceptable Use Policy and/or other Londonderry School District policies shall result in, but is not limited to, one or more of the following:

i. Restriction, suspension or revocation of access privileges;
ii. Removal from a class activity;
iii. Removal from a course;
iv. Removal from an extracurricular activity;
v. Detention, suspension or expulsion;
vi. Referral to the appropriate legal authorities for possible criminal prosecution;
vii. Civil liability.

VI. Privacy

Students have no rights of privacy with regard to their use of the Londonderry School District technology resources, which includes but is not limited to the Londonderry School District computers, network, electronic mail system (e-mail), District sections of the Londonderry Website and Internet access. Londonderry School District retains ownership and possessory control of its technology resources. The District does not guarantee, and students should not have any expectation of, confidentiality, privacy, security or ownership of the content

of any information accessed, sent, received, created or stored thereon. Students should realize that electronic communications and other information sent through the Internet are accessible by third parties, specifically the Internet Service Provider.

The Londonderry School District technology resources are maintained and managed by a system administrator in such a way as to insure its availability and reliability in performing the Londonderry School District educational mission. Students are advised that the District's technology resources are treated as a shared filing system, which means that in the ordinary course of business, pursuit of educational purposes, routine maintenance, or in the course of an investigation to protect the health, welfare and safety of the District, its staff and students, a system administrator or other authorized District staff member may, at any time, without advance notice to students, monitor, access, modify, remove, review, retrieve, and/or disclose the subject, content and appropriateness of any and all information stored or transmitted on District technology resources, including information that may have been deleted but still exists on the system. Students are put on notice that deleted files or messages are never completely removed and may be retrieved or restored. Students should not save their personal work on computer hard drives or the network, but rather should use a personal disk for saving their work. Students shall frequently delete old files. During routine maintenance the system administrator may delete files stored on any of the Londonderry School District technology resources.

The District makes no warranties of any kind, whether express or implied, for the technology services it is providing. While the Londonderry School District will make every effort to preserve data, the responsibility for it lies with the students. The District will not be held responsible for any damages a student may suffer, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruption caused by its own negligence or a students errors or omissions. The District specifically denies any responsibility for the accuracy or quality of information obtained through its technology resources. Students must fully understand that the use of any information obtained through the Internet is at the student's own risk.

The Londonderry School District reserves the right to record all Internet addresses and electronic communications accessed by students. Likewise, the District has the right to determine what information is posted on its website and it will routinely monitor all technology resources in order to maintain their integrity and to ensure compliance with this policy. Any and all violations of this policy detected by the system administrator will be reported to the school principal or appropriate District Administrator for disciplinary action.

VII.   Copyrighted and Other Proprietary Materials

It is the intent of the Londonderry School District to adhere to the provisions of the U.S. Copyright Act, the license agreements and/or policy statements contained in software packages used by the District. All students shall be responsible for respecting the copyright and proprietary interest of any materials accessed through the Londonderry School District technology resources. Students may not duplicate copyrighted materials, graphics or software, including school owned software, without permission from the copyright holder, unless the use falls within the legal parameters of the Fair Use Doctrine, whether for personal use or for the use

of others. The improper duplication or use of copyrighted materials is a violation of this policy and is subject to disciplinary action, as well as possible civil liability and criminal prosecution.

VIII.   Complaints

If violations of this policy occur, students and parents or guardians of students shall inform the classroom teacher, school principal or appropriate District Administrator. The classroom teacher, school principal or appropriate District employee shall document all complaints in writing. Every effort will be made to protect the anonymity of the reporting person, but it cannot always be guaranteed. The school principal or appropriate District Administrator shall conduct an investigation of the complaint and shall report any disciplinary action taken.

Students who are disciplined as a result of this policy have the same appeal procedure as any disciplinary action, which is through the school principal or appropriate District Administrator, the Superintendent and the School Board.

IX.   Enforcement

The Londonderry School District uses a technology protection measure that blocks or filters Internet access to some Internet sites that are not in accordance with District policy.

The technology protection measure that blocks or filters access may be disabled by appropriate personnel upon request for bona fide research purposes by an adult. Appropriate personnel may override the technology protection measure to access a site with legitimate educational value that is wrongly blocked by the technology protection measure.

Appropriate personnel will monitor use of the Internet to ensure enforcement of the policy.

LONDONDERRY SCHOOL BOARD
Adopted: January 22, 2002
Amended: September 7, 2004
Amended: May 6, 2008
1st Reading to Rescind: April 8, 2025

LONDONDERRY SCHOOL DISTRICT
ACCEPTABLE USE POLICY AGREEMENT FORM

THE FOLLOWING MUST BE COMPLETED BY THE PARENT OR GUARDIAN OF ALL STUDENTS UNDER THE AGE OF 18 PRIOR TO ANY USE OF TECHNOLOGY RESOURCES

As the parent or guardian of _____, I acknowledge that I have received, read and fully understand the Londonderry School District's Acceptable Use Policy.

1. It is clear to me that use of the District's "technology resources", such as the District's computers, network, electronic mail service, website and Internet web access is designed for educational purposes only.

2. I have discussed and explained the Londonderry School District Acceptable Use Policy to my child.

3. I agree to immediately report any misuse of the District's technology resources to the District administration.

4. I understand that my child's violation of the Londonderry School District Acceptable Use Policy may result in the restriction, suspension or cancellation of access privileges, and may result in other disciplinary action, civil liability or criminal prosecution by the appropriate authorities.

5. I have emphasized to my child the importance of following this policy for reasons of his/her own personal safety and the safety of others.

6. I understand that I allow my child to use the District's technology resources at his/her own risk and at my own risk.

7. I hereby release, indemnify and hold harmless the Londonderry School District, its staff and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of or inability to use the District's technology resources.

8. I certify that the information contained in this form is true and accurate.

9. (Please check only one) I hereby___give/___do not give permission for my child to access the Londonderry School District technology resources.

Parent/Guardian Signature:_____ Date:_____

Parent/Guardian Name:_____Date:_____
(please print)
Home Address:_____

Home Phone Number:_____ Work Phone Number_____

LONDONDERRY SCHOOL BOARD
Adopted: January 22, 2002
Amended: September 7, 2004
Amended: May 6, 2008
1st Reading to Rescind: April 8, 2025

LONDONDERRY SCHOOL DISTRICT
ACCEPTABLE USE POLICY AGREEMENT FORM

THE FOLLOWING MUST BE COMPLETED BY ALL STUDENTS, GRADES 6 THROUGH 12, PRIOR TO ANY USE OF TECHNOLOGY RESOURCES.

1. I acknowledge that I have received, read and completely understand or have had explained to me by my parent or guardian the Londonderry School District's Acceptable Use Policy.
2. I agree to use the District's technology resources, such as the District's computers, network, electronic mail service, website and Internet web access, for educational purposes only.
3. I understand that any violation of the Acceptable Use Policy may result in the restriction, suspension or cancellation of access privileges, and may result in other disciplinary action, civil liability or criminal prosecution by the appropriate authorities.
4. I agree to report any misuse of the District's technology resources to my classroom teacher.
5. I acknowledge that the use of the District's technology resources is entirely at my own risk.
6. I hereby release, indemnify and hold harmless the Londonderry School District, its staff and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of the District technology resources.

Student's Signature:_____ Date:_____

Student's Name:_____
(please print)
Date of Birth:_____

Home Address:_____

Home Phone Number:_____

LONDONDERRY SCHOOL BOARD
Adopted: January 22, 2002
Amended: September 7, 2004
Amended: May 6, 2008
1st Reading to Rescind: April 8, 2025

WEB ACCEPTABLE USE POLICY AGREEMENT FORM

THE FOLLOWING MUST BE COMPLETE BY ALL APPLICANTS AND APPROVED BY THE DISTRICT PRIOR TO ANY USE OF THE DISTRICT'S WEBSITE SECTIONS.

Applicant's Name:_____
(please print)

Applicant's Signature:_____   Date:_____

Department/Building/Program:_____

Home Address:_____

Home Phone Number:_____

Purpose of Project or Information Posted:_____

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1. I acknowledge that I have received, read and fully understand the Londonderry School District's Acceptable Use Policy.
2. It is clear to me that use of the District's "technology resources", specifically the District's website sections, is designed for educational purposes only.
3. I am responsible for any and all information that I am posting on the District's website sections.
4. I agree to ensure information accuracy, relevance and timeliness.
5. I agree to notify the administration whenever changes are to be made to these pages.
6. I understand that all information or files stored in the District's website sections directory will be served to the World Wide Web and thus, are open to inspection by the District.
7. I understand that my violation of the Londonderry School District Acceptable Use Policy may result in the restriction, suspension or cancellation of access privileges and may result in other disciplinary action, civil liability or criminal prosecution by the appropriate authorities.
8. I understand that I am using the District's technology resources, specifically the District's website sections, at my own risk.
9. I hereby release, indemnify and hold harmless the Londonderry School District, its staff and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of or inability to use the District's technology resources, specifically the District's website sections.
10. I certify that the information contained in this form is true and accurate.

APPROVED:_____   DECLINED:_____
(Please send copy to Director of Library, Media & Technology)

Administrator's Signature:_____ Date:_____

LONDONDERRY SCHOOL BOARD
Adopted: January 22, 2002
Amended: September 7, 2004
Amended: May 6, 2008
1st Reading to Rescind: April 8, 2025

Memo

Londonderry School District
Dan Black
Superintendent of Schools

To: School Board

From: Dan Black

Date: March 25, 2025

Re: School Board Liaison List

Attached please find the current 24-25 School Board Liaison List as well as a "working list" for the 25-26 school year. Assignments will need to be updated and presented at the April 8, 2025 School Board meeting for approval.

		Proposed	Proposed			
		Proposed	**Proposed**			
A	Budget Committee	Porter	Loughlin	Monthly	4th Thurs, 7:00PM	Town Hall
A	Capital Improvement Planning	Gray	Slater	TBD		
A	Curriculum Coordinating Council	Loughlin	Butcher	Monthly	4:00PM	LHS Library
A	Town Council	Slater	Butcher	Bi-monthly	Mon. 7:00PM	Town Hall
A	Planning Board	Gray	Slater	Bi-monthly	Wed. 7:00PM	Town Hall
A	Facilities Study Committee	Slater	Porter			
A	Policy Review Committee	Loughlin	Gray	As needed		
A	Communications Committee	Butcher	Loughlin			
A	Budget Office Liaison	Porter	Loughlin	Monthly/As needed		
A	Kindergarten Study Committee	Butcher	Gray			
A	Energy Efficiency Task Force	Loughlin	Porter			
B	High School PTSO	Loughlin	Slater	Every Other Month	Tues. 6:30PM	LHS Library
B	Matthew Thornton PTA	Porter	Slater	Monthly	Thurs. 7:00PM	MT Library
B	Middle School PTO	Loughlin	Butcher	Every Other Month	3rd Thurs. 7:00PM	LMS Library
B	Moose Hill PTA	Butcher	Gray	Monthly	1st Thurs. 7:00PM	Moose Hill School
B	North School PTA	Gray	Loughlin	Monthly	1st Wed. 7:00PM	North School Library
B	South School PTA	Slater	Porter	Monthly	3rd Mon. 6:30PM	South School Library
C	Athletic Fields Committee	Slater	Loughlin	As needed		
C	NH School Board Association	Butcher	Loughlin	1 Sat meeting		
C	State Rep. Liaison	Gray	Porter			
C	Senior Resource Committee	Porter	Butcher	Monthly	3rd Tuesday 6:00PM	Sunnycrest Conf Rm
C	Wellness Committee	Loughlin	Slater			
D	Administrators	Loughlin	Butcher	As needed		
D	NEAS&C			As needed		
D	Support Staff			As needed		
D	Custodians			As needed		
	Teacher Contracts	Gray	Slater			
A group - One Board member must attend						
B group - Board member should attend						
C group - Board member should attend						
D group - Point of Contact only						

24-25 School Board Liaisons

Working 25-26 School Board Liaisons

		Proposed	Proposed			
A	Budget Committee			Monthly	4th Thurs, 7:00PM	Town Hall
A	Capital Improvement Planning			TBD		
A	Curriculum Coordinating Council			Monthly	4:00PM	LHS Library
A	Town Council			Bi-monthly	Mon. 7:00PM	Town Hall
A	Planning Board			Bi-monthly	Wed. 7:00PM	Town Hall
A	Facilities Study Committee					
A	Policy Review Committee			As needed		
A	Communications Committee					
A	Budget Office Liaison			Monthly/As needed		
A	Kindergarten Study Committee					
A	Energy Efficiency Task Force					
B	High School PTSO			Every Other Month	Tues. 6:30PM	LHS Library
B	Matthew Thornton PTA			Monthly	Thurs. 7:00PM	MT Library
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B	Moose Hill PTA			Monthly	1st Thurs. 7:00PM	Moose Hill School
B	North School PTA			Monthly	1st Wed. 7:00PM	North School Library
B						
B	South School PTA			Monthly	3rd Mon. 6:30PM	South School Library
C	Athletic Fields Committee			As needed		
C	NH School Board Association			1 Sat meeting		
C	State Rep. Liaison					
C	Senior Resource Committee			Monthly	3rd Tuesday 6:00PM	Sunnycrest Conf Rm
C	Wellness Committee					
D	Administrators			As needed		
D	NEAS&C			As needed		
D	Support Staff			As needed		
D	Custodians			As needed		
A group - One Board member must attend						
B group - Board member should attend						
C group - Board member should attend						
D group - Point of Contact only						

Memo

To: Daniel Black

From: Amity Small

Date: 4/8/2025

Re: Discussion of Switching to a 2-Tier Bus System

The Business Office, LMS, LHS, and the Bus Company have been meeting to discuss the possibility of implementing a 2 Tier Bus Route System instead of the current 3 Tier System.

We are sharing the information we have gathered, as well as the pros and cons of transitioning to the 2 Tier model, in order to get some direction from the Superintendent and the School Board to see if we should proceed with this change for the 2025-26 school year.

Exploring
2 Tier Bus Routes
2025-26

LONDONDERRY SCHOOL DISTRICT

LEAD THE WAY

Let's Look at Combining Routes (3 Tier to 2 Tier)

- So far we have 4 routes that combine LHS and LMS students—no issues in 3 years

- Neighboring community does this—no issues

- If we do this for all LHS and LMS routes, we would have a stop for all high school and middle school students; right now, LHS students sign up for bus stops

- Seats would be assigned youngest in the front; oldest in the back

- Neighborhood children together

Route Comparisons

Route	Original # Students	Mock # Students	Original Time @ 1st Stop	Mock Time @ 1st Stop
29	77 (LHS)	54 (LHS/LMS)	6:15am	6:45am
27	12*(LHS)/54 (LMS)	66*(59) (LHS/LMS)	6:45am/7:05am	6:45am
4	42 (LMS)	54 (LHS/LMS)	6:58am	6:40am
22	51 (LMS)	59 (LHS/LMS)	6:55am	6:45am
25	20 (LMS)	45 (LHS/LMS)	7:05am	6:45am
26	59 (LMS)	31 (LHS/LMS)	6:50am	6:50am

*There are 12 LHS students rostered to route 27 but on average, maybe 5 ride max

**Some stops would be moved to other routes, but without creating a stopping point for this sample, it would just continue to snowball effecting the entire fleet. These times could still be adjusted for a later start time as we continute to readjust and change additional routes.

Drop Off Times Same Window

- How long would LMS students be waiting to get off bus at LMS in the am?

  - 10 minute max (waited 7 minutes on my ride along day and 12 other buses were waiting ahead of us)

- How long would LHS students be waiting to get off the bus at LHS?

  - 10 minute max (no wait on my ride along)

Things to Consider

Pros

- More efficient bus routes in neighborhoods

- Allows Drivers to make both schools' start and stop times

- Later start times for LHS

- Potential cost savings

Cons

- 6th graders with potential 12th graders (however very few 11th & 12th graders ride the bus)

- Change is hard

Questions?

Thank you

Upcoming Teacher Assistance Plan Committee work with the LEA

April 8th, 2025, School Board Meeting

Context: Major Shifts in Evaluation Process in the Last Couple of Years

- Both before COVID and especially in the last three years, we have made major adjustments to our evaluation process, with staff and the Londonderry Education Association (LEA) in the following areas:
    1. The frequency and duration of observations
    2. The dialogue between staff and administrators
    3. Summative Evaluation Feedback and Scoring

    But there are still areas to work on collectively to continue to make this a valuable process for staff involved. (Continuous Improvement)
    - One area we will work on later this Spring with the LEA is how our "Teacher Assistance Plan" should work within our updated system.
    - There certainly could be other items that could be added to the list.
    - Mrs. Loughlan has agreed to be a liaison to the School Board in this process. (Thank you!)

# Context: Professional Development Master Plan

- The Professional Development Master Plan is a 124-page document that we update and submit to the NH DOE every five years that outlines our Evaluation Process.

- Right now, our 2021 to 2026 plan describes our old system of how our evaluations used to be – and we have updated our processes working with staff and the LEA along the way. We will just need to revamp the entire document by 2027.

- Yearly committee work with the LEA should help inform any remaining pieces, like the "Teacher Assistance Plan" that we have not yet collaborated on and figured out the details.

LONDONDERRY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT MASTER PLAN

2021-2026

"Giving Wings to Children's Dreams"

6A KITTY HAWK LANDING SUITE 101
LONDONDERRY, NH, 03053
(603)432-6920

C LONDONDERRY SCHOOL DISTRICT 2016 REVISED 2021 ALL RIGHTS RESERVED
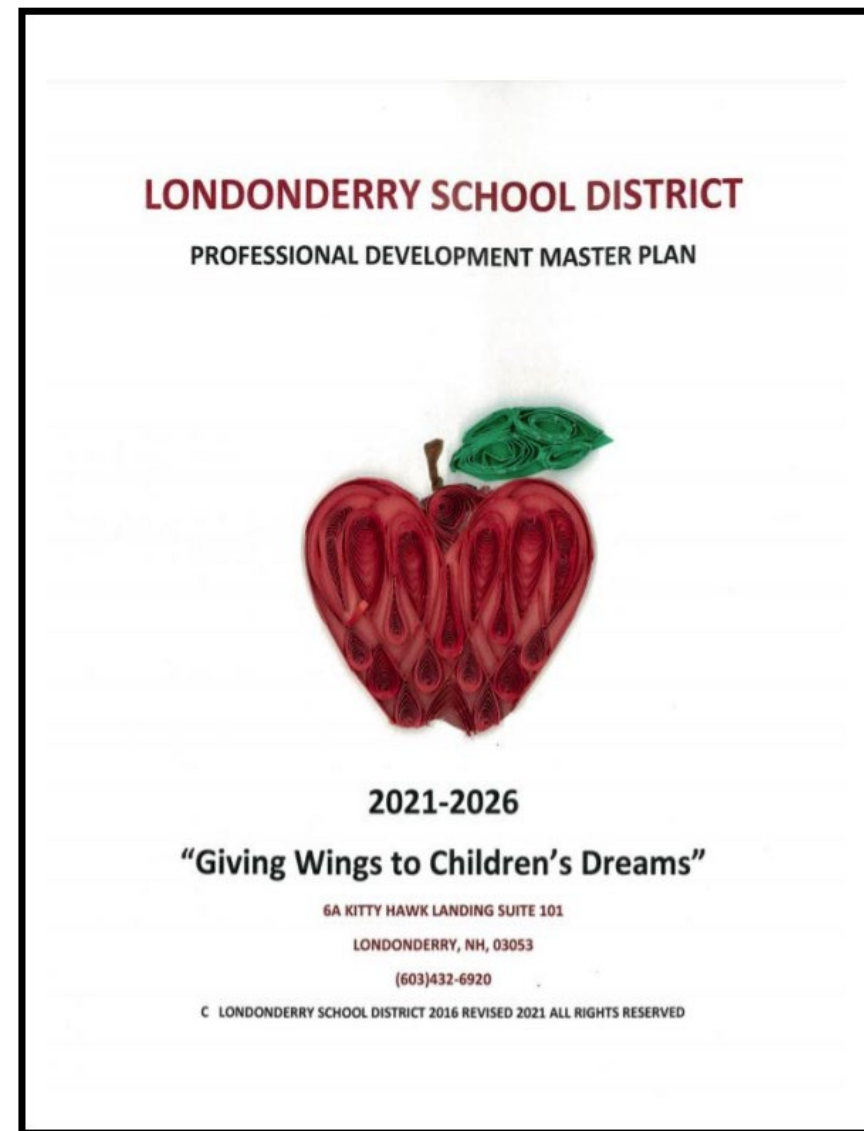
Old Frequency and Duration of Obervations

- Teachers in their first 5 years had **2 formal observations** done every year that then informed their **yearly summative observation.**

- "Continuing Contract Teachers" had two formal observations over a 3-year period that then informed their **summative evaluation.**

The challenge of teacher evaluation

Announced

Full-lesson

Infrequent
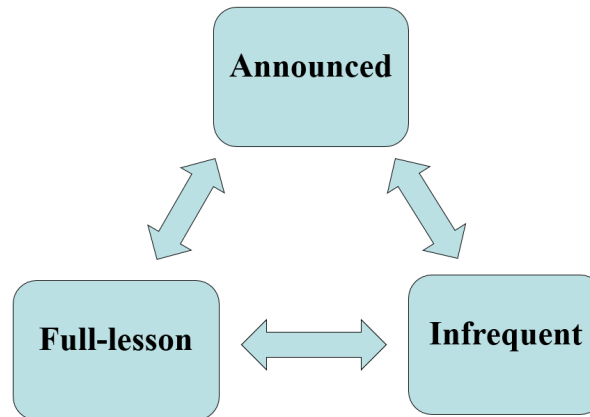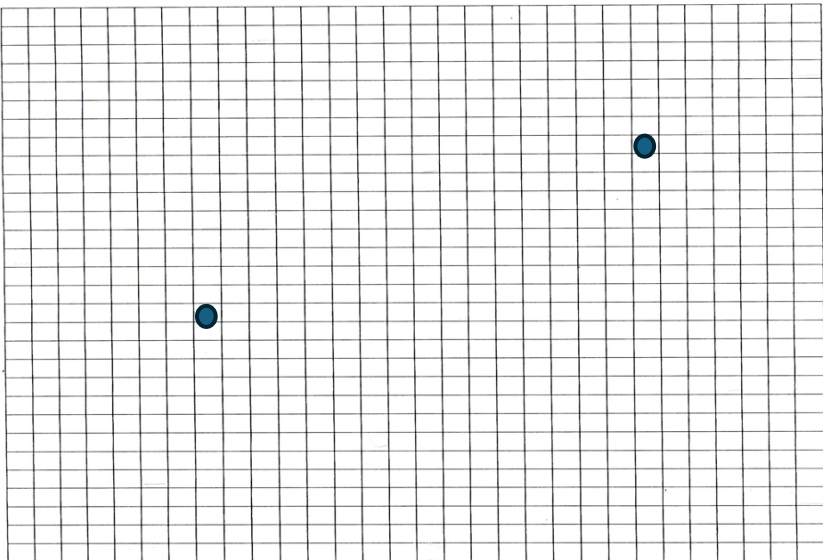
One problem with the old model was 2, announced, observations over a 180 school year doesn't allow the evaluator to really see that much nor have an on-going dialogue with staff around their craft and classroom.

Updated Frequency of "Mini-Observations"

- Now, staff can expect 6 to 8+ **unannounced** "mini-observations", shorter than a 15-minute visit to their classroom over their evaluation cycle.
  - Yearly for staff within their first 5 years and every three years for continuing contract staff that have tenured defined by the NH Law.

The challenge of teacher evaluation
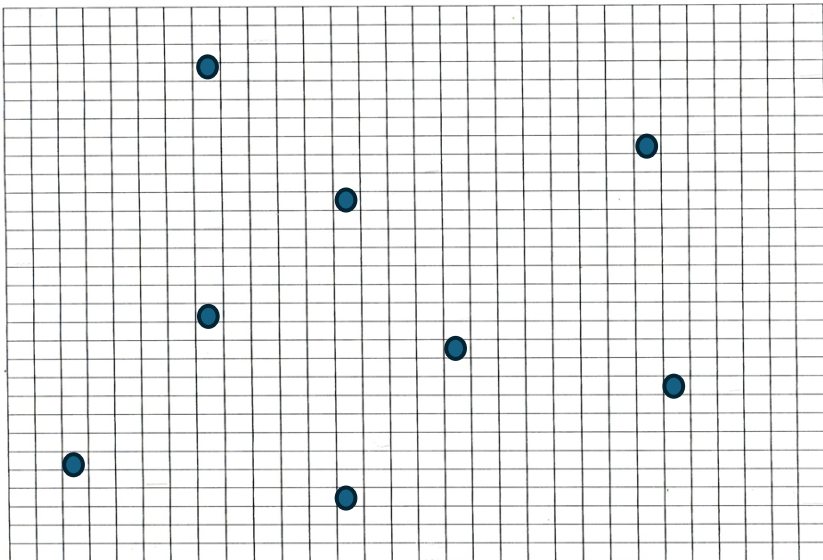
This is a great change for all staff in terms of being seen more by their evaluators, but particularly for untenured staff this means that we are visiting their classroom around 40 times before making a decision on tenure versus just 10 times in the older process. **40 unannounced visits over a 5-year period** give our evaluators a clear and honest view of their teaching skill to make decisions around tenure.

2 More Connected Pieces = Continuous Dialogue & Evaluation Ratings

Old Model for Conversations between Administrators and Staff

- In the old model, staff would debrief with their evaluator after an observation occurred, based on the "observation report" that was created by the evaluator.

- Staff were "scored" on the Danielson Rubric, and comment were left based on those scores and observations.

- This model led to infrequent conversations around a teacher's classroom and also pressurized the situation with the scoring after each visit.

LONDONDERRY SCHOOL DISTRICT

Professional Development Process
Observation Report
January 1
Non-continuing Contract Teacher – Year 1

Name: ____   School: _____

Assignment: ____   Date of Pre-Observation Conference: ____

Date of Observation: ____ Time: ____   Year of Cycle: ____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. +Demonstrating knowledge of students				
1c. *Selecting Instructional Goals				
1d. *Designing instruction				
1e. *Assessing student learning				

Comments/Suggestions ____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. *Creating an environment of respect and rapport				
2b. +Establishing a culture for learning				
2c. +Managing classroom procedures				
2d. *Managing student behavior				
2e. +Organizing learning environment				

Comments/Suggestions ____

Londonderry Professional Development Master Plan   43

Updated Dialogue in Mini-Observation Model

Mini Observation #1   Date: Administrator:
Domain: **Planning & Preparation for Learning ▾**   Domain: **Monitoring, Assessment, and Follow Up ▾**

Feedback and Comments	Your Reflection/Response/Questions

Mini Observation #2   Date: Administrator:
Domain: **Monitoring, Assessment, and Follow Up ▾**   Domain: **Monitoring, Assessment, and Follow Up ▾**

Feedback and Comments	Your Reflection/Response/Questions

- In the new model, evaluators and staff will debrief and dialogue within 48 hours of the mini-observation **and not score** the visit.

- Ideally this should build a good working relationship where administrators and teachers are working on growth collectively together.

For untenured staff, this would result in around 40 conversations with their evaluator over a 5-year period.

Old Model for Summative Evaluations

- In the old model staff would get a 1 to 4 score on each domain of Danielson along with suggestions.

- The problem was the specifics of the rubric were in the PDMP pages and not in the evaluation paperwork so the scores could be more arbitrary and less specific.

Professional Development Process   Page 2
Name ____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions ____

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. *Maintaining accurate records				
4c. +Communication				
4d. Contributing to School and District				
4e. +Growing and developing professionally				
4f. *Showing professionalism				

Teacher's Signature_____ Date_____

Administrator's Signature _____ Date _____

*Minimum expectancy for 1st year teacher. +Added expectancy for 2nd year teacher. All areas expected of 3rd year and continuing contract teachers.

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately

Elements:
Directions and procedures Oral and written language

Distinguished	Teacher communicates clearly and accurately to students, both orally and in writing.
Proficient	Exhibits behaviors found in both "distinguished" and "basic."
Basic	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.
Unsatisfactory	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.

Component 3b: Using Questioning and Discussion Techniques

Elements:
Quality of questions Discussion techniques Student participation

Distinguished	Teacher's use of questioning and discussion techniques promote full participation of students allowing for adequate "wait" time in order for children to respond.
Proficient	Exhibits behaviors found in both "distinguished" and "basic."
Basic	Teacher's questions are a combination of low and high quality with limited engagement of students.
Unsatisfactory	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation and little true discussion.

Updated Summative Evaluation Scores

- Now, evaluators will look at the totality of their mini-observations and come up with a rating for each part of the Marshall Rubrics – but they can more clearly link the rating to what the rubric says for staff. More honest conversations on performance are now happening.

A. Planning and Preparation for Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standard
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards *	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units +	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
d. Assessments *	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation +	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.

On-Going Work: Teacher Assistance Plan

- Many new systems and routines have been updated over the last couple of years for our evaluation system working in collaboration with staff and the LEA.

- Despite all this progress, there will always be areas to update and address – one area is the "Teacher Assistance Plan".

- In our old model, this was only used for tenured staff when they were determined "to be marginal or having difficulty meeting one or more standards . . ."

- We need to think through how we might update this approach for both untenured and tenured staff with our new model and practices.

- In general, over the last 3 to 5 years staff have gotten more specific and direct feedback on their teaching, hopefully in a constructive and collaborative manner with their evaluators – but we do need to think through our process for struggling staff – even though they are getting more specific and targeted feedback within our updated evaluation process.

Professional Development Plan components

In recognizing the differing needs of students, teachers, schools, and district, the Professional Development Plan is comprised of three distinct plans:

Plan 1   **Initial Professional Development Plan**
Used for all new teachers during years 1-5 (non-continuing contract)
Used for experienced teachers who did not achieve continuing contract status in their previous district.
Used for teachers who have achieved continuing contract in a previous district

Plan 2   **Professional Growth Plan**
Experienced teachers (continuing contract)

Plan 3   **Teacher Assistance Plan**
Experienced continuing contract teachers who are considered marginal or are having difficulty meeting one or more of the districts standards for effective teaching

Memo

To: **Londonderry School Board**

From: Dan Black

Date: 4/4/25

Re: Tax Caps and Open Enrollment Bills Potential Impact

There are a couple of legislative bills that are being discussed and proposed during the Budget process right now that as a school system we need to keep our eye on and better understand their impacts.

House Bill 675 – Limiting the Authority of School District to Make Certain Appropriations (Tax Caps)

Here is a quick summary of the Bill: This bill establishes a tax cap for local school districts, limiting their authority to make certain appropriations. Specifically, it amends RSA 76:8 by inserting new provisions that restrict school district appropriation amounts, excluding facilities acquisition and construction, to not exceed the previous year's appropriation adjusted by the average Consumer Price Index (CPI) for the previous five years until June 30, 2027. After this date, appropriations will be capped at the greater of either the five-year average percent change in Average Daily Membership Revenue (ADMR) or the five-year average appropriation. Additionally, any appropriations exceeding these limits will require a two-thirds majority vote from the legislative body of the school district.

We were already planning to study our warrant article around tax caps, but we should shift our attention to this bill, because all signs point to this legislation being apart of the House Budget bill moving through the legislature.

From the tax cap conversation earlier this winter I saw a lot of concern in the room around **local control.** This bill would certainly limit the work currently being done by the School Board and Budget Committee to work with the voters of Londonderry to fund the School District.

In general, tax caps can have lots of impacts, but when you look at the collective bargaining process, both the School Board and LEA put forth good faith effort for a new contract that was supported by the voters. I do not think that anyone created that new contract with the potential problem that we might not be able to follow through on the raises supported by the voters if the mechanics of the tax cap in House Bill actually stop those raises in the future.

Denying **local control of the school budget** and **nullifying voter approved collective bargaining agreements** seem to be two huge problems this bill could create.

I urge local voters to get involved in the Legislative process to better understand what our local representative and senators think of this bill and potential impacts for our school district and community.

House Bill 741 – Allowing parents to send their children to any school district they choose (Open Enrollment)

Here is a quick summary of the bill: The bill HB 741-FN amends existing laws to enhance school choice in New Hampshire by allowing parents to send their children to public schools outside their resident districts. Key changes include modifying the introductory paragraph of RSA 193:1, I to require parents to ensure their children attend "a public school" instead of "the public school to which the child is assigned in the child's resident district." Additionally, the definition of "legal resident" in RSA 193:12, III is updated to clarify that a legal resident is someone domiciled in the state, not just within the school district. The bill also mandates that each school district establish an open enrollment policy, allowing students to transfer among schools within and outside their district, and requires annual reporting on transfer applications and outcomes.

Moreover, the bill removes the restriction that only chartered public schools can be open enrollment schools, eliminates application fees, and mandates that schools provide information about their curriculum to prospective students. It establishes admission preferences for military-connected students and outlines specific reasons for denying transfer applications. The bill prohibits schools from accepting or rejecting applicants based on criteria such as grade or age levels and ensures transportation provisions for students. It also addresses funding by stating that no tuition will be charged for public school attendance, with the resident district responsible for paying a specified amount to the receiving district. The act is set to take effect on January 1, 2026, and its fiscal impact remains indeterminable due to uncertainties in student enrollment patterns.

WOW!

There is a lot to figure out with this bill and many concerns arise.

I know that many residents purposely seek out a house in Londonderry to attend our schools. This bill basically nullifies their biggest investment (their house). I worry what will

happen to the investments already made if they are no longer necessary and any student in New Hampshire could really come to Londonderry School District.

There are many logistical concerns here as well:

1) The bill says that we do not need to accept a student with "a documented history of significant disciplinary issues" – but you could drive a truck through that vague definition, and I worry we would just need to accept any student.
   a. I look at the positive overall school culture data we presented earlier this winter, and I do not want to have to explain to parents in the future that we no longer have control in our schools because of this bill and its supporters.

2) The bill states that parents can bring their child to an existing bus stop – how large will our transportation costs grow with this stipulation?
   a. With the potential tax cap from the earlier bill, we might have to cut programs to afford the increase in transportation.

3) What happens if we have a family that choose to leave the Londonderry School system and then in a new public school becomes an "Out of District Placement" – are we going to have to pay the bill even though we were not the school system that could not provide for their IEP?
   a. What if we get a transfer student with an IEP – do we have to then pay for busing? The bill is not clear at this point.

4) What happens if we let a large group of non-residents into a 3rd grade classroom at one of our elementary schools so that we are out of space – and then new residents move in later in the year?

5) We budget ever year based on the students we have and fairly predictable new students coming in at certain grades – how will we create budgets with an unknown number of students transferring in and out of the school system each year?

Denying **the residency requirement to be in the Londonderry Schools** will be a huge problem this bill will create.

I urge local voters to get involved in the Legislative process to better understand what our local representative and senators think of this bill and potential impacts for our school district and community.